IB Primary Years Programme

Evaluation Report

Kennedy School

IBIS code: 004189

November 2015

Visiting Team

Team Leader – Glen Hayres

Team Member – P J Roth

School Administration

Head of School – Mr John Brewster

Programme Coordinator – Mr Joshua Blue

Name of school	Kennedy School	IB school code	004189
Date	15-12-2015	IB programme	PYP

Student ages in which all students are engaged in PYP	☐ 3-4	☐ 4-5	☑ 5-6	☑ 6-7	☑ 7-8	☑ 8-9	☑ 9-10	☑ 10-11	☐ 11-12

Introduction to Evaluation Report

Dear Head of school,

Thank you for completing the self-study process for programme evaluation.

The aim of programme evaluation is for the IB to ensure on a regular basis that the standards and practices of the programme are being maintained. The IB is aware that for each school the implementation of an IB programme is a journey, and that the school will meet these standards and practices to varying degrees along the way. However, it is expected that the school makes a commitment towards meeting all the standards, practices and programme requirements.

The present report is based on the analysis of the self-study questionnaire and supporting documents, together with the findings of the school visit. This report reflects on the self-study submitted by the school, including the process and the conclusions that the school reached.

The report is structured according to the document titled *Programme standards and practices*.

The report includes the following:

- **Feedback on the self-study process**: Analysis of the self-study process carried out by the school.
- **Commendations, recommendations, matters to be addressed (MTBA):** A list of those practices and programme requirements that resulted in commendations, recommendations or matters to be addressed, together with:
  - the commendation, recommendation or matter to be addressed
  - related finding(s)
  - indication of recommendations that are repeated from the previous report (whether from authorization or evaluation)
  - indication of whether the school has already included appropriate actions for the identified recommendations or matters to be addressed in their action plan

       o   indication of the evidence to be provided by the school in case of matters to be addressed.
- **Conclusions:** A table of conclusions for each standard. If there are matters to be addressed by the school within the standard, it will require significant attention.

Outcome of the evaluation process of your school

You will find the report related to your school in the pages that follow.

Based on the findings included in the report, the IB has not identified any matters to be addressed.

With regard to the recommendations mentioned in the report, the school is expected to incorporate these into their action plan for the new five-year cycle.
The report notes that some of the recommendations have been repeated from a previous report. The school must follow up on these recommendations in the same way as any other recommendation. The repetition of recommendations in consecutive evaluation cycles or from authorization will be considered as an indication of the level of the school's commitment to meeting all the programme standards and practices.

We trust the information found in this report will support the school in its continued implementation and enhancement of the IB programme.

Yours sincerely,

Ian Chambers

Director, Asia Pacific

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Report

Process of the school's self-study

	Visiting Team
Timeline: The self-study took place over at least 12 months.	14
Stakeholders involved: Those involved in the organization and implementation of the programme contributed to this process: members of the governing body, administrators, teaching and non-teaching staff, students and parents.	Yes
Gathering evidence: The self-study is evidence based, drawing on existing school documentation and reflecting actual practice in the school during the period under review.	Yes
Reflection in teams: Meetings were organized, allowing time for reflection, discussion and collation of evidence, if applicable.	Yes
The levels of implementation of practices: The school has provided descriptors for assessing the practices.	Yes

Section A: Philosophy

Standard A

The school's educational beliefs and values reflect IB philosophy.

Practice 1	The school's published statements of mission and philosophy align with those of the IB.
Findings of the team	• The school's mission is visible in classrooms and shared areas around the school. • Displays in some classrooms demonstrate student ownership of the school's vision and mission.

	• The school's vision and mission are published on its website and in school information literature. • Conversations with the governing body, parents and the pedagogical leadership team highlight how the school's vision - Inspire, Achieve, Excel - is pervasive throughout the school. • The school's statements of mission and philosophy include references that the school: values education that goes beyond academic development, encourages awareness beyond the individual and his or her immediate community, aligns with other elements of the IB mission statement. • The school's self-study highlights how the mission and vision for the school has been incorporated into assemblies to help build understanding. • Conversations with teachers demonstrate their understanding of the school mission and alignment with IB philosophy. • Discussions with stakeholders consistently indicate that the pervasive nature of the mission supports IB philosophy and guides decision making.
Commendations	The school is to be commended on ensuring its vision and mission is embedded throughout the school community.

Practice 3b	The school as a community of learners is committed to a collaborative approach to curriculum development.
Findings of the team	• Teachers describe a collaborative approach to curriculum development in day-to-day planning and discussions. • Conversations with teachers, parents and the pedagogical leadership team show that parent participation and contribution to the development of the programme is encouraged. • Most planners submitted to the visiting team demonstrate a sustained collaborative effort. • Discussions with parents and teachers highlight how the parent and local community are utilised to support the programme. • Conversations with the PYP coordinator, classroom teachers and single subject teachers reveal a desire for formal collaborative planning time for single subject teachers to collaborate with classroom teachers. • Single subject teachers express a need for formal collaborative planning time to collaborative plan within their discipline. • Some teachers highlight the need for formal, scheduled collaboration between class based and single subject teachers to facilitate transdisciplinary units within and beyond the programme of inquiry. • Planners submitted to the visiting team indicate some collaboration between class and single subject teachers.

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The IB Recommends that	• the school continues to explore ways of ensuring the school community's commitment to a collaborative approach to curriculum development.
Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	Yes
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, pp.12, 14, 28
	Making the PYP happen: Pedagogical leadership in a PYP school, pp.8–12

Practice 3e	The school demonstrates a commitment to transdisciplinary learning.
Findings of the team	• Examination of unit planners provided to the visiting team, show evidence of an attempt towards a transdisciplinary approach to teaching and learning as addendums are included for English, Mathematics and other disciplines/specialist areas.
	• The school has appointed subject-specific coordinators to oversee teaching and learning in English, mathematics, science, visual arts and personal, social and emotional health.
	• Conversations with teachers demonstrate a reliance on subject specific coordinators to advise on the planning, teaching and assessment of disciplines.
	• Discussions with teachers reveal subject specific coordinators are available on request to attend collaborative planning meetings to support transdisciplinary learning.
	• The PYP coordinator attends Years 1 - 2 collaborative planning meetings to ensure a transdisciplinary approach.

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	- Discussions with teachers highlight that the PYP coordinator attends Years 3 - 6 collaborative planning meetings at the beginning and end of unit planning and if requested throughout the unit by the team or if the coordinator sees a need. - Conversations with the pedagogical leadership team and teachers show that the vice principals overseeing Years 3 - 4 and Years 5 - 6 attend weekly collaborative planning meetings. - Discussions with some teachers reveal the tendency to refer to transdisciplinary themes as discipline-based as opposed to transdisciplinary (e.g. How the world works being the science unit, or How we express ourselves being the arts unit).
The IB Recommends that	in order to ensure that the PYP is pervasive and transdisciplinary throughout the school, the PYP coordinator should oversee all curricular areas to ensure coherence in the curriculum.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, pp.5–7 Making the PYP happen: Pedagogical leadership in a PYP school, p.3 Developing a transdisciplinary programme of inquiry

Practice 5	The school promotes responsible action within and beyond the school community.
Findings of the team	- Conversations with teachers, students and parents reveal that students are given various opportunities and the power to choose to act; students decide on their actions; and time is allocated to reflect on these actions. - The self-study highlights action as a major focus over the past four years.

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	- Some classrooms display examples of student initiated action. - The school has formed a partnership with the John F. Kennedy Centre, a local special needs school. - Students and teachers support the children in one of their weekly English lessons. - The school has formed a large environmental focus and has won a number of awards. - Examination of planners provides a number of examples of student initiated action. - Students highlight diverse actions taken as a result of teaching and learning. - Teachers describe a broad range of student actions within and beyond the school community.
Commendations	The school is to be commended on developing and implementing strategies to promote responsible action within and beyond the school community.

Practice 7a	The school makes provision for students to learn a language, in addition to the language of instruction, at least from the age of seven. Schools with two languages of instruction are not required to offer an additional language.
Findings of the team	- The school offers Chinese to students from Years 1 - 6 daily for 45 minutes per lesson. - Discussions with the pedagogical leadership team reveals the motivation for increasing the time allocation for Chinese language learning. - Extensive documentation and videos were provided to the visiting team demonstrating planning, teaching and assessment of Chinese. - The language offered reflects the needs and interests of the student body. - The self-study highlights this practice as a strength with supporting evidence. - The school has appointed an additional Chinese teacher to support the programme. - A head of department has been appointed that oversees the teaching and learning in Chinese. - Discussions with the Year 6 team reveal how a number of exhibition groups presented the process and learning of their exhibition unit in Chinese.
Commendations	The school has developed an effective and well supported additional language programme that is clearly aligned with the philosophy of the PYP.

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Practice 7b	The school supports mother tongue and host country language learning.
Findings of the team	• The school provides opportunities for maintaining mother tongue outside the regular class time. • Parents are trained through ESF to lead this program. • Languages on offer at present include Japanese, Korean and Hindi. • Mother tongue resources are available in the school library. • Discussions with the pedagogical leadership team reveal due to the school's admission policy students need a particular standard of English language proficiency on enrolment. • Conversations with the pedagogical leadership team and teachers reveal it is the responsibility of the classroom teacher to meet the needs of English as an Additional Language (EAL) students. • The school's language policy does not reference EAL. • Conversations with the school's individual needs team reveals there are a growing number of EAL students enrolling at the school and that the school needs to put a plan in place to address this.
The IB Recommends that	• the school develops further strategies to support students who are not proficient in the language of instruction
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	Learning in a language other than mother tongue in IB programmes, pp.1–5 Guidelines for developing a school language policy

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Practice 8	The school participates in the IB world community.
Findings of the team	• The PYP coordinator is the Chair of the Hong Kong PYP Network. • Conversations with the pedagogical leadership team and teachers highlight the opportunities that are on offer for professional development. • Discussions with staff and the self-study highlight the school is actively involved in the ESF network through professional development, teacher networking, presenting at ESF workshops and curriculum development. • The PYP coordinator and some classroom teachers are part of the IB Educator Network as workshop leaders, consultants or site visitors. • Some members of the pedagogical leadership team have attended IB regional conferences. • The staff access IB documentation, the OCC and the IB website. They review and reflect upon new programme related materials. • Staff across the school highlight the local and international connections made through participation in IB professional development opportunities and the ongoing resource sharing, support and school links resulting from this.
Commendations	The school has taken advantage of a variety of opportunities to participate in the IB world community.

Conclusion of the IB

Based on the analysis of the self-study questionnaire, the supporting documents and the findings of the school visit:

Standard A		
The school's educational beliefs and values reflect IB philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		• The school has taken into consideration the IB recommendations

		from the previous evaluation process or from authorization.
Conclusion	• Shows satisfactory development	• Shows satisfactory development

Section B: Organization

Standard B1: Leadership and structure

The school's leadership and administrative structures ensure the implementation of the IB programme(s).

Practice 1	The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programme(s).

Findings of the team	• Conversations with the school council show that:
	   o it is aware of the implementation and development of the programme at the school
	   o a number of key staff members share regularly at meetings updating the council of developments in teaching and learning
	   o systems are in place to keep the school informed about the ongoing implementation of the programme.
	• Conversations with the pedagogical leadership team show that:
	   o it has kept the governing body informed about implementation and development of the programme at the school
	   o systems are in place to keep the school council informed about the ongoing implementation of the programme.
	• The school council were extremely complimentary about the quality and openness of the relationship between themselves and the pedagogical leadership team.
	• During the discussion the school council used the terminology of the PYP and were able to articulate examples of the PYP in action.
	• Conversations with stakeholders across the school reveal that this practice has been identified as a strength.

Commendations	The school has developed effective systems to keep the governing body informed about the ongoing implementation and development of the PYP.

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Practice 4	The school has appointed a programme coordinator with a job description, release time, support and resources to carry out the responsibilities of the position.
Findings of the team	• Conversations with the PYP coordinator indicate sufficient time and resources are allocated in order for him to carry out the responsibilities of the position. • Even though the coordinator is responsible for leading the Years 1 - 2 team, the school principal supports the coordinator to make the time to meet with the other year levels more regularly. • The PYP coordinator ensures that pedagogical aspects are discussed, information is disseminated and the programme is planned, taught and assessed collaboratively. • Discussions with teachers highlights how the program has developed over the past two years due to the PYP coordinator. • Conversations with teachers indicate that the PYP coordinator devotes time to support them, particularly at the beginning and end of unit planning. • The PYP coordinator has opportunities to connect with the broader IB community. • The commitment, understanding and vision of the PYP coordinator is one of the main factors in creating the forward momentum for the implementation of the PYP programme.
Commendations	The school is commended for its strong support for the role of the PYP coordinator in implementing a dynamic and sustainable programme.

Practice 5	The school develops and implements policies and procedures that support the programme(s).
Findings of the team	• The school policies and practices have been developed and are continuing to be refined to reflect the values of, and support the implementation of the PYP. • Improved opportunities for collaboration are being investigated; supporting practices of the single subject teachers as well as procedures for strengthening homeroom practices within the PYP framework have been identified as a priority. • The school's language policy was recently reviewed, however it does not reference EAL learners. • The individual needs team express the growing number of EAL learners enrolling at the school during a meeting with the visiting team.

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	• Conversations with the PYP coordinator and pedagogical leadership team acknowledge plans for reviewing the school's assessment policy in the future. • The school's self-study states the need for further development of key policies and procedures that support the programme.
The IB Recommends that	• the school continue to develop and review the policies and procedures to ensure that they support the programme.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, pp.54–55 Making the PYP happen: Pedagogical leadership in a PYP school, p.8 Guidelines for developing a school language policy

Practice 5a	The school has developed and implements a language policy that is consistent with IB expectations.
Findings of the team	• Conversations with teachers show that some teachers are aware of the language policy and their role in supporting students in this regard. • Visit to the library demonstrates the school has a collection of resources in the mother tongue languages of students represented in the community. • Meeting with the librarians reveal a desire to purchase more resources to ensure a wider selection targeted at student interest. • Examination of the school's language policy demonstrates the following are included:

	- the school language philosophy - school language profile - support for mother tongue - strategies to support all teachers in their contribution to the language development of students - learning of the host country/regional language and culture. - The school's language policy does not include support for students who are not proficient in the language of instruction (EAL learners) and consideration of students' language learning needs.
The IB Recommends that	- the school further develops support for students who are not proficient in the language of instruction. - the school refines its language policy in order to place greater emphasis on supporting students who are not proficient in the language of instruction.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	Guidelines for developing a school language policy Learning in a language other than mother-tongue in IB programmes

Practice 5b	The school has developed and implements an assessment policy that is consistent with IB expectations.
Findings of the team	- The visiting team were provided with the school's 2011 assessment policy and 2014 assessment policy addendum. - The school's pedagogical leadership team express the process to review its assessment policy in the future that is consistent with IB expectations.

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	• Examination of the school's self-study and action plan highlights the need to revise the current assessment policy to align with ESF and IB expectations and current practice at Kennedy School. • Teachers confirm the need to review the assessment policy so that it supports the development of units, teaching and learning.
The IB Recommends that	• the school proceed with the implementation and refinement of the assessment policy.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, p.54

Conclusion of the IB

Based on the analysis of the self-study questionnaire, the supporting documents and the findings of the school visit:

Standard B1		
The school's leadership and administrative structures ensure the implementation of the IB programme(s).		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		• The school has taken into consideration the IB recommendations

		from the previous evaluation process or from authorization.
Conclusion	• Shows satisfactory development	• Shows satisfactory development

Section B: Organization

Standard B2: Resources and support

The school's resources and support structures ensure the implementation of the IB programme(s).

Practice 4	The school provides dedicated time for teachers' collaborative planning and reflection.
Findings of the team	- The school's meeting schedule shows: - weekly collaborative planning times for classrooms teachers in year level and phase teams - single-subject teachers are involved in collaborative planning and reflection on the units of inquiry when invited to join a meeting - the PYP coordinator is present at every collaborative planning meetings for Years 1 - 2. - the PYP coordinator attends collaborative planning meetings for Years 3 - 4 and Years 5 - 6 at the beginning and end of a unit and at times when needed during the teaching of a unit or if he sees a need. - the school has developed policies that promote a collaborative approach to curriculum development across the school. - Meetings with the PYP coordinator, single-subject and classroom teachers reveal informal collaboration is occurring between classroom and single-subject teachers. – Examples include single-subject teachers being released infrequently to attend planning meetings, meetings between single subject teachers and team leaders and email correspondence. - Single-subject teachers express a desire to have formal timetabled collaborative planning meetings within their discipline. The self-study and school action plan highlights the need for further refinement of the school's timetable to allow single-subject teachers access to phase planning meetings
The IB Recommends that	the school provides formal meeting time to allow for planning with single-subject teachers and librarians, as well as collaborative planning within the disciplines.

Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	Yes
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, p.28 Developing a transdisciplinary programme of inquiry, pp.6–11

Practice 5	The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).

Findings of the team	• Conversations with teachers indicate that there is an established system for sharing resources in order to facilitate efficient collaboration. The school has been able to overcome challenging spaces to allow students to work independently, in small groups, or as a whole class. Visit to facilities and conversations with teachers, PYP coordinator and pedagogical leadership team confirms descriptions in the self-study.
	• Discussions with the ICT team reveals:
	    o the collaborative planning process between the ICT team and teachers to ensure ICT enhances units of inquiry
	    o how the ICT team supports teachers - team teaching, technical support, leading lessons
	    o the teams aim to ensure ICT is efficient, engaging, valuable and must have a positive impact on learning
	    o how the team identifies needs within the school and purchases ICT resources accordingly
	    o examples of how ICT has been used in units of inquiry
	    o students have access to a variety of ICT to ensure they are developing skills to use a variety of platforms and interfaces - iPads, Chrome, PCs, MacBook Pros, MacBook Airs, etc.

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Commendations	The school has allocated funding to resources and equipment that enhance the implementation of the programme at the school above what is required.

Practice 9	The school has systems in place to guide and counsel students through the programme(s).
Findings of the team	- Students requiring counselling have access to counselling sessions within the school day through ESF. - Through the self-study process the school identified a need to develop a system and structure for support of students within the scope of Personal, Social and Emotional Wellbeing. - The school's action plan states this is as an area of focus. - Conversations with the individual needs team and the teacher responsible for Personal, Social and Emotional Wellbeing acknowledge there is a need to develop a clearer system and structure to support students. - Discussions with the vice principals reveal how the school is in the infancy stages of implementing Positive Education and that plans are in place for this becoming a priority moving forward.
The IB Recommends that	the school further develops the systems in place to guide and counsel students through the programme.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, p.112

Practice 10+10a	The student schedule or timetable allows for the requirements of the programme(s) to be met.
	a. The schedule or timetable allows for in-depth inquiry into the transdisciplinary and disciplinary dimensions of the curriculum.
Findings of the team	• The student schedule enables teachers to focus on both the transdisciplinary and disciplinary areas of the programme. Conversations with teachers confirm availability of sufficient time for inquiry. Teachers express that the student schedule enables them to focus on both the transdisciplinary and disciplinary areas of the programme. The timetable allows students to access daily 45 minute Chinese lessons. Discussions with the pedagogical leadership team explain the rationale for the change to the school's timetable this year: • Increased planning time for year and phase teams as well as the opportunity to include input from educational assistants and single subject teachers where appropriate • Increased flexibility and opportunity for in-depth inquiry learning with longer blocks of time in class • Increased learning opportunities through specialist rotations • 45 minutes daily Chinese for Years 1 - 6
Commendations	The school has created a timetable to enable teachers to optimize time for student inquiry and include daily Chinese lessons.

Practice 11	The school utilizes the resources and expertise of the community to enhance learning within the programme(s).
Findings of the team	• Meetings with teachers and students highlight how the parent and local community are utilised to enhance the learning within units of inquiry. • Examination of planners indicate that the resources and expertise within the school and local community are utilised and are available for teaching and learning in the PYP. • Discussions with parents and the school community acknowledge how the school and local community are utilised to enhance leaning at the school.
Commendations	The school is to be commended on utilising the resources and expertise of the community to enhance learning within the programme.

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Conclusion of the IB

Based on the analysis of the self-study questionnaire, the supporting documents and the findings of the school visit:

Standard B2		
The school's resources and support structures ensure the implementation of the IB programme(s).		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		• The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	• Shows satisfactory development	• Shows satisfactory development

Section C: Curriculum

Standard C1: Collaborative planning

Collaborative planning and reflection supports the implementation of the IB programme(s).

Practice 1+1b+1c	Collaborative planning and reflection addresses the requirements of the programme(s).
Findings of the team	• Examination of planners provided to the visiting team contain teachers' reflections. • Conversations with classroom teachers reveal that most teams only reflect on units of inquiry after the unit is completed. • All classroom teachers collaborate at least once a week in year level and phase teams. • Discussions with the pedagogical leadership team, classroom and single-subject teachers acknowledge that single-subject teachers only attend collaborative planning sessions when they can be released. • Single-subject and classroom teachers collaborate informally through conversations, mainly with team leaders or email.

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	• The school's self-study and action plan highlights a need to create a meeting and planning structure that ensures the inclusion of single-subject teachers in planning with year level teams. • Discussions reveal the PYP coordinator attends all years 1 - 2 collaborative planning meetings due to the leadership structure of the school. • Conversations with classroom teachers highlight that the PYP coordinator attends Years 3 - 6 collaborative planning meetings at the beginning and end of unit planning and if requested throughout the unit by the team or if the coordinator sees a need.
The IB Recommends that	• the school ensures that all teachers responsible for the planning, teaching and assessment of a unit of inquiry are involved in regular and formal collaborative planning.
Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	Yes
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, p.41 Developing a transdisciplinary programme of inquiry, pp.6–11

Practice 1+1b+1c	b. Planning at the school makes use of the Primary Years Programme planner and planning process across the curriculum and by all teachers.
Findings of the team	• Conversations with the PYP coordinator, classroom and single-subject teachers outline that stand-alone planners are being developed within single-subjects to varying degrees. • Examination of completed unit planners show that the PYP planning process is used.

	• Year level teams use addendums in an aim to achieve transdisciplinary links. • The school's self-study identifies this practice as an area of focus moving forward. • Discussions with single-subject teachers highlight a desire for timetabled collaborative planning within their disciplines. • Conversations with the pedagogical leadership team and single-subject teachers reveal single-subject teachers or the PYP coordinator request meetings to collaborate with each other, these do not occur regularly. • The head of school is responsible for overseeing the teaching and learning in single-subject areas.
The IB Recommends that	• the school further extends the use of the PYP planner for planning in the single-subject areas.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes

Practice 1a	The programme of inquiry and all corresponding Unit planners are the product of sustained collaborative work involving all the appropriate staff.
Findings of the team	• Examination of unit planners show little evidence of single-subject collaboration. • Discussions with the pedagogical leadership team, classroom and single-subject teachers acknowledge that single-subject teachers only attend collaborative planning sessions when they can be released. • Classroom and single-subject teachers collaborate informally through conversations mainly with team leaders or email. • Discussions reveal the PYP coordinator attends all Years 1 - 2 collaborative planning meetings due to the leadership structure of the school.

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	• The coordinator attends Years 3 - 6 collaborative planning meetings at the beginning and end of unit and if requested throughout the unit by the team or if the coordinator sees a need. • Discussions with single-subject teachers highlight a desire for timetabled collaborative planning within their disciplines. • The school's self-study and action plan have highlighted this practice as an area of development.
The IB Recommends that	• the school ensures the programme of inquiry and corresponding unit planners are the product of sustained collaborative work involving all the appropriate staff.
Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	Yes
Support in IB Documentation	Developing a transdisciplinary programme of inquiry, pp.6–11

Practice 2	Collaborative planning and reflection takes place regularly and systematically.
Findings of the team	• Allocated meeting time is used systematically for collaborative planning in year and phase teams. • Conversations with classroom teachers reveal most teams only reflect on a unit of inquiry at the end of a unit. At times this may be weeks after the unit is completed. • Examination of unit planners show a lack of detail in a number of planners, especially in the reflection and assessment stages (Stages 1, 3, 6 - 8). • Teachers are able to describe the organisation of collaborative planning meeting times as scheduled in each teacher's timetable and how these allow for planning within and across year groups.

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	• Single-subject teachers attend collaborative planning meetings when requested and release is available. • Teachers only describe single-subject collaboration at the beginning of a unit, not during or at the reflection stages. • Discussions with single-subject teachers highlight a desire for timetabled collaborative planning within their disciplines.
The IB Recommends that	• the school further develops the structure of collaborative planning meetings to ensure that reflection of units occurs regularly and systematically.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No

Practice 3	Collaborative planning and reflection addresses vertical and horizontal articulation.
Findings of the team	• The planning process allows teachers to collaborate and reflect on the vertical articulation of the programme. • Teams meet in phases once a week. • This meeting structure creates an awareness of the learning either above or below their year level. • Conversations with the PYP coordinator and classroom teachers reveal that the PYP coordinator does not attend all collaborative planning meetings in Years 3 - 6 to assist in vertical articulation of the curriculum. • Discussions with the pedagogical leadership team and teachers show that the vice principals overseeing Years 3 - 4 and Years 5 - 6 attend weekly collaborative planning meetings. • The PYP coordinator attends year one and two collaborative planning meetings to ensure a vertical articulation of the curriculum due to the leadership structure in the school. • Conversations with classroom teachers demonstrate minimal awareness of how the school ensures vertical articulation of the curriculum.

The IB Recommends that	• the school further ensures that the vertical articulation of the curriculum is developed collaboratively.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	Developing a transdisciplinary programme of inquiry, pp.8–9

Practice 4b	The school ensures that Primary Years Programme planners are coherent records of student learning.
Findings of the team	• Conversations with classroom and single-subject teachers highlight the detail of the planning, teaching and assessment of units of inquiry. • However, examination of these planners did not reflect this detail. • Examination of planners demonstrates that a number of sections lack the required detail, especially the assessment and reflection stages (Stages 1, 3, 6 - 8). • Planners provided to the visiting team lack assessment evidence for summative, pre and formative assessment tasks. • Discussions with teachers reveal most units of inquiry are only reflected on at the end of the unit, in some cases a few weeks after the unit is finished.
The IB Recommends that	• the school ensures all PYP planners are coherent records of student learning.

Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, pp.33–42

Practice 6	Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.
Findings of the team	• Samples of PYP planners provide evidence of how teaching teams have developed some differentiated activities and tasks. • Most teachers are able to explain the collaborative planning process by which they have planned to incorporate differentiation for students' learning needs and styles. • Discussions with students and teachers highlight how students have choice over the presentation mode of most summative assessment tasks. • Classroom observations reveal the use of educational assistants and individual needs teachers working with small groups of students to support their learning needs. • Students, especially those identified with learning needs, receive a level of support that enables them to succeed within the range of their abilities. • Teachers express ways in which they exercise differentiation in their teaching and learning. • Classroom displays reveal common activities and projects completed by entire classes. • Classroom observations reveal students participating in common learning engagements either through rotations or whole-class lessons. • Conversations with the pedagogical leadership team and some classroom teachers reveal collaborative planning is based around planning for students who are at, above or below level. • Discussions with the pedagogical leadership team reveal that differentiation has been a major focus area in the past couple of years.

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	• Members of staff have attended professional development in the area, and English Schools Foundation (ESF) has developed a differentiation guide.
The IB Recommends that	• the school further incorporates differentiation with students' learning needs and styles into collaborative planning and reflection.
Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	No
Support in IB Documentation	The Primary Years Programme as a model of transdisciplinary learning, pp16–19

Conclusion of the IB

Based on the analysis of the self-study questionnaire, the supporting documents and the findings of the school visit:

Standard C1		
Collaborative planning and reflection supports the implementation of the IB programme(s).		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		• The school has taken into consideration the IB recommendations

		from the previous evaluation process or from authorization.
Conclusion	• Shows satisfactory development	• Shows satisfactory development

Section C: Curriculum

Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy.

Practice 1b	The school ensures that there is a coherent, horizontally and vertically articulated programme of inquiry.
Findings of the team	• Most units stand alone as an engaging, challenging, relevant and significant experience. • Most units contribute to a coherent, school-wide programme of inquiry that is framed in terms of transdisciplinary themes of global significance. • A horizontal and vertical articulation of the essential elements of the PYP is reflected in the programme of inquiry. • Examination of the programme of inquiry shows some central ideas and lines of inquiry have come from the sample programme of inquiry. • Discussions with the PYP coordinator and some teachers highlight that the programme of inquiry still needs minor adjustments to central ideas or lines of inquiry.
The IB Recommends that	• the school continue to improve the sophistication of central ideas and lines of inquiry in the programme of inquiry.
Recommendation repeated from previous report	No

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School included appropriate action in Action Plan	No
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, p.56 Developing a transdisciplinary programme of inquiry, pp.6–11

Practice 10	The written curriculum integrates the policies developed by the school to support the programme(s).

Findings of the team	• Conversations with teachers reveal some staff can show examples of how the curriculum reflects the different policies.
	 • The pedagogical leadership team can explain plans and actions for the future to incorporate the policies into the written curriculum.
	 • Examination of some unit planners do not make reference to aspects of the school's:
	     o language policy
	     o assessment policy
	     o special educational needs policy.

The IB Recommends that	• the school continue to refine and implement the language, assessment and special needs policies to support the PYP throughout the school.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No

Conclusion of the IB

Based on the analysis of the self-study questionnaire, the supporting documents and the findings of the school visit:

Standard C2		
The school's written curriculum reflects IB philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		• The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	• Shows satisfactory development	• Shows satisfactory development

Section C: Curriculum

Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy.

Practice 1a	The school ensures that students experience coherence in their learning supported by the five essential elements of the programme regardless of which teacher has responsibility for them at any point in time.
Findings of the team	• An examination of the planners reveal the addition of addendums which can be used to document the transdisciplinary links with Mathematics, language and other specialist areas for each unit, however, this is inconsistent across units and year levels. • The visiting team observe the display and use of an approaches to learning self-reflection sheet in some classes. • Teacher and student references to the approaches to learning, attitudes and subject-specific and transdisciplinary knowledge are observed by the visiting team during class visits.

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	• Conversations with teachers reveal that a more informal collaborative planning approach is taking place with single-subject teachers, or that single-subject teachers can be released to attend meetings. • Teachers express a desire for a formal time to meet with single-subject teachers to collaborate on units. • Single-subject teachers also expressed a desire to have formal time to meet within the school timetable to collaborate within their discipline. • This was identified as an area of growth in the self-study.
The IB Recommends that	• the school develops a formal schedule be put in place for regular transdisciplinary planning meetings between classroom and single-subject teachers. Additionally, consider a formal schedule for single-subject teachers to hold their own collaborative planning meetings within their own disciplines.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education

Practice 1b	The classroom teacher takes responsibility at least for the language of instruction, mathematics, social studies and science, to support the Primary Years Programme model of transdisciplinary teaching and learning.
Findings of the team	• Documentation provided to the visiting team includes a "Mathematics at Kennedy School" folder, developed in May 2015, outlining differentiation in mathematics at the school. The document states: "In an attempt to include every child for 100% of every lesson, the use of flexible groupings for differentiation allows the teachers to deliver a greater focus for the development of number sense and use of the four operations. This currently happens in Years 4, 5 and 6. Each child's number knowledge is assessed at the beginning of each unit

	and they are then placed in to a specific group according to their ability. Being flexible groups, each child is able to move to a different class and receive the specific outcomes being taught according to their needs. This can happen during any point of the unit of inquiry. In Years 4, 5 and 6 the children are taught, on average, for 3 hours each week in their flexible groups which focus on the outcomes from the number strand. The remaining 2 hours of "weekly mathematics" is taught to each child within their registration class and focus on the strand suited to their unit of inquiry." • The classroom teacher takes mathematics related to unit of inquiry, either the classroom or another year level teacher takes number which is preassessed and students grouped according to results. • Discussions with Years 4 - 6 students and teachers reveal the use of flexible groupings in mathematics last academic school year. • Both groups acknowledge the possible use of them this year as well, although they have not been used so far. • The use of groups across the Years 4 - 6 mathematics classes is described as being flexible and based on student need by the teachers and pedagogical leadership team. • Discussions with teachers and the pedagogical leadership team reveal that the homeroom teacher is responsible for the assessment of their students. • The pedagogical leadership team express a desire to review the current Kennedy School Mathematics Learning File to ensure it more accurately describes current practice. • Discussions with teachers reveal that a middle school teacher from a nearby school sporadically visits the school to teach the extension mathematics students in Year 6. • Classroom observations by the visiting team highlight that students are learning language, mathematics, social studies and/or science with their registration class teacher.
The IB Recommends that	• the school reviews its use of flexible groupings across the year level in Mathematics in order to ensure the classroom teacher takes responsibility of Mathematics.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No

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Practice 2	Teaching and learning engages students as inquirers and thinkers
Findings of the team	• Classroom displays reveal student questions and wonder walls in some rooms. • There was no evidence displayed that students had used their questions to guide their learning or inquiry. • Discussions with students highlight that they did not get the opportunity to research their own questions on a regular basis. • An inquiry cycle is visible in most classrooms and some students in Years 3 - 6 could articulate their understanding of the cycle and stage they are at. • Through discussions with the pedagogical leadership team this was identified this as an area for growth. • The school action plan details the desire for the school to clearly define what inquiry at their school looks like for consistency across year levels.
The IB Recommends that	• the school further develops transdisciplinary and disciplinary approaches to teaching and learning in order to engage students in meaningful inquiry.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes

Practice 2a	The school ensures that inquiry is used across the curriculum and by all teachers.
Findings of the team	• Classroom displays reveal student questions and wonder walls in some rooms. • There was no evidence displayed that students had used their questions to guide their learning or inquiry. • Discussions with students highlight that they did not get the opportunity to research their own questions on a regular basis.

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	• Classroom visits reveal teacher guided inquiry including teacher chosen articles, teacher assigned groups, common centre activities during rotations and all students engaged in the same whole-class learning engagements. • An inquiry cycle is visible in most classrooms and some students in Years 3 - 6 could articulate their understanding of the cycle and stage they are at. • Through discussions with the pedagogical leadership team this was identified this as an area for growth. • The school action plan details the desire for the school to clearly define what inquiry at their school looks like for consistency across year levels.
The IB Recommends that	• the school facilitates ways to enhance teachers' knowledge and skills in approaching teaching and learning through inquiry.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No

Practice 3a	Teaching and learning addresses the competencies, experiences, learning needs and styles of students.
Findings of the team	• Conversations with teachers demonstrate the consistent use of pre-assessments in mathematics and units of inquiry. They are able to discuss the use of the pre-assessments in designing learning engagements and summative assessments. • Analysis of planners indicate the use of pre-assessments in units of inquiry. • Classroom observations reveal the use of educational assistants and individual needs teachers working with small groups of students to support their learning needs. • Students, especially those identified with learning needs, receive a level of support that enables them to succeed within the range of their abilities.

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	• Discussions with teachers reveal the use of flexible grouping in mathematics. The school states that students are grouped and regrouped in order to meet their individual learning needs. • Teachers express ways in which they exercise differentiation in their teaching and learning. • Classroom displays reveal common activities and projects completed by entire classes. • Classroom observations reveal students participating in common learning engagements either through rotations or whole-class lessons. • Analysis of the self-study reveals the desire for further development of the use of student voice and ownership of how they can be challenged and in charge of their learning.
The IB Recommends that	• the school ensures that common approaches are established in addressing the competencies, experiences, learning needs and styles of students in a variety of learning situations.
Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	No

Practice 7	Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.
Findings of the team	• Review of the English Schools Foundation's policy and procedures for admissions reveals that applicants must demonstrate that they are capable of engaging with an English medium curriculum through interview and assessment. • Discussions with teachers and the individual needs department reveal that support for EAL students is dependent on classroom teachers. They have not received additional training or professional development in this area. They also highlight the increase in the EAL population of the school in recent years, and the fact that students who achieve the English language competency required to attend the school (according to ESF admissions requirements) does not signify that these students have the English language skills to fully access the curriculum.

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The IB Recommends that	• the school ensures practices are put into place to support the EAL students at the school. Professional development regarding the support of EAL students will support teachers in effectively meeting the diverse language needs of students.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No

Practice 10	Teaching and learning differentiates instruction to meet students' learning needs and styles.
Findings of the team	• Classroom observations reveal the use of educational assistants and individual needs teachers working with small groups of students to support their learning needs. • Students, especially those identified with learning needs, receive a level of support that enables them to succeed within the range of their abilities. • Discussions with teachers reveal the use of flexible grouping in mathematics. They say that students are grouped and regrouped in order to meet their individual learning needs. • Teachers express ways in which they exercise differentiation in their teaching and learning. • Classroom displays reveal common activities and projects completed by entire classes. • Classroom observations reveal students participating in common learning engagements either through rotations or whole-class lessons. • Discussions with the pedagogical leadership team reveal that differentiation has been a major focus area in the past couple of years. • Members of staff have attended professional development in the area, and English Schools Foundation (ESF) has developed a differentiation guide. • Discussions with the individual needs department reveal how they support students and teachers in the school.

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	• They support students and teachers in three ways- by supporting teachers with suggestions regarding the management and teaching of identified students, by providing scheduled support time (in class or outside class with support teacher) with identified students and/or by placing students into a support class. • The pedagogical leadership team describe planning for differentiation in the school as planning for students at, above or below the expected level.
The IB Recommends that	• the school further explores consistent developmentally appropriate approaches to differentiating instruction to meet students' learning needs and styles.
Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	No

Practice 11	Teaching and learning incorporates a range of resources, including information technologies.
Findings of the team	• Teachers and students can give examples of how a variety of resources, including specialized equipment and learning technologies, are used in learning. • Classroom observations confirm that learning experiences incorporate a range of resources, including specialized equipment and learning technologies. • Discussion with the ICT department highlights the dedication and acquisition of technology resources has been a priority. • The school currently has 1:1 laptop access for Years 4 - 6 and 1:2 provisions in Years 1 - 3 including iPads, ChromeBooks and MacBook Airs. • Analysis of Chart 3 (Update of school facilities that support the implementation of the PYP) from the self-study also documents the addition of technology resources to the Library, PE, Chinese and Individual Needs departments.

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	• It also lists the inclusion of 60 iPads, 30 iPods, 30 BeeBots and 4 ProBots for loan through the general resource supply, and the addition of Apple TV in classrooms. • The visiting team noted the large supply of a variety teaching and learning resources available in the general resource room. • Discussions with the school library assistants highlighted the increase in the number of non-fiction books purchased since authorization, as well as the acquisition of more Chinese and mother-tongue books available in the library.
Commendations	The school has significantly increased the resources available to enhance the teaching and learning of the PYP.

Conclusion of the IB

Based on the analysis of the self-study questionnaire, the supporting documents and the findings of the school visit:

Standard C3		
Teaching and learning reflects IB philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		• The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	• Shows satisfactory development	• Shows satisfactory development

Section C: Curriculum

Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy.

Practice 1b	Assessment addresses all the essential elements of the programme.
Findings of the team	• Analysis of school planners reveals particular learning engagements planned to address areas of knowledge, approaches to learning, concepts and attitudes. • Specific details regarding assessment and action are included on an inconsistent basis. • Discussion with teachers highlight the on-going informal assessment of the essential elements. • Discussion with students indicate the use of student self and peer assessments to evaluate the essential elements. • The school action plan states that the current assessment policy is under revision, and the revised policy will include expectations for reporting and recording student achievement of all essential elements.
The IB Recommends that	• the school review and promote assessment strategies supporting action.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes

Practice 2	The school communicates its assessment philosophy, policy and procedures to the school community.
Findings of the team	• The school's assessment policy was published in 2011 and an addendum added in 2014. • The school's action plan includes the objective of updating the assessment policy to align with English Schools Foundation (ESF) expectations and current school practice. • The self-study indicates that the assessment philosophy, policy and procedures are available to the school community in newsletters, the school VLE and ESF website. • In discussions with parents, they felt that they were well informed regarding the school policies and procedures.
The IB Recommends that	• the assessment policy is collaboratively reviewed, updated to reflect current practice and alignment with programme and ESF expectations and implemented across the school.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, p.54

Conclusion of the IB

Based on the analysis of the self-study questionnaire, the supporting documents and the findings of the school visit:

Standard C4		
Assessment at the school reflects IB assessment philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		• The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	• Shows satisfactory development	• Shows satisfactory development