IB Primary Years Programme
Evaluation Report
Osaka YMCA International School
IBIS code: 004675
April 2016

| Section A: Philosophy☐ Standard A ☐The school's educational beliefs and values reflect IB philosophy. | |
|---|---|
| **3a:The school community demonstrates an understanding of, and commitment to, the programme(s).** | ● the school develops further strategies to ensure that the school community understands and is committed to the programme. In particular they continue to investigate ways to educate parents about the programme. |
| | Making the PYP happen: Pedagogical leadership in a PYP school, p.2 |
| **3B: The school as a community of learners is committed to a collaborative approach to curriculum development.** | ● the school continues to develop systems which strengthen a collaborative approach to curriculum development and planning. |
| | 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 |
| **3e The school demonstrates a commitment to transdisciplinary learning.** | ● The school demonstrates a commitment to transdisciplinary learning. |
| | 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 |
| **6 The school promotes open communication based on understanding and respect.** | ● The school promotes open communication based on understanding and respect. |
| | Making the PYP happen: A curriculum framework for international primary education, p.4 Making the PYP happen: Pedagogical leadership in a PYP school, p.5, 17☐IB learner profile booklet |
| **8. The school participates in the IB world community.** | **Commendation** <br> **The school has taken advantage of a variety of opportunities to participate in the IB world community.** |

<table>
<tr><td colspan="2">

**Standard A**
**The school's educational beliefs and values reflect IB philosophy.**
**Conclusion: shows satisfactory development.**

</td></tr>
</table>

| Section B: Organization▢ Standard B1: Leadership and structure▢The school's leadership and administrative structures ensure the implementation of the IB programme(s) | |
| --- | --- |
| **2. The school has developed a governance and leadership structure that supports the implementation of the programme(s).** | ● the governing body undertake IB professional development for school board members to further develop and clarify their roles and responsibilities, and to communicate these and those of the wider YMCA leadership team to all members of the school community. |
| | Making the PYP happen: Pedagogical leadership in a PYP school, pp.8–18 |
| **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.** | **Commendation**<br>**The school has greatly increased the time allocation for the role of the primary years programme coordinator which has had a valuable impact on the implementation of the programme in the school.** |
| **5. The school develops and implements policies and procedures that support the programme(s).** | ● the school organises its Google drive files and folders to create a logical, systematic pathway and naming system which can be navigated with ease by all stakeholders. ▢<br>● the school develops or collaboratively reviews essential agreements for procedures and pedagogical practices across the school |
| | Making the PYP happen: A curriculum framework for international primary education, pp.54–55<br>Making the PYP happen: Pedagogical leadership in a PYP school, p.8▢Guidelines for developing a school language policy |
| **5a The school has developed and implements a language policy that is consistent with IB expectations.** | ● the school updates the language policy to include a description of the function and scope of World-class Instructional Design and Assessment in the school. ▢<br>● The school updates the language policy to include strategies which support students in the English as an additional language programme within the mainstream classrooms. ▢ |
| | Guidelines for developing a school language policy▢Learning in a language other than mother-tongue in IB programmes |

| | |
|---|---|
| **5b The school has developed and implements an assessment policy that is consistent with IB expectations.** | ● the school collaboratively reviews the assessment policy to include details about the 5b frequency and obligatory/flexible nature of assessment practices and tools, structures and systems for the interpretation and evaluation of assessment data. |
| | Making the PYP happen: A curriculum framework for international primary education, p.54 |
| **6 The school has systems in place for the continuity and ongoing development of the programme(s).** | ● the school refines the primary years programme action plan so that the evidence of achievement listed is stated in a tangible, observable and/or measurable format. |
| | Developing a transdisciplinary programme of inquiry, pp.6–8 |
| **7. The school carries out programme evaluation involving all stakeholders.** | **Commendation** <br> **The school for a thorough, inclusive, reflective, well planned and well documented self-study that was well orchestrated with a positive impact on the school community.** |
| **Standard B1** <br> **The school's leadership and administrative structures ensure the implementation of the IB programme(s).** <br> **Conclusion: shows satisfactory development.** | |

| | |
|---|---|
| **Section B: Organization◻Standard B2: Resources and support◻** | |
| **6. The library/multimedia/resources play a central role in the implementation of the programme(s).** | ● the school further develops the library to ensure it plays a central role in the implementation of the programme. |
| | Making the PYP happen: A curriculum framework for international primary education, p.43 |
| **8.The school provides support for its students with learning and/or special educational needs and support for their teachers.** | ● the school develops a special educational needs policy further outlining structures, resources and strategies to provide guidance and support for teachers in relation to its students with learning and/or special educational needs. |
| | Making the PYP happen: Pedagogical leadership in a PYP school, p.11 |
| **Standard B2** <br> **The school's resources and support structures ensure the implementation of the IB programme(s).** <br> **Conclusion:  shows satisfactory development.** | |

| Section C: Curriculum□Standard C1: Collaborative planning□ | |
|---|---|
| **Practice 1+1b+1c** <br> **Collaborative planning and reflection addresses the requirements of the programme(s).** | ● the school continues to investigate strategies to provide sufficient collaborative planning time to ensure all teachers are involved in the development and implementation of the programme of inquiry and corresponding units of inquiry. |
| | Making the PYP happen: A curriculum framework for international primary education, p.41 Developing a transdisciplinary programme of inquiry, pp.6–11 |
| **b. Planning at the school makes use of the Primary Years Programme planner and planning process across the curriculum and by all teachers.** | ● the school further extends the use of the primary years programme planner for planning in stand alone and single-subject areas. |
| **3b. The school ensures balance and articulation between the transdisciplinary programme of inquiry and any additional single-subject teaching.** | ● the school continues to develop the balance and articulation between the transdisciplinary programme of inquiry and additional single subject teaching. |
| | Developing a transdisciplinary programme of inquiry, pp.8–9 |
| **□Standard C1** <br> **Collaborative planning and reflection supports the implementation of the IB programme(s).** <br> **Conclusion:  shows satisfactory development** | |

| Section C: Curriculum□Standard C2: Written curriculum□ | |
|---|---|
| **2 The written curriculum is available to the school community.** | ● the school clearly identifies the scope and sequence documents to be used throughout the school and and ensures clear and ready access by teachers. □ <br> ● the school develops scope and sequence documents for social studies and Japanese language acquisition and ensure these documents are readily available to teachers. □ |

| 4a. The school has scope and sequence documents that indicate the development of conceptual understanding, knowledge and skills for each Primary Years Programme subject area. | ● the school revises the current scope and sequence documents to ensure they each include the development of conceptual understandings for each subject. ▢ <br> ● the school develops a standard format for scope and sequence documents. ▢ |
|---|---|

| **Standard C2** <br> **The school's written curriculum reflects IB philosophy.** <br> **Conclusion:  shows satisfactory development** ||

| **Section C: Curriculum▢ Standard C3: Teaching and learning** ||
|---|---|
| **1c. The school ensures that personal and social education is the responsibility of all teachers.** | ● the pedagogical leadership team in collaboration with the school community develop and implement a school-wide behaviour management policy. |
| **2a. The school ensures that inquiry is used across the curriculum and by all teachers.** | ● the school facilitates ways to continue to enhance all teachers' knowledge and skills in approaching teaching and learning through inquiry. |
| **15. Teaching and learning encourages students to demonstrate their learning in a variety of ways.** | ● the school adapts the Grade 5 exhibition to facilitate increased creativity and diversity. |
| **Standard C3** <br> **Teaching and learning reflects IB philosophy.** <br> **Conclusion:  shows satisfactory development** ||

| **Section C: Curriculum▢Standard C4: Assessment▢** ||
|---|---|
| **1. Assessment at the school aligns with the requirements of the programme(s).** | ● the school collaboratively reviews the assessment policy to include structures and systems for the interpretation and evaluation of assessment data and assessment timelines. ▢ <br> ● the school develops essential agreements to ensure that all teachers are aware of the school protocol for all aspects of assessment. ▢ |
|  | Making the PYP happen: A curriculum framework for international primary education, p.44–54 Making the PYP happen: Pedagogical leadership in a PYP school, p.16 |

| 4. The school provides students with feedback to inform and improve their learning. | ● The school devises essential agreements on the use of effective feedback and incorporates these into the assessment policy. |
|---|---|
| | Making the PYP happen: A curriculum framework for international primary education |

**Standard C4**
**Assessment at the school reflects IB assessment philosophy.**
**Conclusion:  shows satisfactory development**