



2020/21 GUIDE FOR PARENTS/CARERS

This guide is designed to help parents/carers gain a better understanding of the International Baccalaureate Middle Years Program (IB MYP) delivered in Years 7 and 8 at Longfield Academy.



What is the International Baccalaureate Organization (IBO)?

The IBO is a non-profit educational and non-governmental (NGO) organization of UNESCO. The IB's alliance with UNESCO encourages the integration of its educational goals into the IB curriculum. It was established in 1968 in Geneva, Switzerland. Currently there are over 3,000 schools world-wide offering IB programs.

What is an IB MYP School?

An IB MYP school strives to develop an internationally-minded person with the continued focus of how to best meet the needs of adolescents who are confronted with a vast and often bewildering array of choices in a complex and rapidly changing world. A focus on higher-order thinking skills gives students opportunities to explore their expanding concerns and their growing awareness of themselves and the world in ways that develop sound judgment.

The Mission of the International Baccalaureate Organization is:

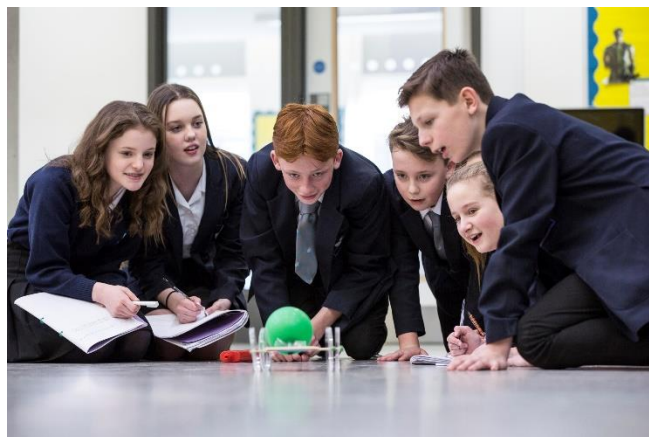
- *To develop inquiring, knowledgeable, and caring young people.*
- *To create a better and more peaceful world through intercultural understanding and respect.*
- *To work with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment.*
- *To encourage students worldwide to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.*

What makes IB different?

The IB uses inquiry to engage students in their learning. This method teaches your child how to ask questions that support their investigations and is taught in a student-centered manner. Content and the pre-existing curriculum will always be an important factor, however with IB we will see the blossoming of meaningful skills, such as the ability to reason deeply and with complexity (critical thinking), the ability to see more than one solution to a problem or to frame a question in more than one way (divergent thinking).

What is the IB Learner Profile?

The philosophy of the MYP is expressed in a series of desired attitudes and traits that characterise students with an international perspective. Taken together, they create a profile of MYP students known as the IB Learner Profile.





<p>Inquirers— Students develop their natural curiosity: I am curious and know how to discover answers to many of my questions.</p>	<p>Thinkers— Students exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions: I use my thinking skills to make good choices and solve problems.</p>
<p>Communicators— Students understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication: I understand and share ideas in more than one language.</p>	<p>Risk Takers— Students approach unfamiliar situations and uncertainty with courage and forethought: I try new things, love to explore, and confidently share my experiences.</p>
<p>Knowledgeable— Students explore concepts, ideas, and issues that have local and global significance: I explore big ideas that are important. I know and can do a lot of important things.</p>	<p>Principled— Students act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups, and communities: I am fair and honest. I can make good decisions about what is right and wrong for me.</p>
<p>Caring— Students show empathy, compassion and respect towards the needs and feelings of others: I am concerned about other people's needs and feelings. I believe it is important to help others.</p>	<p>Open-Minded— Students understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities: I am comfortable with differences. I welcome and respect other people's points of views and ways of doing things.</p>
<p>Balanced— Students understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others: To be healthy, it is important for me to balance the needs of my mind and body.</p>	<p>Reflective— Students give thoughtful consideration to their own learning and experience: I think about and discuss my learning, skills, and products.</p>

What are International-Mindedness and the IB Learner Profile?

Two major elements of the IB are International-Mindedness and the Learner Profile. Each of these elements transmits a core set of values that are the basis for character development. International-Mindedness is not about learning other cultures and languages. Rather, it is a way of thinking that allows people to understand and work with each other in a more humane way, without prejudice. It fosters the growth of traits critical to working in a global community, or even in a local one such as: *empathy, stewardship, and genuine expressions of compassion for others. Students will learn that we can still work together to resolve and solve important issues in our community and beyond, regardless of our cultural backgrounds and ways of life... while still honouring our shared humanity.*

The Learner Profile is a collection of key traits that support intellectual and personal growth: empathy, open-mindedness, reflection, and communication just to name a few. These traits support the growth of International-Mindedness and are actively cultivated in the curriculum and in the classroom.

What will my child be learning?

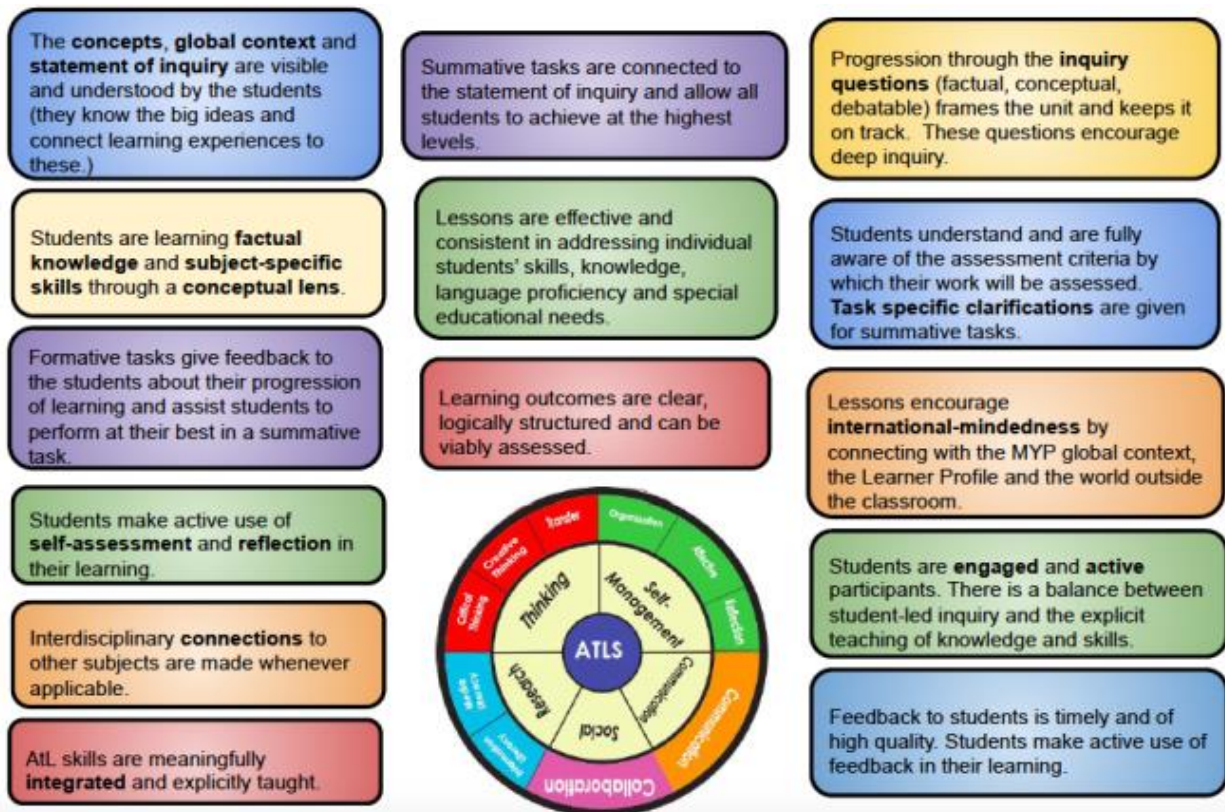
The IB provides our philosophy of learning; the actual content is driven by the National Curriculum.

With the IB MYP, we are committed to structured inquiry as the vehicle for learning. Six **global contexts** and subcategories called **explorations** provide the framework for exploration and construction of knowledge. The global contexts are closely linked with the **transdisciplinary themes** of the IB PYP. Teachers and students are guided by these themes as they also explore overarching **key concepts** pertaining to each of the eight subject areas in the IB MYP. These in combination with subject specific **related concepts** provide the structure for students to develop an understanding of important ideas, acquire essential skills and knowledge, develop particular attitudes, and learn to take socially responsible actions. The concepts and contexts serve as a framework for teacher unit planning and student guidance based on a **statement of inquiry**.

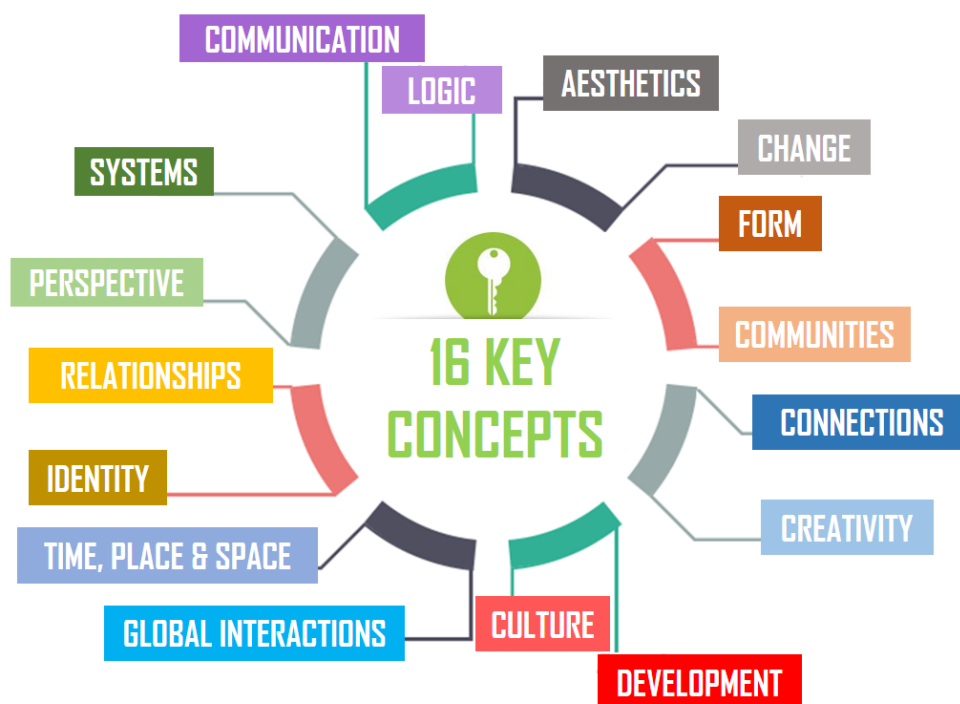


Teachers construct a **statement of inquiry** for a unit by combining a **key concept**, one or more **related concepts** and a **global context** into a meaningful statement that students can understand.

The Subject Guides on our website specify the concepts and contexts explored by each subject, across the academic year.



MYP Key Concepts These are big ideas which form the basis of teaching and learning in the MYP. Key concepts engage students in higher order thinking, helping them to connect facts and topics with more complex conceptual understanding. Key concepts provide a focus for transferring knowledge and understanding across disciplines and subject groups.



How are the Key and Related Concepts used?

Teachers use **key concepts** from their own subject group(s)—as well as key concepts from other subject groups—to plan disciplinary and interdisciplinary units of inquiry. Teachers identify one key concept that drives the unit's development. These concepts are not only 'key' in the sense of being important; they also provide a key—a way into a body of knowledge through structured and sustained inquiry.

They place no limits on breadth of knowledge or on depth of understanding, and therefore provide access to every student, regardless of individual aptitudes and abilities.

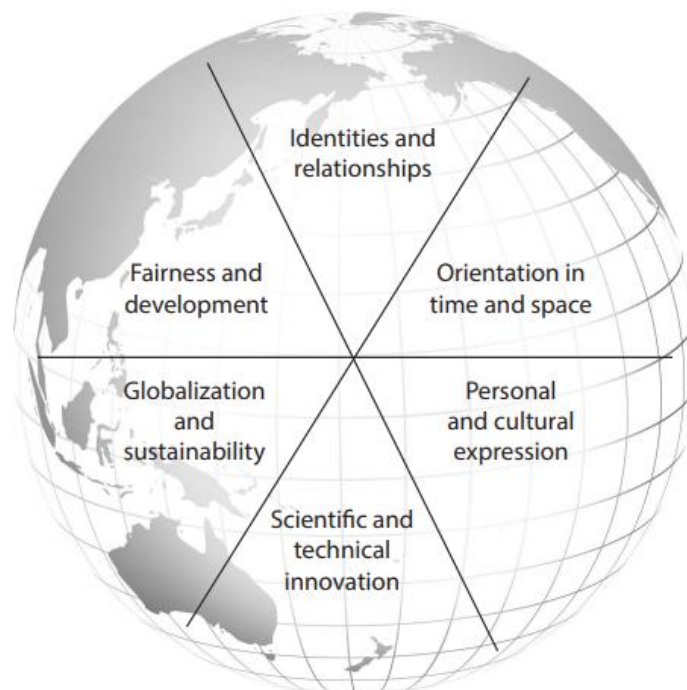
Related concepts promote depth of learning and add coherence to the understanding of academic subjects and disciplines. They are grounded in specific subjects and disciplines and they are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students to develop more complex and sophisticated conceptual understanding.

Related concepts may arise from the subject matter of a unit or the craft of a subject—its features and processes. For each unit, teachers identify two or more related concepts that extend learning, lead to deeper understanding, or offer another perspective from which to understand the identified key concept(s).

Global Contexts

Global contexts provide a common language for powerful contextual learning, identifying specific settings, events or circumstances that provide more concrete perspectives for teaching and learning.

MYP global contexts provide common points of entry for inquiries into what it means to be internationally minded, framing a curriculum that promotes multilingualism, intercultural understanding and global engagement.



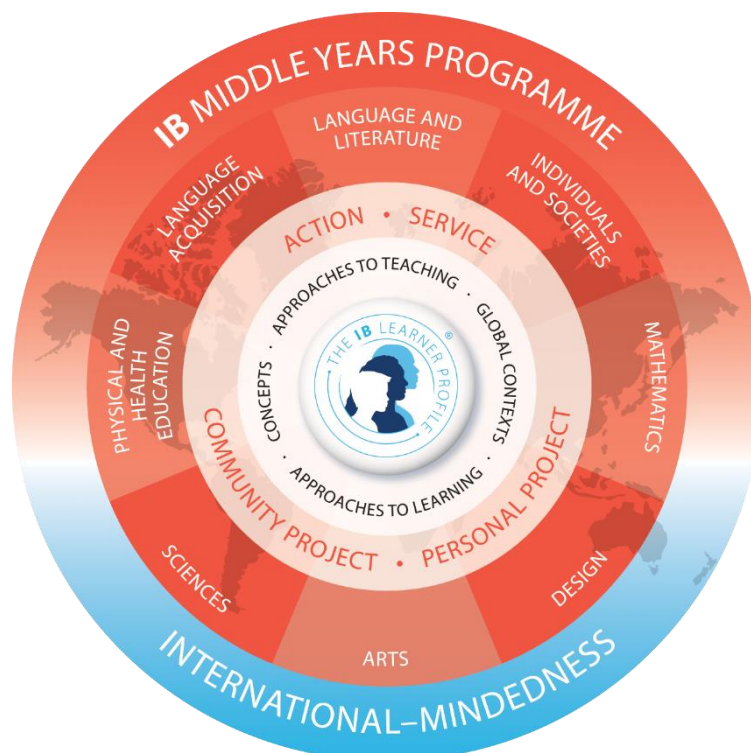
What are the academic skills taught in the MYP?

In addition to **concepts** and **contexts**, teachers also provide links to students to practice developmental skills that will allow them success at school and in the “real world”. In the MYP, these skill sets are called **Approaches to Learning (ATLs)**. The goal is to introduce skills to students, allow them to copy others who use the skills, to follow with the guidance of the teacher, and to employ these skills confidently in the classroom and the community. In this way, students are encouraged to share their skills with others. The MYP framework provides that a concept-driven curriculum that uses **ATL skills** effectively enables all students to become stronger, more self-regulated learners.

ATL skill categories	MYP ATL skill clusters
Communication	I. Communication
Social	II. Collaboration
Self-management	III. Organization
	IV. Affective
	V. Reflection
Research	VI. Information literacy
	VII. Media literacy
Thinking	VIII. Critical thinking
	IX. Creative thinking
	X. Transfer

The MYP Model

In order to clarify the interrelationship of the IB Learner Profile, “International-mindedness”, Concepts, Global Contexts, Approaches to Learning, and service in the local and global community, The IB has provided this model to illustrate how these elements combine with the 8 subject areas within the MYP.



How are students graded?

Assessments will take a variety of forms, both formative and summative.

- **Formative assessments** are a range of formal and informal assessment procedures conducted by teachers **during the learning process** in order to modify teaching and learning activities to improve student achievement. The goal is to improve accelerate progress, to improve learning and to help the student become a more independent learner. Examples of formative assessments include: **conferencing** where a student discusses their work with a teacher, fellow student or another adult, **reflection** where a student reviews their own work, **feedback** - WWW (What Went Well) and EBI (Even Better If), **teacher observations** during a lesson or from completed classwork/ homework.
- **Summative assessments** conducted by teachers are used to evaluate learning at the **end of a learning process** ie. end of a unit of work. The goal is to provide a final judgement of the learning that has taken place, to identify gaps in knowledge and understanding and to help the student to improve. Examples of summative assessments: tests, examinations, final essay or presentation. This work is usually give a grade or mark.

Teachers collect both formative and summative evidence throughout a unit of work. This helps them to adapt their teaching to meet the needs of students and also assists when reporting to parents, students and other stakeholders.

Each subject group within the MYP has 4 set assessment areas called **criteria (A B C D)** which are subject specific. This helps students to develop the knowledge and skill they need to be successful in each subject group. These skills are often transferable to other subject groups and aspects of learning. Teachers will assess your child according to each of these criteria at least twice across each year.

Language & Literature		Language Acquisition	
Criterion A	Analysing	Criterion A	Comprehending Spoken and/or Visual Text
Criterion B	Organizing	Criterion B	Comprehending Written and/or Visual Text
Criterion C	Producing Text	Criterion C	Communicating in response to Spoken and/or Written and/or Visual Texts
Criterion D	Using Language	Criterion D	Using Language in Spoken and/or Written Form
Individuals & Societies		Sciences	
Criterion A	Knowing & Understanding	Criterion A	Knowing & Understanding
Criterion B	Investigating	Criterion B	Inquiring & Designing
Criterion C	Communicating	Criterion C	Processing & Evaluating
Criterion D	Thinking Critically	Criterion D	Reflecting on the Impacts of Science
Mathematics		Arts	
Criterion A	Knowing & Understanding	Criterion A	Knowing & Understanding
Criterion B	Investigating Patterns	Criterion B	Developing Skills
Criterion C	Communicating	Criterion C	Thinking Creatively
Criterion D	Applying Mathematics in Real Life Contexts	Criterion D	Responding
Design		Physical & Health Education	
Criterion A	Inquiring & Analysing	Criterion A	Knowing & Understanding
Criterion B	Developing Ideas	Criterion B	Planning for Performance
Criterion C	Creating the Solution	Criterion C	Applying and Performing
Criterion D	Evaluating	Criterion D	Reflecting and Improving Performance

The MYP assessment process is a criterion related model. The strengths of this model are:

- students know before even attempting the work what needs to be done to reach each level.
- It helps teachers to clarify and express their expectations about assignments in a way that students can understand.
- students are assessed for what they can do, rather than being ranked against each other.
- students receive feedback on their performance based on the criteria level descriptors.

Having clear criteria is very helpful as students will know what the learning expectations are for a particular **level of achievement** before attempting an assignment. As a result, your child will be able to monitor their own progress. The criteria also support teachers to clarify expectations to students and can shape lessons. Each criterion has eight **achievement levels**. These are added together to give an **achievement level** out of a total of 32.

Converting MYP Achievement levels into an MYP Grade

Teachers must gather sufficient evidence from a range of assessment tasks to enable them to make a professional and informed judgement guided by the criteria to determine a student's achievement level. Achievement levels for the four criteria are added together creating a total number out of 32. Using the table below, this is converted to an **MYP Grade** from 1-7 with 7 being the highest.

This table describes in broad terms what a student can do.

Sum of assessed criteria	MYP Grade	Description
28-32	7	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
24-27	6	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
19-23	5	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations, and, with support, some unfamiliar real-world situations
15-18	4	Produces good quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
10-14	3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
6-9	2	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
1-5	1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and skills. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.

Reporting Progress

Parents/carers will receive a report that shows their child's progress for each subject group at published times during the course of the academic year. For each subject group there will be an achievement level breakdown (1-8) for each of the 4 criteria (A B C D) for that subject.

The example below shows the student has an achievement level of a 5 for Criterion A , level 4 for Criterion B and a level 5 for Criterion C and D for Language and Literature. This gives a total of 19/32, which can be converted to an MYP Grade 5 using the table above. Grade 5 is out of a possible 23/32, so this highlights that there are aspects of the student's work that could be improved.

Teachers and students will be expected to review and reflect on this and take action to improve.

MYP Subject Group		Target	Criterion A	Criterion B	Criterion C	Criterion D	MYP interim grade
IB Language and literature	English	5	5	4	5	5	5

During the course of the academic year students will be awarded an **MYP Interim Grade** and at the end of the year a **MYP Final Grade** will be awarded based on the summative assessments that have taken place during the course of the year.

How can parents get involved in the MYP?

1. Ask children about the concepts and contexts into which they are inquiring; **show interest in their MYP units** and plan activities around them whenever you can.

2. **Encourage your children to 'find out' rather than telling them the answers.** Conducting research online, in a newspaper, educational TV, at home experiments will not only reinforce the skills being developed at school, but also show children that 'school skills' are really 'world skills'.

3. **Ask your child about the IB's Learner Profile attributes** – point them out in other people, in yourself, in your children's actions and speech.

**Mission Statement from the IB

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become *active, compassionate and lifelong learners* who understand that other people, with their differences, can also be right.

For further information about the IB and its programmes, visit www.ibo.org

Who can I contact for further information?

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