

Fieldwork Education

Accreditation report for:

International School of Koje

October 2020

This Accreditation Report for the International Early Years Curriculum (IEYC), International Primary Curriculum (IPC) and International Middle Years Curriculum (IMYC) has been developed by Fieldwork Education and is considered property of Fieldwork Education, registered as a UK limited company with the company registration number of 03299897 and International School of Koje.

International School of Koje
9-8 Seogando-gil
Geoje
Korea

5th November 2020

Dear Kerry,

It gives me great pleasure to inform you that the International School of Koje has been awarded accreditation for the International Early Years Curriculum, International Primary Curriculum and International Middle Years Curriculum effective from 2020 to 2024. Following a rigorous review of the school's self-review and the accreditation visit conducted in October 2020 we identified the following areas of excellent practice across all three curricula:

- Criterion 2: A shared vision about the kinds of learners we are helping to develop
- Criterion 4: International Mindedness and international learning

This is a wonderful tribute to the hard work, dedication and focus of your school community. A school that is accredited provides evidence for and about the international curriculum and demonstrates that the curriculum is both rigorous and developmental. The International School of Koje is an important symbol of our mission statement – Improving Learning. Along with a copy of the accreditation report and Improving Learning Recommendations, we send you our warmest congratulations and thanks and separate certificate of accreditation.

Yours sincerely,



Gregory Biggs

Divisional Director, Fieldwork Education

Accreditation Report

Written by Fieldwork Education for the International School of Koje
October/November 2020

Contents

1. Introduction	1
2. Accreditation Visit Summary	2
3. Accreditation School Context	4
4. Accreditation Visit Activities	6
5. Accreditation Visit Findings	7
6. Accreditation Improving Learning Recommendations	53
7. Glossary	57

1. Introduction

An overview of Fieldwork Education, with our accreditation purpose and process

Fieldwork Education has been improving learning in schools for over 30 years and works with over 1000 schools in more than 90 countries, supporting more than 10,000 teachers and 500,000 students. We support schools around the world with our international curriculum, professional learning and accreditation, with a relentless pursuit of our simple, yet clear mission statement – Improving Learning. Our international curriculum covers the age range of 2-14 years and consists of 3 curriculum offerings:

International Curriculum		
		
International Early Years Curriculum	International Primary Curriculum	International Middle Years Curriculum
Find out more here	Find out more here	Find out more here
Ages: 2-5	Ages: 5-11	Ages: 11-14
Launched in 2016	Launched in 2000	Launched in 2011
Present in 54 countries	Present in 88 countries	Present in 56 countries
Case studies here	Case studies here	Case studies here

The growth of our international curriculum began in the early 2000's and we rapidly became the fastest-growing independent curriculum in the world. We work with schools to provide a standalone international curriculum, in addition to schools using our international curriculum to deliver respective local or national requirements in their given context.

At Fieldwork Education, we believe an effective curriculum is one of the most important tools in the development of learning-focused schools. Our rigorous international curriculum includes our international self-review process, which helps our member schools reflect on how they are implementing the curriculum as a school improvement tool.

The self-review process considers nine key criteria of our international curriculum, dedicated to improving learning. Member schools work towards accreditation having initially implemented our international curriculum, commencing with a pre-accreditation consultation and the school conducting our international self-review. In collaboration with Fieldwork Education, who oversee the culminating accreditation visit, the school is presented with an external view of the school's implementation of our international curriculum and a professional set of advice from an objective international organization on areas for continued improvement, always focused on improving learning. Our accreditation visits are performed by trained accreditation leaders with peer-accreditation team members, themselves from accredited schools. The accredited status lasts for 4 years and is renewed with the same process. To achieve accreditation, a member school must meet nine key criteria at 'Developing' or 'Mastering' level.

2. Accreditation Visit Summary

A summary of the Fieldwork Education accreditation visit findings

- Name of school: International School of Koje
- Date of pre-accreditation visit: January 2019
- Date of accreditation visit: October 2020
- Lead contact for the school: Kerry Harris
- Accreditation visit team lead: Jane Denby (IMYC lead)
- Accreditation visit team member: Helen O'Donoghue (IEYC lead), Mary Van der Heijden (IPC lead) Mathew Silvester (observer for own professional development)
- IPC and IMYC have prior accreditation experience in the school from previous years

						
Criterion		Learners	Teachers	Leaders	Community	Overall
1	A clear focus on learners' development and learning	M	M	M	M	M
2	A shared vision about the kinds of people the setting is helping to develop	M	M	M	M	M
3	Implementation of classroom approaches that help learners develop towards the setting's shared vision	D	M	M	M	D
4	International Mindedness and International Learning	M	M	M	M	M
5	The significance and development of Knowledge, Skills, and an increasing Understanding	D	M	M	D	D
6	Engagement and enjoyment in high-quality learning experiences that support and extend learning and development	D	D	D	M	D
7	Implementation of the IEYC Learning Process	D	D	D	D	D
8	Implementation of themes through holistic learning experiences	M	M	M	M	M
9	Reflective Practices and Evaluation contributing to ongoing assessment	D	D	D	D	D

						
Criterion		Learners	Teachers	Leaders	Community	Overall
1	A clear focus on learners' learning	D	M	M	M	D
2	A shared vision about the kinds of people the school is helping to develop	M	M	M	M	M
3	Implementation of classroom approaches that help learners develop towards the school's shared vision	D	D	M	M	D
4	International Mindedness and International Learning	M	M	M	M	M
5	The significance and development of Knowledge, Skills, and Understanding	M	M	M	D	D
6	Rigorous learners' learning and structures and systems that support it	D	D	D	D	D
7	Implementation of the IPC Learning Process	M	M	M	D	D
8	Implementation of themes that link independent yet interdependent subjects	D	M	M	D	D
9	Assessment and evaluation that improves learning	M	M	M	D	D
						
Criterion		Learners	Teachers	Leaders	Community	Overall
1	A clear focus on improving learning	M	M	M	M	M
2	A shared vision about the kinds of students we are helping to develop	M	M	M	M	M
3	Implementation of approaches that support the five key needs of the adolescent brain	M	M	M	D	D
4	International Mindedness and International learning	M	M	M	M	M
5	The significance and development of Knowledge, Skills, and Understanding	M	M	M	D	D
6	Rigorous students learning and supporting structures and systems	D	D	D	M	D
7	Implementation of the IMYC Learning Process	M	M	M	M	M
8	Interlinking through the Big Idea	M	M	M	M	M
9	Assessment and evaluation that improves learning	M	M	M	D	D

3. Accreditation School Context

An overview of the specific learning context that the Accreditation Process has been applied in

ISK (The international School of Koje), is an international school on the island of Geoje on the southern tip of South Korea it was established in 2002 and was set up primarily to service the families of the expatriate workers, employed by DSME, one of the largest shipbuilding companies in the world. Consequently, the vast majority of ISK families are related to the oil and shipbuilding industry.

ISK is a non-profit school; the Board of Governors is composed of Directors and Heads of Departments and Colleges that operate within the SAME Company. The BOG delegates the responsibility of overseeing ISK to the Seyoung Foundation, a selection of representatives from the DSME BOG. The Seyoung Foundation deploys a link representative, who is referred to as the 'Head of School.' He is a senior Korean national who attends the Board meetings, which are held in Korean. The HOS is in school full time but does not have an educational background. He attends the weekly SLT meetings alongside the Business Manager and the Principal. The Principal directly oversees the running of the school.

The school is international with over 20 different student nationalities, 28 different companies and 12 different nationalities amongst the teaching staff. ISK is fully accredited by WASC and is undertaking the CIS membership inspection in March 2021. The school is a registered Cambridge Centre for international exams and currently have students taking IGCSE and A Levels.

The school took over occupation of the current building in 2014 when student enrolment was approximately 500. This is the capacity of the current building. The campus is a purpose built five story building with generous outdoor space comprising of a football pitch, basketball court, running track and adventure playground and large garden spaces.

The student population of ISK consists almost entirely of families from the local shipbuilding industry. There is no other expatriate employment in the immediate area. Thus, the student roll is very much dictated by the availability of projects in the industry. Since 2016/2017 the shipbuilding industry in Geoje has declined. The unpredictable nature of the industry makes it very difficult for the school to forecast student numbers and prepare accordingly. This has been compounded in 2020 with the Covid-19 pandemic, with the impending global recession companies are further downsizing their employment packages and have actively demobilized families to their home countries. As a result of this and as projects are coming to a natural completion, the number on roll has declined quite drastically in the academic year 2020-21. The school currently has 79 students on roll. This has had a severe impact upon the school with a total of 16 staff members not having their contracts renewed and other staff members have had their hours reduced. ISK has assurances from the Board of Directors that the school is an essential for the DSME employees and will not be closed. However due to the decline of the industry due to Covid and the resulting global recession, budget implications could mean a further reduction in staff in 2021-22. The Principal is currently in negotiations with the board to devise a sustainable plan for the school. This has been a very challenging time for the school, but they remain

optimistic for the future. Despite low numbers they are continuing to provide education for the Higher Years and the Early Years.

4. Accreditation Visit Activities

An overview of the specific activities conducted in the school's accreditation visit

As it was a Remote Accreditation all meetings, observations and discussions were carried out virtually through Google Meet.

During the accreditation team's visit to the International School of Koje our team:

- studied the school's judgements set out in its IEYC/IPC/IMYC Improving Learning Portfolio
- toured the school virtually
- observed lessons in all classes, including the outside learning area for IEYC
- talked with the Principal and IEYC/IPC/IMYC Leaders for Learning at the end of each day
- talked with the Principal and IEYC/IPC/IMYC Leaders for Learning individually
- talked with the Senior Leadership Team, that comprised of the Head of School, the Business Manager and School Principal
- talked with all the teachers including specialist teachers
- talked with two groups of parents from all three curricula formally in virtual meetings
- talked with groups of learners in Mileposts 1, 2 and 3, and in IMYC
- studied a wide range of documents
- met as the Accreditation Team to discuss and agree judgements against each rubric and strand

In addition, the team leader underwent a rigorous quality assurance process by two senior colleagues from Fieldwork Education, to explain and justify the evidence base that led to each judgement.

5. Accreditation Visit Findings

A list of the key findings from the accreditation visit

General

To enable the International School of Koje to be accredited, the school has complied with the structures and systems included in the Recommendations for Implementation and Improving Learning document.

These include:

- An IEYC/IPC /IMYC leader with the capacity to visit all classes and look for learning
- All teachers hold relevant qualifications that meet local requirements for the learning context
- All teachers have undergone Professional Learning on the IEYC/IPC/IMYC on a planned and regular basis
- The school community is aware of and engaged with the IEYC/IPC /IMYC
- The school's governance is informed about the IEYC/IPC/IMYC on a planned and regular basis
- International School of Koje has many policies including:
 - Learning and Teaching at ISK
 - Assessment Policy
 - Health and Safety Policy
 - Child Protection Policy and a designated Safeguarding officer
 - English as an Additional Language Policy
 - Learning Support Policy
 - Behaviour Policy
 - ISK Trip Policy

5.1 Criterion 1: IEYC/IPC/IMYC A clear focus on improving learning

Fieldwork Education accreditation visit finding: **Developing**

5.1.1 IEYC/IPC/IMYC Learners

Fieldwork Education accreditation visit finding: **Developing**

- In all IPC/IMYC classes, learners know and are able to articulate the learning goals that were clearly displayed.
- In most classes, learners can articulate what they are learning at an age-appropriate level.
- In all classes, learners make connections to their prior learning and a child explained that “We had made models in a previous unit and when making the model for our current unit, we could be more successful”. IMYC learners in Social Studies were seen to be making connections to their prior learning during a Knowledge Harvest, which gave them confidence to share with their peers what they already knew and encouraged them to build on this to improve their learning.
- In all classes, learners took part in reflections and knew that this was an established part of their learning process. This entailed reflecting on a lesson or series of lessons individually or as a class, to establish what targets they needed to set to improve and next steps.
- In all classes, learners were given multiple opportunities to deepen their understanding of the learning at an age-appropriate level. For example, IPC learners responded to Looking for Learning questions to draw or write what they had learnt that week.
- Learners in IEYC are able to demonstrate what they are learning about through stimulating play, exploration and engagement in varied motivating experiences such as making their own play dough, learning at the sand and water trays, role plays corners, laptops, and a range of art materials.
- In all classes of the IEYC, learners were seen making individual choices about where they would like to play and guided by the teachers when and as needed to match their individual or distinctive developmental needs.

5.1.2 IEYC/IPC/IMYC Teachers

Fieldwork Education accreditation visit finding: **Mastering**

- All teachers know about and engage with the school’s definition of learning, and it was displayed everywhere in the school.
- All IPC and IMYC teachers use the learning goals as a foundation of learning.
- All teachers in the IEYC plan for and use the four IEYC learning strands, which they adapt to meet the needs of the individual learners in the units of learning.

- All teachers made explicit the learning goals of the IPC and IMYC, making them visible in all lessons and by referring to them at the beginning of a lesson and during reflection time. This was evident throughout the school including in specialist classes.
- All teachers built in opportunities for learners to review and reflect on learning, for example at the end of lessons, around subjects, in the timetabled weekly reflection times and at the end of units. For example, IPC learners were given the opportunity to reflect on what they had learnt so far in 'Existing, Endangered and Extinct' using Google Classroom, and had already started to draw conclusions concerning the extinction of animals. In IEYC classes teachers lead a reflection song at the end of the day, "What were you learning today" and there is an opportunity for the learners to reflect and think what they would like to learn more about in the coming days. IMYC students were seen to reflect on their personal goals in their timetabled reflection lesson, in a deep and meaningful way.
- All IPC/IMYC teachers use a detailed template for planning, which is shared as a Google document and shows explicit learning goals.
- All IPC/IMYC teachers use the Reflection section in the planning template to note reflections on how the unit is progressing during the unit and post unit, to support them in improving the unit for next time and to note what they might need to add to the next unit.
- The IEYC teachers provide an enabling environment that is designed to encourage play and child initiated activities and they will leave learning stations open for the child to return to; for example one child wanted to create a new cloud gazer for the second day in a row, following the cloud gazing lesson on the first day of the week.
- Specialist teachers shared how they work closely with the class teachers to enhance the learner's learning experience. They shared how they participate in collaborative planning sessions, find additional resources for teachers to support the EAL learners, adopt the same agreed procedure of sharing the learning goals at the start of the lesson, build in reflection time and steps for success with the lessons, as well as the more informal conversations around learning with other teachers.

5.1.3 IEYC/IPC/IMYC Leaders

Fieldwork Education accreditation visit finding: Mastering

- Leaders develop, embed, make visible and review on a planned cycle with the school and the community the shared definition of learning that impacts on improving learning throughout the school. It is visible on the website, school documentation, and in all classrooms and shared areas of the school.
- Leaders put in place structures and systems so that the learning strands and learning outcomes of the IEYC and the learning goals of the IPC/IMYC are the foundation of all learning. They have developed with the teachers a whole school Learning and Teaching at

ISK policy, which closely aligns teaching practices to the Vision and Mission statements of the school, the definition of learning and the nine criteria.

- Leaders have developed an accessible one-page Learning Policy wallchart for the IEYC/IPC and IMYC, which can be found in classrooms and is part of the Teaching and Learning at ISK policy.
- Leaders have developed, led and reviewed systems to monitor learning in these classes which includes having a leader for each international curriculum, who have the capacity to visit classes.
- Leaders have developed the capacity of their teachers and learners to ensure opportunities to improve learning take place in all classes including embedding the Looking for Learning programme.
- Leaders have built in capacity for all teachers, including support staff to be able to buddy up with different teachers and visit classes with the aim of improving their own practise and improving learning across the school.
- The IEYC and IPC leaders have developed Looking for Learning questions suitable for younger learners, for example, “What are you playing?”, “Do you like doing this?”, “Is it too easy/hard?”
- Leaders have built the capacity of all their teachers and support staff to ensure opportunities to improve learning for Subject, Personal and International learning through planned whole school professional learning as well as individual support for professional development are offered.

5.1.4 IEYC/IPC/IMYC Community

Fieldwork Education accreditation visit finding: Mastering

- Parents are informed about their children’s learning through the Parent’s Handbook available on the school’s website, parents open mornings, ‘Learning coming up’ information for the beginning of units and ‘Learning in action’ on Bloomz, along with home learning.
- Parents know and were able to talk about what their children were learning, and they gave examples of communications with the school such as Bloomz and Google Classroom. They shared that during the time when the school was using distance learning that they were impressed with the communication around learning, and they felt well supported.
- Parents use the instant messaging function of Bloomz to find out what their own child is learning and to contact the teacher with any questions, which teachers respond to quickly. Some parents whose first language is not English shared that sometimes they needed extra guidance to understand the home learning and teachers were very quick to respond and help them in order for them to support their children.
- Parents shared how they engaged with and supported their children outside school by buying books in their home languages around the theme, so that they could understand the

concepts more easily. They helped them with their research at home, by answering questions and sharing their own experiences as well as helping them use the internet.

- Parents in IEYC shared they were in daily contact with the teachers, so had a strong sense of what their children were learning and how they could support them at home, ensuring a positive and strong partnership between home and school.
- Parents shared how they were actively involved in their children’s learning when the school was closed due to Covid and that they were supported by the teachers how they could continue to support their child at home at this time.
- Parents shared how they helped children make connections between their learning and learning outside of school. One parent talked about how after designing and building a trellis structure for the pea plants, their child could relate to the work their parent did on the rigs.

The Accreditation team during a meeting with the Senior Leadership Team asked them to reflect on learning at ISK. They shared, “We are looking for the best learning for all our students. We are open to change and improve and create the best for our community. We have seen direct changes in our students over the three years, once our children were very shy and were unable to express themselves, now they are opening up more and sharing and expressing themselves much more.”

5.2 IEYC/IPC/IMYC Criterion 2: A shared vision about the kinds of people we are helping to develop

Fieldwork Education accreditation visit finding: Mastering

5.2.1 IEYC/IPC/IMYC Learners

Fieldwork Education accreditation visit finding: Mastering

- In all classes, learners were confidently able to articulate the Personal Goals and how they are used by everyone in the school in everyday life. The Personal Goals are how the shared vision of the school is made meaningful and accessible to learners.
- In all classes and in the shared areas of the school, the Vision and Mission statements as well as the Personal Goals were visible and displayed.
- In all classes, learners could be seen consistently demonstrating aspects of the shared vision. In the IEYC classes, learners were observed demonstrating the Personal Goals; for example, showing cooperation when exploring the Science experiment to create raindrops. When an IPC class used the Maker Space, learners worked confidently, safely and cooperatively together. IMYC learners demonstrated the shared vision as they were seen to be curious, and reflective learners, willing to share their own experiences openly and their learning with confidence.
- In all classes, learners across the school demonstrated respect and care towards one another, the team saw many examples of this during the visit from turn-taking to listening to the opinions and thoughts of others during class discussions, sharing resources, and during paired work.

5.2.2 IEYC/IPC/IMYC Teachers

Fieldwork Education accreditation visit finding: Mastering

- All teachers can demonstrate and articulate the shared vision of the school. They show respect towards each other and cooperate readily. For example, teachers talked about when they were new to the school, they were supported and guided by the others.
- Teachers shared how they were actively involved in the development and review of the school's shared vision.
- All teachers make the shared vision visible in their class and the learning spaces, and they refer to the Personal Goals in lessons where the goals are given age-appropriate statements and are assigned to a specific colour.
- All teachers share the Personal Goal with the learners that match each learning activity.

- All teachers purposefully plan for learning experiences to help learners develop the personal qualities and learning dispositions that are in the school's shared vision and make them explicit in lessons, mainly through the Personal Goals.
- All teachers bring the Personal Goals to life in a real context. For example, when learners are playing together in the IEYC, teachers encourage them to think about cooperation and to share and to play with one another with respect or to show resilience when they are not winning the game.
- All teachers make explicit links with the Personal Goals for example, through the Spirit Days, where learners dress in the colour associated with the Personal Goal.
- Teachers award house points for actions exemplifying a Personal Goal, and each curriculum chooses age-appropriate ways to acknowledge achievement in a Personal Goal individually, and as a class. In the IMYC, house points are awarded for students exemplifying the Personal Goals and during the Learning Showcases, they are recognised and celebrated.

5.2.3 IEYC/IPC/IMYC Leaders

Fieldwork Education accreditation visit finding: Mastering

- Leaders reflected on how they created the shared vision of the school and how they had involved the learners, teachers and community with this, and it is on a planned cycle of review, as are all definitions.
- Leaders in the IEYC develop with teachers, learners and the community, and embed the shared vision of the people the school is helping to develop, and this is underpinned by the IEYC Learning Strand: Independence and Interdependence.
- Leaders have aligned the shared vision and Personal Goals, and this is visible and evident throughout the school, in all school documentation, and on the website in age-appropriate ways. This alignment is part of the review cycle with the shared vision.
- The alignment of the shared vision of the school and the Personal Goals are shared with the whole school community through the Learning and Teaching at ISK policy.
- Leaders explained how the shared vision was developed in the learners through the IEYC/IPC/IMYC Personal Goals. Leaders consolidated the Personal Goals on a planned schedule with a monthly focus on one Personal Goal.
- In the IMYC, leaders have embedded the Personal Goals in learning, and they are also discussed regularly by the year group tutors to ensure that they are developed further and that students are given opportunities to reflect on them more deeply.
- Leaders have developed @Home leaflets for each of the Personal Goals that are shared with parents on Bloomz when they are also informed about which personal goal of the month it is. These leaflets have been written to deepen the understanding of ISK's Personal Goals for all members of the community and they have family activity ideas attached to help parents embed them at home.

- Leaders build a culture with teachers, learners and the community to ensure that the vision has an impact on all aspects of school life and beyond. They have developed a Behaviour Policy, influenced by the shared vision, that includes expectations of how learners will behave in class, in the playground, in the cafeteria, and in hallways and corridors.

5.2.4 IEYC/IPC/IMYC Community

Fieldwork Education accreditation visit finding: Mastering

- Parents are informed about the shared vision that the people the school is trying to develop through the website, where it is on the front page, the Parent's handbook, parent information sessions, and the different ways that the Personal Goals are celebrated across the school, including in Learning Showcases.
- The Personal Goals are visible throughout the school in posters, flags and on display boards.
- Parents knew the school's shared vision and what the school wanted their learners to develop whilst at school and in the future. One parent shared, "They want our children to be global citizens and they want them to keep on learning for life."
- Parents said that the school's shared vision is slightly different for sections of the school to make them age-appropriate for their learners, but they all mean the same. IMYC parents shared that as their learners have transitioned from primary to secondary that they thought much more deeply about what it really meant to be part of the ISK community and how to demonstrate the Personal Goals.
- Parents shared that the Personal Goals are also used at home and have become a part of their home language and are referred to constantly; "They are part of our DNA, having been so long at ISK." Another parent who has children in different sections of the school, said that the Personal Goals were so embedded in their family life, and that in particular the Personal Goals of adaptability and resilience had helped them as a family navigate the cultural complexities of moving to a new country.
- Parents shared that they supported and understood that the school gave a wide range of experiences to children to support the school's shared vision. IPC parents talked about how children had been given opportunities to be challenged outside the school when they had visited the Bamboo Park as part of "Moving People." The children had been encouraged and encouraged others to be resilient and overcome a challenge when trying the zip line.

During a meeting with the Accreditation team, teachers said how they felt valued by the leaders in the school and this was particularly important given the past few months of uncertainty due to the impact of Covid. The leaders showed care and thoughtfulness for their wellbeing, safety and health by checking in first thing each week and also providing small care packages.

5.3 Criterion 3: IEYC/IPC Implementation of classroom approaches that help learners develop towards the school's shared vision

Fieldwork Education accreditation visit finding: Developing

5.3.1 IEYC/IPC Learners

Fieldwork Education accreditation visit finding: Developing

- In all IPC classes, children were able to talk about how the Personal Goals impact on their learning.
- In all classes, learners engaged in a variety of learning experiences that were aimed at building confidence and supporting reflection, which is part of the school's shared vision.
- Learners in the IEYC were engaged in play and through Express and Explore activities that are teacher-scaffolded and child-initiated activities that were linked to classroom approaches such as making independent choices about which activity to choose during continuous provision.
- Learners in the IEYC follow the same routine each day as part of the agreed classroom approaches, taking their name tag and signing into class when they arrive and removing it when they leave at the end of the day. There is a visible timetable for the children to follow, so they are aware of what is happening each day and in what order.
- In most classes, learners know about the classroom approaches that embed the school's shared vision and share how they knew the impact that the different groupings within the class had on their learning. For example, collaborative group work was part of every lesson.
- In all classes, learners were able to articulate that the school wanted them to be reflective, which is part of the school's shared vision and they were observed drawing and writing their reflections.

5.3.2 IEYC/IPC Teachers

Fieldwork Education accreditation visit finding: Developing

- Most teachers could articulate why they use the agreed and documented classroom approaches, and how they are implemented to support the school's shared vision.
- All teachers were able to identify a number of classroom approaches such as positive reinforcement, independent learning, following routines and cooperative structures that are used across IEYC and IPC.
- All teachers in the IPC planned for a range of classroom approaches, for example, opportunities for learners to think, pair, share, use mini whiteboards and use looking for learning questions in lessons.

- Teachers in the IEYC were able to purposefully plan for independent and interdependent learning experiences to further embed the school's shared vision and IEYC Personal Goals and this was evident in their planning. For example, the IEYC learners go to the garden and show respect for the environment and being aware of the need to respect the world we all live in.
- Teachers develop their classroom approaches to support behaviours that are linked to the school's shared vision to create a safe and positive environment by communicating clearly with learners about instructions and approaches to learning. In IPC, there were age-appropriate systems in place such as, '1, 2, 3', clapping, 'Show me Five' and learners responded enthusiastically.
- Teachers participate in an ongoing process of peer observation and reflection to contribute to their development of effective classroom approaches to support learning dispositions and behaviours. For example, teachers talked about how beneficial it was for their own development to visit classrooms to see classroom approaches such as visible thinking routines in practice.

5.3.3 IEYC/IPC Leaders

Fieldwork Education accreditation visit finding: Mastering

- Leaders identified, developed and documented classroom approaches that align with the school's shared vision and this has been shared with all staff.
- Leaders are able to talk about a set of identified classroom approaches such as the use of Kagan strategies, and how the staff had collaborated to choose the most appropriate ones for different age levels.
- Leaders monitor and ensure the agreed classroom approaches are being used to improve learning through auditing planning, learning walks, looking for learning visits and more formal appraisal visits.
- Leaders have created a Learning and Teaching at ISK document that aligns specific classroom approaches for both the IEYC and IPC and how they underpin the school's shared vision, which is shared with the school community.
- Leaders have built the capacity of all teachers and their classroom approaches through shared professional learning afternoons, opportunities for teachers to visit one another's class and external professional learning opportunities.

5.3.4 IEYC/IPC Community

Fieldwork Education accreditation visit finding: Mastering

- Parents are informed about the links between the classroom approaches and the kinds of people the school is helping to develop. Parents are invited to share in their child's learning

through Bloomz and this enables the parents to understand a range of classroom approaches used in the school, which is especially important at this time as parents are not permitted into the classroom due to Covid restrictions.

- Parents know about the links between classroom approaches and the kinds of people the school is helping to develop and talked about ways that their children learn in school such as working individually and in groups, and how these are helping to develop their children as learners in support of the school's shared vision.
- Parents understood how the Personal Goals support positive attitudes towards learning for example allowing their children to become more independent in their learning and taking an active role in their learning. This was especially evident during the distance learning during the school closure due to Covid where children learnt more independently online.
- Parents in the IEYC recognise the classroom approaches adopted by the school which encourage their children to become independent, follow routines and make some choices for themselves. One parent shared, "My child is showing independence at home when he sets the table for dinner. He wants to know where to put the knives and forks."
- Parents shared how they are encouraging their children to become lifelong learners at home by pursuing their own interests and engaging in the unit at home, such as watching the weather patterns and seasonal changes in the unit, 'Weather Wonders'.

The Accreditation team when visiting a class saw the learners were working in groups confidently and collaboratively to make a compost container, which is part of the agreed classroom approaches linking to the school's shared vision. It encourages learners to care for the world around them and considering how to recycle and care for the local environment during this activity was discussed with them.

5.3 IMYC Criterion 3: Implementation of approaches that support the five key needs of the adolescent brain

Fieldwork Education accreditation visit finding: Developing

5.3.1 IMYC Learners

Fieldwork Education accreditation visit finding: Mastering

- In all classes, learners know about the approaches that support the key needs of the adolescent brain and refer to the acronym PRISM, which stands for Peers, Risk Taking, Interlinking learning, Support with transition, Making Meaning.
- In all classes, learners can articulate how the approaches that support the key needs of the adolescent brain have an impact on improving their learning. A new student explained that

even during distance learning they had been able to work with and make friends with their new classmates through having so much collaborative work organised for them. This was essential for them to be able to make friends as they were in a new school, and also supported them with their transition and also to take risks, if there were two of them together.

- In all classes, learners engage with approaches that support the key needs of the adolescent brain; a student shared that they were constantly “putting themselves out there” and taking risks as they had to present and share all the time. They really enjoyed preparing the presentations but also watching and learning from others.

5.3.2 IMYC Teachers

Fieldwork Education accreditation visit finding: Mastering

- All teachers were able to articulate why they had planned for or used a particular key need in a lesson and how this impacted positively on learning in the classroom. A teacher shared that allowing students to work most of the time with their chosen peers helped them make meaning as they often shared and discussed their own experiences. They also stressed that it was really important for the student's well-being to be able to openly share concerns and anxieties that they have in a safe place, which is part of the school's shared vision.
- All teachers made explicit reference to the five key needs of the adolescent brain through planning and classroom approaches in the development towards the school's shared vision. This is highlighted as 5N in the planning template and they use a variety of approaches.
- All teachers communicated with learners about why they were using particular classroom approaches to support the five key needs of the adolescent brain. A teacher was encouraging their students “to be bold” and take risks during a lesson, when they were sharing their Knowledge Harvest and learning with others.
- All teachers participate in an ongoing process of peer observation and reflection through Looking for Learning visits to contribute to the development of effective classroom approaches as well as sharing Great Learning in staff meetings, beyond their own subject expertise.

5.3.3 IMYC Leaders

Fieldwork Education accreditation visit finding: Mastering

- Leaders have identified, developed and documented an agreed set of classroom approaches, which are implemented in a way to support the identified needs of the adolescent brain. These are shared in the Learning and Teaching at ISK Policy.
- Leaders are able to talk about the set of identified classroom approaches and why they have been chosen.

- Leaders encourage and ensure that all staff are implementing a range of agreed classroom approaches by developing a unit plan template that specifically has an area for the 5 Needs links. These are audited to ensure that the approaches are being used and the planning is audited to ensure a range is used.
- Leaders have led and facilitated focussed staff meetings to discuss classroom approaches and time is made in the staff meetings for teachers to share their practice.
- Leaders have supported the growth of teachers and their classroom approaches through external training, mentoring and peer observations.
- Leaders share these approaches with parents through parent information sessions and Learning Showcases.
- Leaders have arranged timetables so that the teachers are able to plan collaboratively and share how they can build in opportunities to use the PRISM approaches in all subjects.

5.3.4 IMYC Community

Fieldwork Education accreditation visit finding: Developing

- Parents are informed about the links between classroom approaches and the identified needs of the adolescent brain through parent information sessions, Bloomz and newsletters.
- Parents were aware of PRISM and that it connected to the identified key needs of the adolescent brain.
- Parents talked about how well their children were supported in the transition between primary and middle years and that although it took time for their children to realise the higher expectations of being independent learners, within the first term they were better organised and capable of carrying out research themselves.
- Parents shared that their children were able to make meaning by being given many examples of real-life situations by their teachers connected to the learning in class and this led to discussions at home.
- Parents knew that it was very important for their children to be able to work with their peers and shared that often in the Exit Points they had the chance to do this. A parent shared that their child often did their home learning with a friend online in the evenings and this really helped them to understand the learning, but also to be motivated and enjoy the learning.
- Parents shared that they now knew more about the links between classroom approaches and the identified needs of the adolescent brain as they learned alongside their learners during the distance learning phase.

During a meeting with the Accreditation team IMYC students shared that their learning was so different to their previous school as at ISK they were encouraged to try their best in everything and take risks. They shared that all students were encouraged to join teams and compete against other

schools and to learn to cope with humiliation if it went wrong. They shared that this was a really strong emotional risk, but they were getting better at coping with it.

5.4 IEYC/IPC/IMYC Criterion 4: International Mindedness and International Learning

Fieldwork Education accreditation visit finding: Mastering

5.4.1 IEYC/IPC/IMYC Learners

Fieldwork Education accreditation visit finding: Mastering

- In all classes, learners were able to talk about what it means to be internationally minded and ISK's definition of International Mindedness at an age-appropriate level.
- In all classes, learners experienced a wide range of international learning opportunities to develop a sense of self and 'other'. For example, learners could teach peers to greet one another in their home languages, learn about the similarities and differences between their own and the lives of others, taste different foods and consider how water is vital for life but that some countries have very little.
- In all classes, learners are engaged in experiences that invite curiosity and interest in the world, which has an impact on developing their international mindedness. Learners in an IMYC Language Arts class had to place themselves in Charles Dickens's London, with the smells and sounds that they would expect to find. Learners spoke about how they had learnt a lot about Dyslexia through the recent Dyslexia Awareness Week. One child said, 'it made me realise that dyslexia doesn't make you different to anyone else. Einstein was also dyslexic, and he was Einstein.'
- Learners were supported in developing their curiosity and interest in the world by the librarian where the books have been carefully organised in units and clearly levelled so that learners of all ages can independently read both fiction and non-fiction texts including those from different countries, bilingual books and books in over 15 languages.
- Maps were displayed in all classrooms and were used by learners to find their home and host countries. IPC learners had researched a food chain and food web linked to their home country and these were connected to the class map. IEYC learners were given opportunities to explore and research using the maps in their current unit 'Weather Wonders' by looking at the weather in the learner's home country.
- Learners in all classes were given opportunities to learn about the host country Korea, for example through Art and Music, supporting local charities and by honouring national holidays, most recently the Korean Thanksgiving festival, "Chuseok."
- Learners know about the United Nations Sustainable Development Goals (SGD) and there was a large display in the shared area of the school. In IPC, learners were able to talk about how the SDGs were linked to their units, for example in the unit 'Water World' learners recognised how fortunate they were living in Korea having access to clean running water,

that they created posters throughout the school raising the awareness of not to waste water and be more mindful of how to use water.

- In IMYC SDG's are integrated into units where possible and also into helping students make active and positive contributions to society and the environment. Several students during distance learning asked for 'Zero Hunger Creations' to be made to be auctioned to raise funds to support the SGD Zero Hunger.
- Learners are encouraged to take action through the School Council and to take part in actions such as Earth Hour and the beach clean-up.

5.4.2 IEYC/IPC/IMYC Teachers

Fieldwork Education accreditation visit finding: Mastering

- All teachers know about and engage with the ISK's definition of International Mindedness and it is clearly displayed in all classrooms, shared areas and in the Learning and Teaching at ISK document.
- All teachers plan for, integrate and embed international learning opportunities in a wide variety of ways throughout the children's learning to develop both international mindedness and their awareness of self, others and the environment. For example, in the unit 'Active Planet', learners worked in a group to research a volcano of their choice, which led them to consider the impact of natural disasters around the world.
- All teachers provide experiences and tasks that invite curiosity and interest in the world, which has an impact on their international learning. In the IMYC, the William Pike Challenge Award (WPCA) encourages students to engage with a Passion Project, which encourages students to try something new.
- All teachers provided opportunities to develop their learners' personal skills and empower them to take positive action, for instance by working on preventing single use plastics within the school and raising awareness of the growing problem of polluted oceans and local beaches. In the WPCA, IMYC learners carry out community service, which is overseen by teachers to ensure it is worthwhile and having a positive outcome for the community.
- All IPC teachers provide a wide variety of opportunities for learners to compare home, host, adopted or heritage countries. For example, learners compared food from their home countries in 'We are what we eat', and the youngest children were knowledgeable about where their home country was in the world, compared to Korea.
- Teachers encourage the celebration of learners' own cultures and those of others, by encouraging choice and stimulating the environment with a variety of cultural artifacts and books.
- Teachers encourage learners to share their culture with their peers and this helps develop a curiosity about the wider world. In an IMYC Entry Point, students were encouraged to share 'Taonga' (precious heirlooms from their family and culture) with their peers and this

developed into interesting discussions. They also shared proverbs in their home languages; in the IPC and IEYC, children share their home language greeting.

- All teachers use resources such as maps and digital devices in the classroom to enhance the learners' understanding of international mindedness and to support their research to compare and contrast lives and events in their home and host or chosen country. In the IEYC, learners were asked to become Italian artists and paint in the style of Impasto. They found the gold star on the globe which showed them where Italy was in the world and where it was in relation to Korea.
- All teachers in the IEYC use Reflective Practices so that learners can have experiences that develop their international mindedness and sense of "self" and "other". This is seen where the child gets to know their friends in class, where they come from and what languages they speak, what food they will eat at home and most recently in 'Weather Wonders,' what is the weather in their home country.

5.4.3 IEYC/IPC/IMYC Leaders

Fieldwork Education accreditation visit finding: Mastering

- Leaders have developed, embedded and reviewed with the whole school community the definition of International Mindedness and have ensured it is visible in all classes as well as shared areas of the school. They have developed their Mission statement with all stakeholders that includes the phrases 'to become confident, reflective, global citizens,' and we are 'Internationally Minded'.
- Leaders ensure that planned for learning opportunities and experiences that help develop international mindedness are used throughout the school. They have developed a planning template which highlights international links as well as the planned for international learning.
- Leaders provide resources such as atlases, world maps and artefacts to support international learning and the development of international mindedness. The library has sections for books in many languages as well as highlighting world and bilingual books.
- Leaders encouraged teachers to organise local trips and visits further afield; this has been challenging recently but trips on foot in the local environment are possible and enjoyed by the learners. In the IMYC, students were learning directions in Spanish and so were tasked to direct others on given routes outside the school. Learners in IEYC have gone to the local woods for an autumnal walk and the local market to buy fruit and vegetables, practising their Korean. In IPC, as part of the Circus unit, the classes attended an actual circus which the learners thought would have animals in it. This led to a deeper understanding of the reasons for them not being in a circus, and what alternatives are available, for example, the use of costumes in Cirque du Soleil.

- Leaders create and support opportunities for learners to take positive action with environmental and social issues. For example, they have established the William Pike Challenge Award that encourages IMYC students to undertake positive action with environmental and social issues within their community.
- Leaders encourage teachers to plan for learning about the Sustainable Development Goals when authentic links can be made and highlight international days which can help learners and the community make a positive contribution to the environment such as Earth Hour in March, and recycling in each classroom.
- Leaders have set up a School Council which helps students develop personal leadership skills to actively support the community. Students are voted on the council and meet together to support events and take ideas and suggestions back to their classes. One student councillor said, “During a meeting, there are lots of creative ideas and people have different perspectives, but when we organised a beach clean-up, other people joined us and now the beach is getting cleaner”.
- Leaders acknowledge and celebrate home languages and cultures of the school community, often asking them to support their learners in their international learning, such as World Read Aloud Day and International Book week. They support the use of home languages by sending vocabulary home in the home language for units and Bloomz is translatable into home languages.
- Leaders ensure all learning activities that develop International Mindedness and International Learning are clearly communicated and highlighted to the school community.

5.4.4 IEYC/IPC/IMYC Community

Fieldwork Education accreditation visit finding: Mastering

- Parents are informed of what international mindedness means and the school’s definition is visible in every classroom and is in the Parent’s Handbook.
- Parents can talk about the school’s definition of international mindedness and what this means for their learners in terms of their learning and how it helps them to develop an open mind.
- Parents take opportunities to support the development of international learning through bringing a sense of pride in their own home languages and taking opportunities to use and celebrate their home tongue in the school.
- Parents were keen to share that the school celebrated International Mother Tongue Day each year and all learners were encouraged to write something in their home language and that the foyer would then be covered in many languages celebrating the international aspect of the school.
- Parents shared how the learners were developing international mindedness by deepening their knowledge and understanding of Korean way of life, most recently with the Chuseok,

where learners took part in traditional games and wore traditional Korean dress. For the younger learners this enhanced their understanding of “self” and “other”.

- Parents shared how impressed they were that their children saw their classmates as who they are as individuals, rather than as an individual who comes from a different country and so avoided categorising people into cultural stereotypes.
- The William Pike Challenge Award is recognised by the parents as a way that their learners are involved in independent international learning outside the school as students are expected to be independent in gaining this award with some support from parents, and the school. Students develop international mindedness with their passion projects and community work. It has been more challenging due to social distancing measures but that their learners are very keen to complete the full award.

During a meeting with the Accreditation team, one of the teachers shared how during the unit ‘Ocean Treasures,’ learners learnt the Japanese style of painting known as Gytaku, which is painting and printing with fish. This traditional form of art comes from Japan and provided the opportunity to learn more about the heritage of one of their classmates in a fun way, when they used real shrimp to print on rice paper.

5.5 Criterion 5: IEYC/IPC/IMYC: The significance and development of Knowledge, Skills and Understanding

Fieldwork Education accreditation visit finding: **Developing**

5.5.1 IEYC/IPC/IMYC Learners

Fieldwork Education accreditation visit finding: **Developing**

- In all IPC and IMYC classes learners know the school's definitions of Knowledge, Skills and Understanding at an age-appropriate level.
- In most classes IEYC learners were engaged in experiences that enabled them to express and demonstrate what they "know about", knowledge leading to an increasing understanding, and what they "can do" (skill). They were given opportunities in different contexts to explore and express themselves, which were appropriate to the learning and development needs of the learner
- The learning goal was clearly displayed with the allocated icon in every lesson, on boards, in learning journals, books and in Google Classroom, which helped learners to describe whether they were learning knowledge, a skill or developing understanding.
- In all classes, learners could demonstrate how they acquire knowledge, skills and understanding and how they develop knowledge and skills at an age-appropriate level.
- In all classes, learners are engaged in multiple opportunities leading to an increasing understanding of the learning goals through regular reflections, verbal and written, working with partners/groups and being able to give explanations, extended writing and the use of looking for Learning questions.

5.5.2 IEYC/IPC/IMYC Teachers

Fieldwork Education accreditation visit finding: **Mastering**

- All teachers can articulate, demonstrate and embed Knowledge, Skills and Understanding in all aspects of teaching and learning in the IEYC/IPC and IMYC.
- All teachers can develop Knowledge, Skills and Understanding in all aspects of teaching and learning in the IEYC/IPC and IMYC.
- Teachers have created icons of a light bulb for Knowledge, a hand for Skills and a brain for Understanding and these are used with learners to consolidate and differentiate the different types of learning.
- All teachers had displays in their classrooms and shared learning spaces indicating knowledge, skills, and understanding with the school-wide definitions of Knowledge, Skills and Understanding that vary according to the age group.

- All teachers ensured that Knowledge, Skills and Understanding are visible in learning activities, Explore and Express activities, learning goals, learning portfolios and subject exercise books, shared documents and home learning with the learners and referenced regularly.
- All IPC/IMYC teachers purposefully plan by using a template for Knowledge, Skills and Understanding, and reflect on, review the learning development of knowledge, skills and understanding to further improve learning.
- All IEYC teachers plan to use the IEYC Four Learning Strands that provide a central learning focus for the learners and suggestions for how their learning can be further supported.
- Specialist teachers shared how they identify and use knowledge, skills and understanding in all their lessons with the learners. For example, learning the names of composers in Music was identified as knowledge, in Art learners had quizzes about portraits by well-known artists, in PE learners looked at the development of skills in ultimate frisbee and in badminton.

5.5.3 IEYC/IPC/IMYC Leaders

Fieldwork Education accreditation visit finding: Mastering

- Leaders develop, embed and review on a planned cycle, with all stakeholders ISK's definitions of Knowledge, Skills and Understanding. They designed the 'L' plate with different icons on which is visible throughout the school, in the Teaching and Learning at ISK policy, the website and Parent's handbook.
- Leaders have embedded and regularly review structures and systems to help learners, teachers and the community understand the significance and development of Knowledge, Skills and Understanding and how these impact on improving learning.
- Leaders have led workshops for parents on Knowledge, Skills and Understanding and the impact on learning for their children as teaching, learning and assessing is different for each type of learning.
- Leaders ensured that the development of Knowledge, Skills and Understanding is planned for and articulated in daily planning and what is to be taught in IEYC, IPC and IMYC lessons. This has been built into the planning templates and is monitored.
- Leaders monitor that teachers make the learning goal visible on the interactive whiteboard in IPC/IMYC lessons, at the start of every lesson and this is monitored through classroom observations and visits.
- Leaders ensure that teachers and support staff have had regular professional development opportunities in order to support their development to differentiate the differences in Knowledge, Skills and Understanding, and so help teachers plan for these differences. Leaders provide time in the timetable for teachers to collaboratively plan and

have Exit Points that involve the community, where learners can demonstrate their developing understanding of their learning to their families.

5.5.4 IEYC/IPC/IMYC Community

Fieldwork Education accreditation visit finding: Developing

- Parents are informed about their children’s learning around Knowledge, Skills and Understanding which underpin the international curricula through parent information sessions, the website, the Parent’s handbook, Bloomz posts and report cards.
- Parents shared how they know that the IPC and IMYC Learning Goals underpin the international curricula and how this relates to Knowledge, Skills and Understanding, through information on Bloomz and also discussions with their children.
- Parents shared how the unit letter IMYC ‘Secondary Learning Coming up’ at the start of each unit was very helpful in providing this information, about what learning outcomes were to be the focus and this helped them support their children at home. A parent shared that they used this information to gather research for their child in their home language to support them in their learning.
- Most parents in the IEYC shared how the unit letter at the start of each unit was helpful in knowing the IEYC learning outcomes and ways they can help their child further develop at home.

In a meeting with the Accreditation team, the Milepost One children described how they learnt knowledge about the ingredients for pizzas, and the ingredients they would need, from watching two videos. One child said, ‘then we learnt how to make the pizza, that’s a skill and then we wrote a recipe and that’s a skill too.’

5.6 IEYC Criterion 6: Engagement and enjoyment in high-quality learning experiences that support and extend learning and development

Fieldwork Education accreditation visit finding: Developing

5.6.1 IEYC Learners

Fieldwork Education accreditation visit finding: Developing

- In all classes, learners had the opportunity to engage and direct their own play, developing their own interests, and engaging in playful learning experiences that they could choose themselves. Learners were observed directing their own play areas to explore.
- In all classes learners were observed in teacher scaffolded instruction and then given the opportunity to explore further by themselves or with their friends, for example creating clouds and rainfall. This had been at the request from a child during an earlier reflection. The teacher introduced the experiment and guided the conversation with carefully crafted questions and then left the learning station for the learners to continue exploring independently.
- In most classes learners were involved in the direction of their own learning due to the enabled environment and there was an array of resources available to them, all child accessible. They could make choices where they wished to play, both inside and outside, from creating play dough, using the laptop to the use of tricycles and bicycles and the climbing frame.
- In most classes, learners were given the opportunity to share significant moments of learning, celebrate progress and have a voice in their learning journey.

5.6.2 IEYC Teachers

Fieldwork Education accreditation visit finding: Developing

- All teachers know about, engage with and display the school's definition of play.
- All teachers provide high quality learning experiences to plan with the four IEYC Learning Strands and they teach and differentiate, using Phase A and B activities to encourage play. For example, extending the children's learning in the construction area by numbering the blocks and asking the learners to create a wall with the correct numbered blocks from 1-10.
- All specialist teachers plan and differentiate the learning using Phase A and Phase B activities. For example, in PE this may involve pairing learning into different pairs or groupings. This could be matched by abilities or in a weaker/stronger pairing when one learner takes the mentor role and helps the other learner, so all learning can be shared equally.
- Most teachers model, demonstrate and intervene through playful activities in a way that supports and extends development of the personal interests for every child. For example, by providing a learning environment where learners could explore and extend their play, through creating a cityscape for the learners' superheroes to fly, in the unit "To the Rescue."

- Most teachers enable the environment to support this on a continual basis, where learners can explore and extend their play such as in the sand pit, role play area, IT area, and writing area.
- Teachers were able to articulate the importance of play in a child’s development. Teachers were able to provide learning experiences that referenced the IEYC Learning Strands and a teacher shared, “Play is first.”
- Most teachers help children share significant moments and give them a voice in their learning.

5.6.3 IEYC Leaders

Fieldwork Education accreditation visit finding: Developing

- Leaders have developed, embedded and reviewed the school’s definition of play with teachers and the community. Parents were asked to contribute their thinking through Bloomz.
- The school’s definition of play is visible in the classrooms and has been shared with the community in the Parent handbook.
- Leaders oversee planning to ensure quality and that it is based on the four IEYC Learning Strands. Any missing Learning Strands are recognised and taught independently and there is a review to ensure certain strands can be met again in another unit.
- Leaders encourage teachers to develop the personal interests of their children.
- Leaders ensure there is planning, and review/reflection time built into the schedule, this includes specialist teachers who attend the IEYC planning sessions.

5.6.4 IEYC Community

Fieldwork Education accreditation visit finding: Mastering

- Parents talked about the value of play in the development of their child, “My child is learning better as he is enjoying himself. He is active in play with lots of interesting things.” Parents shared they were very appreciative of the large outside space the children had to play and learn in.
- Parents shared how the personal interests of their child are considered when the teachers are planning, and their child’s voice can be heard. Parents shared how “Lily the Ladybird” was taken home by a different child each weekend last year and a diary was made with the child, showing what they liked to do at the weekend.
- All parents shared how they knew about the themes their learners were learning about in class through the unit letter at the beginning of the unit, emails and through Bloomz. Parents reflected how their learner’s imagination had been ignited during the current unit ‘Weather Wonders’ as their child had wanted to go on an autumn walk at the weekend and pick up leaves to bring to school.

- Parents shared how the teachers were providing engaging learning experiences for their children, that provided challenge and were appropriate for their development.
- All parents shared how the teachers gave time for the learners to share their special interests during “Show and Tell”; one parent said his son felt comfortable sharing his Spiderman toys with his class and telling his friends all about them.
- Parents appreciated that their children’s interests are recognised and the speed at which they need to progress developmentally is honoured. One parent shared, “The teacher gives my child time when he is painting. He does not need to hurry. He can take his time to make a colourful picture.”

During the visits to the IEYC classrooms, the Accreditation Team saw learners engaged and enjoying the role play area, by creating their own darkened space so they could use their flashlights to make shadows. This is something they had previously learnt about in another unit. The learners were determined to create a dark space and gathered materials to darken the light and were encouraged and supported by the teacher who asked, “What can you do?”, allowing them full autonomy of the learning space.

5.6 IPC/IMYC Criterion 6: Rigorous learners’ learning and the structures and systems that support it

Fieldwork Education accreditation visit finding: **Developing**

5.6.1 IPC/IMYC Learners

Fieldwork Education accreditation visit finding: **Developing**

- In all classes, learners were very engaged in a range of tasks, which kept them interested and motivated. Learners shared with us that they had been really interested in learning about the different materials used in constructing buildings, especially when they had to consider how to design an earthquake-proof building after watching a video for the unit ‘Active Planet’.
- In most classes, learners are engaged in challenging tasks; in an IMYC Korean class, the learning was differentiated with three separate programmes linked to the student’s language level running concurrently.
- In most classes, learners have been given choice and are able to make decisions about their research and recording tasks. For example, in IMYC students are given learning pathway selection sheets which allow them to decide for themselves which level they want to try that day and they are encouraged to challenge themselves and take risks. If it is too challenging,

they can switch to a different level. In addition, sometimes the recording medium is also a choice such as recording their learning on a poster, a leaflet or a diorama.

- In most classes, learners know about the support structures in place to meet challenges. The Steps to Success and clear reminders of the focus of the lesson help them, along with EAL and Learning support staff. Learners were seen to support each other by asking for help from their peers before asking the teacher for help.
- In all classes, learners take responsibility for aspects of their research and recording. In an IPC lesson, learners were asked to find the link in Google Classroom which had a sheet with links they could use for research about Fair Trade. The learners were experienced in using these tools and the videos and links to books were appropriate and sufficient. In the IMYC, students shared that they could choose any subject or combination of subjects for their media Exit Points and they had autonomy with this to carry out research and recording their learning.
- In all classes, learners are able to share their learning with peers, buddies in other classes, the whole school, parents and within their section of the school. Learning Showcases, Exit Points, musicals, sports events are some of the ways this happens.

5.6.2 IPC/IMYC Teachers

Fieldwork Education accreditation visit finding: Developing

- Most teachers plan, teach and intervene using a range of differentiation strategies ensuring the learning is appropriate and well matched to the needs of each child/student. Additional strategies and support for special education needs and EAL learners is provided. Teachers explained that special needs and EAL teachers have input in the planning. Learning assistants also support children's learning in primary.
- Most teachers implement a range of challenging experiences with support structures and systems to help learners meet the challenges. For example, by using open-ended questions at key points of the lesson to challenge learners and check progress to ensure everyone is learning. In an IPC ICT lesson, the teacher paused the lesson to check learners' understanding of searching for keywords. In an IMYC Science lesson, questions were carefully scaffolded to ensure that all students were able to join in the discussion about electricity.
- Most teachers plan for learning experiences to give choice of research and recording tasks. In the IMYC, teachers including the Spanish, Mathematics and Social Science teachers shared that the students are given the choice of activities at Beginning, Developing and Mastering levels and these were shared in the evidence folders. In an IPC lesson, children were given differentiated outcomes when designing their prototype compost bin.
- All teachers enable learners to share their learning with others in the community. Bloomz has been used during distance learning and currently, when it is not possible to have visitors into school, to share the learning with the school community.

5.6.3 IPC/IMYC Leaders

Fieldwork Education accreditation visit finding: Developing

- Leaders developed a shared understanding of the Fieldwork Education's definition of rigour this year. They reviewed and revisited it with teachers, and how it impacts on learning through the school. 'To challenge ourselves to be our best' is part of ISK's mission statement.
- Leaders create and monitor the necessary structures and systems including a Feedback and Monitoring Policy, which is due to be reviewed this year. There are links in the Teaching and Learning at ISK policy on feedback for learning, and it is part of ISK's Philosophy of Assessment.
- Leaders have developed an ISK Leaders' Handbook for middle leaders to ensure that planning and audits are carried out in an aligned fashion across the curricula and subjects to ensure rigorous learners' learning.
- Leaders ensure regular and scheduled planning time is made available for all teachers to plan within their teams and they sometimes join the planning meetings.
- Leaders have employed an English as an Additional Language teacher and Learning Support staff to help support learners appropriately. These teachers use a mix of 'Push in' and 'Pull out' strategies, dependent upon what is best for each individual learner.
- Leaders shared that if additional support was needed for learners they could access and work alongside other educational bodies in order to be as inclusive as possible in their intake into the school.
- Leaders help deepen the understanding of what rigorous means with the parents through parent information sessions and reports.
- Leaders are involved in planned classroom visits and appraisals and give feedback to teachers to help deepen their understanding of what rigorous learning means in the school.

5.6.4 IPC/IMYC Community

Fieldwork Education accreditation visit finding: Developing

- Parents recognise that teachers provide engaging learning experiences for their learners, which are appropriate for them. They felt that teachers thought carefully about the learning experiences they provided and that they knew their learners very well, set tasks and responded to their child's needs regularly and in a timely manner.
- Parents felt that the home learning was challenging and that teachers were focused on helping all learners. A parent shared that they felt that the small class sizes were a great benefit of the school and so they could be supported if they had a weakness or stretched if they needed challenging.

- IMYC parents shared that they were very confident that their learners could transition quickly and well to other phases of learning whether at ISK or at a different school.
- Parents were informed about the structures and systems that the school has in place to support their learners during school tours, at parent meetings and in personal communication with the teachers and leaders. They shared that the EAL support and Learning Support were very supportive for their children and were available after school as well as during school if a child wanted extra help on an ad hoc basis.
- Parents know the structures and systems the school has in place to support learning. For example, parents said they had learnt a great deal about how the teachers differentiated the learning tasks in home learning and during Covid to meet their children's needs. One parent explained that their child would try a task at their level and then if successful there was another more challenging task for them.

The Accreditation team during a meeting with parents, said that they were particularly pleased with how learners and teachers had been very focused in the learning and teaching of the use of Google Classroom in order for learning to continue even during lockdown. One parent said 'I was sceptical about this inquiry and research learning in the beginning; I quickly saw the learning that took place at home and the level of the reflection tasks was challenging, including those concerned with using the Internet safely.

5.7 Criterion 7: IEYC/IPC/IMYC Implementation of the Learning Process of the international curricula

Fieldwork Education accreditation visit finding: **Developing**

5.7.1 IEYC/IPC/IMYC Learners

Fieldwork Education accreditation visit finding: **Developing**

- In all classes, learners know about and engage with the IPC/IMYC Learning Process throughout the unit of learning. IPC learners engaged with the interactive classroom displays which showed the learning process and learners were able to share their knowledge about the process.
- In most classes, IEYC learners' natural curiosity was captured at the Entry Point and learners were engaged in the IEYC Learning Process, having the opportunity to develop their own interests and express them in multiple ways.
- In most classes, learners are engaged with the whole of the IEYC Process of Learning, having an opportunity to develop their own interests and are encouraged to express their ideas in multiple ways.
- In most classes, IEYC learners Explore and Express their learning through provision based on their own interest and that which is based on best practise.
- In all classes, learners could demonstrate what the Knowledge Harvest was and were seen engaging in them in all subjects of the IPC and IMYC through a variety of formats including mind maps, using their laptops and discussions.
- In all classes, learners are engaged in research tasks using books, watching videos and the internet. Evidence was seen of learners using atlases, artefacts, visitors coming to the school and field trips.
- In all classes, learners/student learning journals and books reflected a range of recorded work that used mind maps, drawings, making artefacts, conducting experiments, writing narratives, giving presentations, posters and reports.
- In all classes, learners talked about Exit Points and told the team that their parents come to the Exit Points. In the IPC and IMYC, these are in a range of media formats including debates, presentations, making a website and news reports.
- In all classes, learners are able to apply their knowledge of the IPC/ IMYC curricula Learning Process' and demonstrate how this helps to improve their learning. Examples were seen in the IMYC of some Knowledge Harvests being revised after learning activities. Students shared how Exit Points helped them to develop and show their understanding as they were bringing their learning together from across different subjects.

5.7.2 IEYC/IPC/IMYC Teachers

Fieldwork Education accreditation visit finding: Developing

- All teachers implement, signpost and display the IPC/IMYC Learning Process in detail and teachers add to the displays as the unit progresses, in classrooms and other displays in shared areas of the school.
- All teachers in the IEYC implement the Entry, Big Picture and Exit Points of the Learning Process.
- Teachers ensure that the learners experience an Entry Point that hooks the learners into the unit. They help the learners work towards the Exit Point to bring together all of the learner's learning. For example, IEYC learners in "Chattering children" at the Exit Point created a tea party for teddy bears, making their own egg sandwiches and cookies.
- Teachers were able to talk about most of the IEYC Learning Process and how it sparks the imagination of the learners, enabling their imagination to flourish through a contextualised and enabled environment. They had created icons for each stage of the Learning Process, for example a door to symbolize the Entry Point and Curious George for Capturing Curiosity.
- Most teachers in IEYC adapt the learning environment to suit the changing interests of the learners as well as to reflect the progress of the unit.
- All IPC and IMYC teachers can articulate how and why the Learning Process helps to improve learning and they shared this with learners/students in age-appropriate ways. Teachers referred to what stage of the learning process each lesson was, and this was highlighted on worksheets, Google Docs and on the board.
- All IPC/IMYC teachers use the Knowledge Harvest with their learners to ascertain what they already know about a certain unit and how they need to adapt their planning. An IMYC teacher shared that through the Knowledge Harvest, they discovered that the content they planned to teach was already known by the students and he had to completely change the unit content to ensure that the learning was appropriate and sufficient for them. As they get older through the school learners' write their individual Knowledge Harvest.
- Teachers use a range of Knowledge Harvests including Google Forms/leaflets and posters as well as mind maps. They are used actively throughout the units as they are referenced, and initial thoughts are challenged as their knowledge grows.
- All teachers look for and engage with neuroscientific research connected to learning. Teachers told us how they share relevant articles about current research to keep them up to date and there is a space in the staffroom where they can exchange useful websites and articles. Teachers receive Marshall Memos which helps them to keep up to date with innovations in classroom approaches in international education and learn from other teachers through peer observations and learning conversations.

5.7.3 IEYC/IPC/IMYC Leaders

Fieldwork Education accreditation visit finding: Developing

- IPC and IMYC Leaders ensure that teachers implement, signpost and display the Learning Process. They monitor planning to see that all elements of the structure are planned for appropriately by reviewing the plans online and through classroom visits.
- The IEYC leader ensures that there is a display of the learning process in the IEYC classrooms.
- The IEYC leader develops aspects of the teacher's capacity to maintain a physical environment that helps contribute to children's social, emotional and personal development.
- Leaders develop systems and structures to support all aspects of the Learning Process with the school community. They inform parents about the Learning Process through parent information sessions, Bloomz and Exit Points, which many parents attend.
- Leaders ensure that the research behind the Learning Process, and how it helps to improve learning, is known by learners, teachers and the community. They shared how they provide collaborative planning time for all teachers to plan together.
- Leaders create opportunities for learners' learning to be enhanced by offering a broad range of field trips locally and nationally. Year 7 in the Entry Point for the IMYC unit 'Discovery' visited a Prisoner of War camp and were profoundly affected by it. Residential trips are also linked to the students' current units. In IPC, parents shared how on a visit to a rice paddy, the children had witnessed harvesting of rice during the 'What's on the menu' unit.
- Leaders shared how they communicate recent neuroscientific research with the teachers during staff meetings. Some research that the leaders want to highlight are added to the Learning and Teaching at ISK policy including how to give good feedback with links to articles and articles by Carol Dweck on Growth Mindset.
- Leaders develop teachers' capacity by providing a range of courses and workshops that are linked to the school's action plan and their own development needs, this involved teacher to teacher sharing of expertise.

5.7.4 IEYC/IPC/IMYC Community

Fieldwork Education accreditation visit finding: Developing

- Parents are informed about the IEYC/IPC/IMYC Learning Process through parent information sessions, display boards, and they are highlighted in Bloomz posts.
- Parents talked about knowing where their learners are in the IPC and IMYC Learning Process and the importance of the Exit Point to help learners show their understanding of their learning in the different subject areas. They explained that even during school closure it was an important part of learners' learning when they shared their presentations with the rest of the class.

- Parents talked about how they supported their children's learning in their research tasks. In IPC, they talked about the importance of research as part of the process and not 'rote learning'. They talked about how their children had spoken to grandparents in India to find out what the differences were between food eaten in the past compared to now and discovered how junk food had not existed.
- Parents explained that they now understood the process of learning in IPC and IMYC much more deeply as they had supported their learners' learning at the different stages, such as doing the research tasks together, when the school was closed.
- IEYC/IPC and IMYC parents shared how they had participated in Entry and Exit Points with their learners and recognised the value of them when understanding the process of learning during the unit.
- Parents from the IEYC shared how their child's curiosity had been captured during the unit 'Weather Wonders' and that now their children wanted to cloud gaze over the weekend to see the shapes and patterns made by the clouds.

During a meeting with teachers the Accreditation team were told how they had been very well supported by the school to develop their capacity and gain new insights. Teachers talked about attending Visible Thinking Routines training as a group, and then to action their learning and teaching in the classroom and so linking new learning and research to improving learning and teaching.

5.8 Criterion 8: IEYC Implementation of themes that link holistic learning experiences

Fieldwork Education accreditation visit finding: **Mastering**

5.8.1 IEYC Learners

Fieldwork Education accreditation visit finding: Mastering

- In all classes, learning was holistic in nature, encompassing the development of the whole child through thematic learning.
- Learners were enthusiastic in their learning, engaging in a range of activities that supported learning in an integrated way, with no boundaries between learning and development. These activities were both inside the classroom and the outside learning space.
- Learners' cognitive, personal, social, emotional and international learning was encouraged through the interconnectedness of the theme providing opportunities to support the whole child.
- Holistic learning experiences were enhanced during the specialist teaching, where the Korean and Music teachers joined the IEYC setting for these lessons, allowing that interconnectedness of learning to become more explicit for the younger learners.
- Learners go to the library once a week and are able to enjoy stories and non-fiction texts related to their current theme, supporting the holistic nature of learning in the IEYC.

5.8.2 IEYC Teachers

Fieldwork Education accreditation visit finding: Mastering

- Teachers shared how they link the learning in the IEYC through the theme, taking an integrated approach and this included specialist teachers.
- Specialist teachers in Music, Korean and PE all shared how they participate in the planning for IEYC learners and seek to take an integrated approach so they can also support the current theme. For example, in the previous unit 'Chattering learners' the PE teacher taught the learners many games such as "What's the time Mr Wolf?" as a means to encourage their communication skills while also improving their physical and social learning and counting skills.
- Korean teachers support the holistic learning experience for the learners by providing Korean stories to support the theme. The Art teacher shared a Korean story about the wind during the unit 'Weather Wonders', and children drew the wind to illustrate the story.
- Teachers shared how they were able to adapt the theme to the interests and the needs of the learners, for example during the unit 'Weather Wonders' the learners went on an autumn walk as their Entry Point and became fascinated by all the spiders they saw. The learners returned to class and have been enquiring more about spiders and the Music teacher has been teaching them the "Itsy Bitsy Spider" song.

- Teachers consider the development of the whole child in all aspects of teaching and learning for example when tracing their cloud shapes, seeking to find patterns in their cloud some learners were tracing, and others were developing their fine motor skills through a sensory centre with cotton wool to create cloud images.
- Teachers shared the importance of a child's holistic development and planned for appropriate learning to support a child's development in Literacy and Mathematics, for example using the programme, "Teach your Monster to Read" to promote phonics in class.

5.8.3 IEYC Leaders

Fieldwork Education accreditation visit finding: Mastering

- Leaders ensure all learning is holistically interlinked through the theme, by overseeing planning, meeting with specialist teachers and undertaking a learning environment audit.
- Leaders support teachers to ensure there is a rich, stimulating learning environment that supports the theme that is being learnt at the time.
- Leaders shared how they support teachers to better understand the holistic nature of the IEYC through structured meeting time as well as the informal conversations that happen throughout the day.
- Leaders ensure there is a timetable that allows the IEYC Learning Strands and Learning Blocks to be taught holistically and systems have been created so specialist teachers can support home room teachers in the planning of a new theme, giving the learners a more holistic learning experience.
- Leaders oversee and monitor planning, resources and time allocation to support the holistic nature of the themes in the IEYC.
- Leaders share with the community the holistic nature of the IEYC so they can better understand how their child is learning and how they can support their child at home.
- Leaders shared that when the school reopened after the Covid closure, 'Mindful Play' was purposefully chosen as the unit the learners should learn first. It provided an opportunity for the learners to learn about what makes them happy and peaceful, things that make them laugh and how they can stop and be still. All of these learning opportunities were much needed after the period of lockdown.

5.8.4 IEYC Community

Fieldwork Education accreditation visit finding: Mastering

- Parents shared how the parent letter at the start of each theme allowed them to see how linking learning holistically is helping in the development of the whole child.
- All parents shared how confident they were sending their learners to school as their learners were "happy and had positive learning experiences". Parents shared the joy their learners shared with them when they came home, having had a "good, fun day" at school.

- Parents shared how their children were taking part in a number of activities to give them a holistic approach to their learning and this “...included baking, walking in the woods, singing, painting and lots more! All of them make a good experience for my child as a big picture.”
- Parents appreciated the specialist teaching in Korean, PE and Music and how this helped their child see a theme more holistically. One parent shared, “My child gets to see the different viewpoints around a theme, from all different angles.”
- Parents reflected how the holistic nature of the themes allowed their learners to take a more active role in their learning, “My child is wanting to explore books and read more and find out more. He loves to learn and play and be involved in all the interesting things school has to offer.”
- Parents shared how they see the implementation of themes through holistic learning experiences is happening for their learners through conversations at home and links made by their child when in the neighbourhood, such as recognising the letter “S” for Sammy Snake and the word ‘seasons’ and looking for other words beginning with “S” in books shared at home.

The Accreditation team during a meeting with parents heard how the learners created a teddy bears tea party during the unit ‘Chattering children’, and how their child had made the biscuits in class and bought some home. There were numbers and letters on the biscuit and how he used this as a learning tool to count and order the numbers.

5.8 Criterion 8: IPC Implementation of themes that link independent yet interdependent subjects

Fieldwork Education accreditation visit finding: **Developing**

5.8.1 IPC Learners

Fieldwork Education accreditation visit finding: **Developing**

- In all classes, learners knew and were able to talk about the subjects they were learning in a unit. In the unit, ‘We are what we eat’, children responded to a mind map with the subject areas on it, by placing a drawing or writing of their reflection of their own learning of that subject.
- Most learners know that the subjects work independently yet interdependently. One child said, “the subjects really give the big picture of the unit and helps us to see it in different ways”.
- In most classes, learners knew that there were different skills being developed in the subjects they were learning and that the kinds of skills they were developing in each subject were different.
- Most learners could make links to their prior learning in different subjects, they explained that they learnt about materials in technology when making a compost container, but that they also ‘learnt why compost was important and how it worked through science’.

5.8.2 IPC Teachers

Fieldwork Education accreditation visit finding: Mastering

- All teachers plan for and teach in subject blocks.
- All teachers planned for and signposted the skills learners need to develop in different subjects in displays and in lessons. This was visible in planning, display boards and in the learning portfolios.
- All teachers link the learning of independent yet interdependent subjects for learners, so they can develop different viewpoints. Teachers explained that they gave opportunities for learners to give their own diverse perspectives and to consider those of others.
- Specialist teachers made authentic connections to their subject areas. For instance, in an Art lesson, learners used mixed media to create vibrant volcanic images, linking learning to the 'Active Planet' unit. For the unit 'We are what we eat', the Music teacher used images of food as symbols connected to musical notation, to help learners create rhythms, and in Korean, the teacher helped learners to explore and collate descriptions of foods. For those learners new to Korean they were able to create virtual pizzas learning the names of various pizza toppings in Korean.
- Teachers make authentic links with Maths. For example, during the unit 'Active Planet', learners explored the height difference of volcanoes around the world, and learners used Venn diagrams to sort photographs in different sets of criteria for bulbs, stems and leaves in 'Let's Plant It'.
- Teachers make explicit connections between subjects to help children develop different viewpoints for example with the Language Arts programme and the IPC unit, linking writing a report on Fair Trade after conducting research in the IPC lesson.

5.8.3 IPC Leaders

Fieldwork Education accreditation visit finding: Mastering

- Leaders ensure that that learning is linked through independent yet interdependent subjects by providing the structures and systems so that teachers and learners make the necessary connections. Looking for Learning visits are organised and these help as teachers get an insight into how the learning can link.
- Leaders inform the community about how the IPC links learning through independent yet interdependent subjects within a theme and how this helps develop children's different viewpoints through parent information sessions, Bloomz and planning the school calendar to support teachers to share learning showcases and Exit Points.
- Leaders build in collaborative planning time for all teachers and support staff to help them plan for independent yet interdependent subjects. This means that specialist teachers are

able to link their plans to the IPC as well as class teachers being able to make robust medium term plans and weekly plans.

- Leaders have developed report cards to show learning in the different subjects in the IPC that show progression and connection between the learning across subjects both in the medium-term and over a year.
- Leaders monitor medium term planning to ensure subject blocks have been identified and Knowledge, Skills and Understanding are in place for every subject. This is analysed at the end of the year to make adaptations and changes where necessary.
- Leaders have developed a timetable that allows teachers to teach the IPC in dedicated blocks of time. This allows for deeper understanding and connections to be made with the specialist subjects taught separately by the school, which are Music, Art, Korean and PE.

5.8.4 IPC Community

Fieldwork Education accreditation visit finding: Developing

- Members of the community are informed about the links between independent yet interdependent subjects through the overview, 'Learning coming up', and communication on Bloomz and they were enthusiastic about how this helped them support their children's learning of different subjects connected to the theme at home.
- Parents said that they understood how their learners make links between subjects. One parent said that the IPC 'gave students a better understanding of a topic, for example learners understand about healthy eating because they related it to learning in Science, Geography and in Technology'.
- Parents talked about how teachers used books in Language Arts to reinforce subjects the learners had been learning in Science, such as volcanoes, which gave learners a different viewpoint. In 'Moving People', the children had read a book 'Floodlands' and this helped their children to understand how and why people have to move, by reading the text and by seeing it visually in the book.
- Parents help their children to develop their different viewpoints during and at the end of each unit, when their children are sent reflection questions which help them link to different subject areas and parents could ask or answer these questions with their children.

During a meeting with the accreditation team, parents talked about how learning through the different subjects helps children to think flexibly so that when they approach a problem in life, they have learned to look at things from different points of view and can solve the problem more easily.

5.8 Criterion 8: IMYC Interlinking through the Big Idea

Fieldwork Education accreditation visit finding: **Mastering**

5.8.1 IMYC Learners

Fieldwork Education accreditation visit finding: Mastering

- In all classes, learners know that their brain learns associatively through discussions in the Establishment phase at the beginning of the year and in regular discussions in their mentor groups and when they are starting new units.
- In all classes, learners know how the subject they are learning links to the Big Idea. This is supported through Knowledge Harvests in all subjects so they can reflect on seeing how the subjects link to the Big Idea and also seeing it visibly on the display boards in the corridors which show how each subject links to the Big Idea with examples of student's learning, showing the connections.
- In all classes, learners demonstrate how they link the subject to the Big Idea through Reflective Journaling, which is carried out in a range of ways for home learning and in class. The evidence showed that they made links to the Big Idea across all the subjects and sometimes between the subjects.
- In all classes, learners are able to independently make learning links to the Big Idea, leading to deeper learning and personal understanding. Students shared how their learning in Science helped them in Social Sciences as they could "join the dots" and how it helped them improve in subjects that they might not be so confident in as they could see the learning applied in multiple ways.
- Learners are able to make connections between the Big Ideas and their own lives; students shared in the evidence how visiting the Geoje Prisoner of War camp for Discovery- 'Finding out new things is a human driver and affects things for better and for worse', made them reflect deeply about the impact of war on a country's population and how war has a long lasting impact.

5.8.2 IMYC Teachers

Fieldwork Education accreditation visit finding: Mastering

- All teachers plan for and link learning through the Big Idea within their own subjects. This is clearly visible in the medium term and weekly planning template and through lesson observations. In ICT and Computing the teacher made links between the Big Idea 'A shared sense of belonging occurs when people are able to negotiate and appreciate their complex and often messy differences,' and looking at online communities and their purpose and impact. In Science, the teacher made links to the Big Idea 'Every individual thing is affected by others' in

the Knowledge Harvest by having students create a mind map by examining the relationship between various organisms and plants.

- All teachers plan for Reflective Journaling to help students link the subject to the Big Idea through their subjects and also by having students reflect on the Personal Goals as well as connecting the learning to real life applications. These are carried out for home learning as well as in class.
- All teachers support students in making meaning across all areas of school life and teachers shared that this was considered when they planned, and also it was discussed in tutor time.
- Teachers refer to neuroscience research to help students recognise why interlinking through the Big Idea is important. A teacher shared that as the brain learns associatively it is essential to do this, otherwise as their brain was pruning knowledge it did not think it needed all the time, they had to make these connections to keep the knowledge in their long term memory and avoid the pruning.

5.8.3 IMYC Leaders

Fieldwork Education accreditation visit finding: Mastering

- Leaders ensure that learning is linked through the Big Idea in all subjects by providing the structure and systems to support teachers and learners to make the necessary connections. Teachers have an induction programme which helps them to understand how to support this with their learners and the importance of considering cross curricula link opportunities and co-teaching opportunities.
- Leaders through a parent information session at the beginning of the year inform parents how the IMYC links learning through the Big Idea and how this helps develop students' deeper learning and personal understanding. Parents are also informed through Bloomz and the learning letters sent out at the beginning of the unit.
- Leaders build in time for all subject teachers to have time to collaborate together to discuss the units and the planning is shared on Google Classroom, so that they are able to support each other in making links to the Big Idea. The planning template has a section for cross curricular link opportunities/co-teaching opportunities to remind teachers to make connections.
- Leaders provide and oversee the display board in the corridors which show the Big Idea for each year group, and how subjects connect, with students learning displayed.
- Leaders monitor the planning through planning audits as well as attending planning meetings for Entry and Exit Points to help ensure teachers have appropriate resources.

5.8.4 IMYC Community

Fieldwork Education accreditation visit finding: Mastering

- Parents are informed about how the IMYC links learning through the Big Idea through the website, the 'Linking to the Big Idea' letter at the beginning of each unit and the Bloomz posts shared by individual subject teachers.
- Parents are informed that this helps to develop their learner's different viewpoints of a theme by attending Exit Points and seeing the different ways that the students showcase their developing understanding around the Big Idea.
- A parent shared that when their child shares their experiences of learning with them, they make links automatically across subjects and this gives them a really wide world view and they are much more open minded as a result of this.
- Parents support this outside school by helping their learners make links connected to the Big Idea, by helping them with research, discussions around the learning shared on Bloomz and helping them have experiences which link.

During a meeting with parents one shared that they felt that connecting all learning through the Big Idea gave students a huge advantage for when they went to study at university and also for future jobs. They would be able to work better in a team and would be capable of seeing the world all around them and not be locked in a little cage and looking out with a narrow viewpoint.

5.9 Criterion 9: IEYC Reflective Practices and Evaluation

Fieldwork Education accreditation visit finding: Developing

5.9.1 IEYC Learners

Fieldwork Education accreditation visit finding: Developing

- In most classes, learning and development are supported through Reflective Practices and Evaluation, with in-class observations.
- In all classes, learners are given the opportunity to reflect on their learning at the end of the day through a song, “What were you learning today?” and think back to their own learning highlights from the day.
- In all classes, learners are able to share their learning at home with their families through Bloomz and this provides a constructive learning-link partnership between home and school about the child’s learning, and an opportunity to discuss further at home.
- In all classes, learners have a learning journal which they can add to, including pieces of learning they want to record and keep. It is their book and it is a portfolio of learning and development, and also serves as a way of the learner recognising their own achievement that can be shared with others.

5.9.2 IEYC Teachers

Fieldwork Education accreditation visit finding: Developing

- Most teachers use a range of assessment practises, including the IEYC Learning Outcomes to evaluate and reflect on children’s learning experiences and use these to consider next steps in learning.
- Most teachers plan for Reflective Practices, observations and evaluations throughout the units. At the end of the day they share reflection time and share what the children would like to learn more about.
- Most teachers in the IEYC use Reflective Practices to ensure learners’ learning can be supported and purposefully planned for, for example during the visit learners’ fine motor skills were revisited when the learners were asked to decorate their cloud silhouette with cotton wool.
- Most teachers undertake continuous provision observations, and these inform the teachers planning, resource allocation, interventions and serve to help the teacher know more about the interest of their learners in class.
- Most teachers help children to recognise achievement and share and celebrate their success with others in the school/Early Years setting and at home.

- All teachers share with their parents what the children have been learning in class through Bloomz, for example during the visit the learners were watching the clouds, looking for patterns, shapes and images. Photos taken that afternoon were uploaded to Bloomz for the parents to have a view on their child's learning that day.
- All teachers during the week plan opportunities for children to share with their peers during "Show and Tell" where they can bring in something from home they would like to talk about.
- All teachers develop a strong learning-link partnership with home and involve the parents when they delve deeper and focus on one child a week. A camera goes home with a child and the parents are asked to record and share the child's interests, likes/dislikes at home, so this can be purposefully fed into the planning and this becomes part of the child's learning journey and profile for assessment, helping to personalise learning for each child.
- Most teachers undertake In the Moment Planning based on their observations and assessments of the child, so learning can be developmentally appropriate for all learners in class.
- Most teachers keep records of learning for each learner and these are shared with other teachers and with leaders.

5.9.3 IEYC Leaders

Fieldwork Education accreditation visit finding: Developing

- Leaders ensure through meetings with the teachers there is an opportunity to reflect on learners' progress and next steps needed for a child's learning.
- Leaders have introduced Learning Ladders to the IEYC as a means of overseeing learners' social and emotional well-being and reflect what changes may be needed in the provision.
- Leaders support the development of the learning link with families by creating positive relationships with home and providing updates to parents every two weeks about a child's progress in class.
- Leaders develop the capacity of teachers through planned professional learning opportunities to improve Reflective Practices and evaluation.
- Leaders oversee and monitor the IEYC tracking by checking which Learning Strands have been taught and those that have been missed. They are involved in the collection of Reflective Practices that are used to contribute to support in the improvements of children's learning.

5.9.4 IEYC Community

Fieldwork Education accreditation visit finding: Developing

- Parents shared how they know about their child's progress in learning from their daily conversations or emails from the teacher. This helped them understand more about the assessment procedures chosen by the school to help support their child's development.

- Parents told the team how much they enjoy using Bloomz as a window to their child's progress as at present they cannot enter the classroom. "I can see my child is learning every day in class."
- Parents shared how they could use Bloomz as a means of reflecting with their child their progress, so promoting a positive home-school learning-link and how as parents they can encourage their child at home.
- Parents shared how they had received a comprehensive report card for their child last year and it really highlighted all the child's learning and development over the year. "I felt like the teacher really knew my son."

The Accreditation team during a meeting with IEYC teachers, when asked about using Reflective Practices shared, "They are essential to understand our children. If you know your student, you can plan better." The teacher went further and explained the child observations undertaken in the IEYC feed into planning for the next stage of learning and development for that child, and that this is shared also with the child's home.

5.9 Criterion 9: IPC and IMYC Assessment and Evaluation that improves learning

Fieldwork Education accreditation visit finding: **Developing**

5.9.1 IPC and IMYC Learners

Fieldwork Education accreditation visit finding: **Mastering**

- In all classes, learners engage in a variety of ways to assess their Knowledge including participating in Kahoot quizzes, Quizlet, Quizzes and Knowledge quizzes.
- The progress and development of the richness of knowledge was evident in books, on displays and through learners describing their own progress,
- The Assessment for Learning rubrics were visible in classrooms and in the learners' individual learning journals, and these are used to self-assess skills learning with a dialogue with the teacher, with learning advice given verbally or written.
- In all classes, learners were able to confidently use the language of beginning, developing and mastering for skills and distinguish between them. In IMYC, they were eager to share how they also peer assessed and found this helpful to improve their learning.
- In all classes, learners were able to articulate the importance of feedback whether oral or written from teacher to learner or peer to peer and how this consolidated or moved their learning forward
- In all classes, learners use Assessment for Learning rubrics in a range of ways. Learners self-assess individually as beginning, developing or mastering and this is displayed throughout

the unit so that learners can refer to it consistently when practicing a skill. In Art, the boards showed learners writing what they would improve on after they self-assessed.

- In all classes, learners develop and record their increasing understanding in a range of ways through the units. They evaluate their understanding by reflecting in age-appropriate ways from participating in debates to journaling as well as during Exit Points.

5.9.2 IPC and IMYC Teachers

Fieldwork Education accreditation visit finding: Mastering

- All teachers plan for and use a range of assessment practices to develop learners'/student's learning for knowledge, skills and understanding. For example, in lessons and specialist lessons, teachers provided opportunities to self-assess using strategies such as two stars and a wish, WWW, 'what went well' and EBI, 'even better if'. These strategies were also used in the written feedback provided during the IMYC Exit Points.
- All teachers use and understand the Assessment for Learning programme effectively for skills progression to then plan for next steps in learning. It is evidenced in books and in whole class displays in all areas of the school. Teachers track their learners' progress over time across the IPC and IMYC on a spreadsheet.
- All teachers used assessment opportunities to assess knowledge at intervals in the lesson and the beginning and at the end of units, this included the use of Kahoot, Knowledge quizzes and reflection tasks. Teachers assess knowledge based on Working towards, Meeting and Exceeding.
- All teachers provide multiple opportunities for reflection to help develop understanding; in timetabled reflection lessons and on a daily basis in class. Some teachers use 'See, Think, Wonder' activities and other Visible Thinking routines to help develop understanding. Exit Points are used to help deepen and develop understanding across all subjects as well as Personal and International Learning Goals.
- All teachers collect, reflect on and use assessment information to support planning for next steps in children/students' learning in their class.
- All teachers share assessment information on Knowledge, Skills and Understanding with colleagues and leaders through the data collected, and also on a weekly basis during the staff meetings. Time is given to look at Great Learning seen throughout the school but also if there are any concerns about a particular child/student.

5.9.3 IPC and IMYC Leaders

Fieldwork Education accreditation visit finding: Mastering

- Leaders have developed and embedded an ISK Assessment Policy which is reviewed on a planned cycle for all the international curricula. They have developed a philosophy of

assessment and a set of principles underlying it and these are aligned with ISK's mission and vision statements and the international curricula. These procedures and strategies are monitored to ensure they are used and shared with the community.

- Leaders have developed the capacity of teachers through planned professional learning on the Assessment for Learning Programme, and assessment for learning strategies for teachers and this is ongoing. They have also provided training on Visible thinking routines that are used to help understanding.
- Leaders have developed an Assessment leader role who is involved in the collection, analysis and use of knowledge and skills assessment information to support improvements in learning in all subjects. The data collected is analysed with the IPC and IMYC leaders to help inform them on how to support improvements in learning.
- Leaders ensure that the gains in knowledge and development of skills are shared with learners on a daily basis and also more formally through the termly reports and meetings with parents during the year. The development of understanding is shared with the parents mainly through Exit Points.
- Leaders have developed workshops that include assessment procedures as a focus, which enable sharing with the community the school's assessment procedures to assess knowledge and skills and evaluate understanding.
- Leaders have analysed the IPC route plan and amended it to ensure that skill assessment coverage is across all subject areas and key skills can be tracked across the mileposts. These are then analysed when students are moving to a new milepost.

5.9.4 IPC and IMYC Community

Fieldwork Education accreditation visit finding: Developing

- Parents are informed about the range of assessment procedures the school has chosen and benefit from regular information workshops about the types of assessment procedures that the school uses, including ISA and other standardised assessments to show progress over time.
- Most parents knew that the school uses different types of assessments used to assess their children's learning. They said they appreciated the knowledge quizzes as they could see what their learners gained in a unit, and in particular the way that the learners self-assessed when using the IPC/IMYC Assessment for Learning rubrics.
- Most parents noted that the use of beginning, developing and mastering for assessment was used in other areas of the curriculum, such as spelling which helped them see how their learners could progress in other areas of learning.
- Parents receive regular feedback on their child's progress and development of knowledge and skills, through regular communication with teachers and the mid-year and end of year reporting.

- Parents know and understand that Knowledge and Skills are reported on for the IPC /IMYC Learning Goals, including International and Personal and they felt that they could ask questions about their child's progress at any time and not just at the formal meetings if they had concerns.

Leaders during a meeting with the Accreditation team shared how the Exit Points were used to help deepen learners' understanding, and in the IMYC written feedback is given to the students by their peers and anyone else who is attending the Exit Points. Students have the opportunity to carry out the Exit Points several times to different audiences, and so are able to improve using the feedback given to them.

6. Accreditation Improving Learning Recommendations

A set of recommendations following the Fieldwork Education Accreditation Process to help schools further embed the IEYC/IPC/IMYC

Criterion 1: IEYC/IPC/IMYC A clear focus on improving learning

The Principal and Curricula leaders review and update the ISK Leaders policy to ensure it is valid and current with a view on how leaders can further embed learning at ISK.

Teachers in IPC need to provide regular opportunities to promote/encourage learners to connect current and previous learning allowing them to articulate and demonstrate those connections themselves.

The Senior Leadership Team ensures that the school website is up to date with details about the curricula to support current and prospective parents understand the chosen curricula and type of learning in the school.

Criterion 2: IEYC/IPC/IMYC A shared vision about the kinds of people we are helping to develop

Teachers articulate consistently and build on the day to day referencing of the Personal Goals to deepen learners' understanding of the goals, and how they relate to the school's shared vision.

Leaders and teachers review how they can further align the school's shared vision (Mission and Vision statements) with the Personal Goals to help develop the shared vision in the whole school community.

Criterion 3: IEYC/IPC Implementation of classroom approaches that help learners develop towards the school's shared vision

Teachers signpost and articulate which classroom approaches they are using with the learners so the learners can deepen their understanding how this links to the school's shared vision and how this impacts their future life.

Leaders to monitor the impact of the classroom approaches on children's learning and development and discuss this with teachers and the community, to ensure there is consistency and that the approaches continue to align to the school shared vision.

Criterion 3: IMYC Implementation of approaches that support the key needs of the adolescent brain

Leaders and teachers engage with the community to help them understand how they can use the research behind the classroom approaches that support the key needs of the adolescent brain, with their children outside school.

Leaders to monitor the impact of the classroom approaches on students' learning to ensure there is consistency with the approaches across all subjects.

Criterion 4: IEYC/IPC/IMYC International Mindedness and international learning

Leaders and teachers to provide opportunities for learners with to independently take positive action in an age-appropriate way, to deepen their understanding of international learning and the difference learners can make to the planet on a local and global scale.

Leaders support, promote and monitor alternatives to field trips in each unit, such as virtual visits to art galleries, museums and conducting video conferencing, to support international learning.

Criterion 5: IEYC/IPC/IMYC: The significance and development of Knowledge, Skills and Understanding

Leaders and teachers in the IEYC articulate and make explicit to the learners and the community how the learning experiences allow the learner to acquire knowledge, leading to an increased understanding and skill progression over time.

Leaders when undertaking reviews of the definitions of Knowledge, Skills and Understanding, include the community to enable them to understand the significance and development of knowledge, skills and understanding and how they impact on all learning and teaching.

Leaders and teachers in the IPC/IMYC help the community to understand how they can support their children in improving their learning of knowledge, skills and understanding in and outside school, in order for them to understand how they have an impact on future learning.

Criterion 6: IEYC Engagement and enjoyment in high quality learning experiences that support and extend learning and development

Leaders and teachers consider developing Possible Lines for Development (PLOD) to support and extend the development of the personal interest of the learner and to give them a voice in their learning.

Leaders and teachers respond more to the children's interests as the unit progresses and change the learning environment, accordingly, allowing the learner to have greater ownership in their learning.

Leaders and teachers to further create opportunities to help the learner share their significant moments with others, including the community, deepening the opportunity to make meaningful connections with their learning and development.

Criterion 6: IPC/IMYC Rigorous student's learning and supporting structures and systems

Leaders review and use the ISK Leaders Handbook to set up structures and systems to facilitate the moderation of children's learning, planning dips, recorded learning, and learning environment audit to help them ensure rigorous learning across the school.

Leaders articulate and reinforce with the community what is meant by rigorous learning in all subject areas at ISK.

Teachers ensure that they plan for challenge and choice in research and recording tasks to ensure that the learning is appropriate and sufficient for all learners.

Criterion 7: IEYC/IPC/IMYC Implementation of the Learning Process of the international curricula.

Leaders to ensure that teachers implement and signpost the whole of the IEYC Process of Learning and that this is known by learners, teachers and the community to help them understand more fully the Learning Process and how this contributes to a learner's social, emotional and personal development.

Leaders and teachers reflect on ways they can adapt the IEYC units to suit the needs and the interests of the learners, further supporting child initiated learning so enhancing the learner's social, personal and emotional development.

Leaders design and give opportunities for teachers to engage in action research connected to improving learning and teaching to deepen their reflection and understanding of how learning happens in their class with their children.

Criterion 8: IEYC Implementation of themes that link holistic learning experiences

Leaders and teachers enhance the learning environment, inside and outside, for the learners to become more holistic around the theme, allowing the learners to have more self-choice and to make deeper connections to their learning.

Criterion 8: IPC Implementation of themes through independent yet interdependent subjects

Teachers articulate how the different subjects link together and why, including what is being learnt and has been learnt in specialist lessons, in order to support children in developing different viewpoints.

Criterion 8: IMYC Interlinking through the Big Idea

Leaders and teachers consistently reference and plan for the full statement of the Big Idea in all teaching and learning so that there is a clear focus for students to organise and link their learning to help them engage with all subject learning with more depth.

Leaders and teachers help students make explicit connections across subjects to the Big Idea, as well as making connections within single subjects, to help them make meaning and connect to their learning.

Criterion 9: IEYC Reflective practices and evaluation

Leaders and teachers develop ways how they can help the learners recognise their achievements, so to capture the learner's voice and how this can be shared and celebrated with others in the IEYC, in the whole school and at home.

Leaders and teachers take an active role in analysing the use of Reflective Practices and Evaluation, to ascertain which and how contribute to ongoing assessment to support improvements in learning.

Leaders and teachers to inform the community about the range of Reflective Practices used in IEYC and how they contribute to their child's ongoing assessment and learning development and what they, as parents, can do at home to support their child.

Criterion 9: IPC and IMYC Assessment and evaluation that improves learning

Leaders analyse and share with teachers the tracking data on a regular basis in order to monitor learner's progress in a year group, across a milepost and between mileposts in order to support improvements in learning in all subjects.

Leaders carry out a planned cycle of book monitoring to check on consistency and quality across year groups and across mileposts in order to ensure that a range of appropriate assessment strategies are used.

Leaders and teachers make explicit the gains in knowledge and the development of skills of the learners in order for the community to know and understand the Learning Goals, including International and Personal.

7. Glossary

A list of the key wording and terminologies used in this accreditation report

The review of each criterion for the school will refer to specific terms, which can be found in the international curriculum glossary at the beginning of the self-review. The measurement of the criteria will use the below categories:

- All (when referring to teachers, leaders, classes) At least 80% are Mastering level, the remaining at Developing level with systems in place for continuing professional learning in place.
- Most (when referring to teachers, leaders, classes, community) – refers to the majority, more than >50% observed
- Some (when referring to teachers, leaders, classes, community) – refers to >More than 25% observed

To meet criteria at 'Developing' or 'Mastering' level, measurements of 'All' and 'Most' are required.