The International Primary Curriculum

Accreditation Visit to The International School of Koje
May 2016

Introduction

Each school using the International Primary Curriculum (IPC) is able to apply for IPC Accreditation. It does this by completing an IPC Self-Review Report and then submitting it with evidence for validation. To achieve IPC Accreditation, a school must meet nine key criteria at ‘Developing’ or ‘Mastering’ level.

The International School of Koje has applied for IPC Accreditation for Early Years and Mileposts 1-3. The school received a Pre-Accreditation visit on 26th January 2016. The validation of its Self-Review culminated in an Accreditation visit to the school on May 23rd to May 26th. The visit was conducted by Mary van der Heijden and David Griffiths.

Context

The International School of Koje (ISK) is a not-for-profit co-educational international school for children from Foundation (4 years old) to Year 9. It is located in Geojay, South Korea on Korea’s second largest island in a small, lively town of Okpo. In 1975 DSME (Daewoo Shipbuilding and Marine Engineering) created an international school for their contractors children called Daewoo Foreign School. In 2002 the school was established as an independent organisation and was renamed Okpo International School. In September 2013 the school name was changed to the International School of Koje and together with Koje College, both have now become part of a not-for-profit foundation called the Seyoung Foundation. In May 2013, the school moved to a new school site with 27 classrooms, a gym, library, science lab, music and art rooms and outdoor sport and play areas.

The International Primary Curriculum is followed to Year 6 and then the International Middle Years Curriculum for years 7-9. There are a total of 385 children in the Primary school including those in the Nursery (started in January 2016) at the time of the accreditation. There are 40 nationalities represented.

The Senior Leadership Team (SLT) consists of an overall Principal and two Assistant Principals. In addition to the three senior leaders, five other members of staff formed the IPC committee for the self-review.

There are also 12 Leaders for Learning, who have responsibility for Primary, Teaching and Learning, Language Arts, Maths, EAL, Technology, Sports and PE, and the Arts.

This is the school’s first IPC accreditation.

The Accreditation Visit Activities

To check and confirm the school’s judgements in the school’s Self-Review report the Accreditation Team:
- Studied the school’s judgements set out in its IPC Self-Review report
- Toured the school
- Observed lessons in all classes at least once including specialist lessons
• Observed a Learning Showcase for the whole school
• Observed children in and around the school
• Talked with the Senior Leadership Team at the start and end of each day
• Talked with a group of teachers
• Talked with a group of specialist teachers/leaders
• Talked with a group of 12 parents and parents dropping off and collecting their children
• Talked with groups of children in Mileposts 1, 2 and 3, and talked with children during lessons
• Studied a wide range of documents and policies
• Talked with two board members
• Met as the accreditation team to discuss and agree judgements against each rubric

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

Criterion 1: A clear focus on improving learning

The learning definition of the school is:

Learning is a lifelong adventure by which our brains make connections between the knowledge we gain, the skills we develop and the understanding that deepens over time.

The school judges its performance against this criterion as ‘Developing’.

The following examples are from our observations and discussions:

Early Years learners
In most classes children demonstrate what they have been learning about through play, exploration and engagement in motivating activities; they are helped to reflect and plan next steps in learning at developmentally appropriate levels.

The evidence we saw to validate the Self-Review included:

- A wide range of learning opportunities were set up in the classroom, including role play areas, a sensory table with real materials to smell, see, touch and hear and opportunities to explore outside
- Children were excited about their learning and eager to demonstrate it. Children were observed making use of the role play areas and, for instance, making different sounds that animals made when they wore different animal masks and acting as customers. One child spoke about the theme of animals being particularly enjoyable for her because when she lived in Scotland she lived on a farm. During a role play activity, she said, ‘Doctors help people, she is a vet, she helps animals’
- Children responded to key questions posed by the teacher to promote their thinking further. When asked how many bottle there were, children worked on counting bottles and were supported by teachers to do this
- Children were observed being engaged and focused in early writing and drawing activities linked to the ‘Treasure’ unit

Learners
In most classes learners know and can articulate what they are learning, reflect on their learning and can use these reflections to improve their learning.

The evidence we saw to validate the Self-Review across the mileposts included:

- Most children of all ages talked enthusiastically about their learning and what they had learned through the IPC units
- Most children were aware of the clear learning intention of the lesson that the teachers wrote on the board and could talk about what they were learning in subject, personal and international goals
- In classes, children talked about new things that they were learning
- Children referred to the success criteria, which was sometimes represented as ‘steps to success’ or ‘tops and tips’ depending on the lesson.
- The older children had reflection books in which they wrote how they would improve on their learning. The team saw a ‘self reflection on learning’ board where most children were encouraged from a range of classes to write their reflections on their learning.
In Milepost 1 a child who had earlier said that a tank was a living thing because it moved, told us, ‘I have done some new learning, I thought the tank was alive because it moved but now I know it isn’t because someone has to make it move and it doesn’t breathe.’

In Milepost 2 we saw lessons where children researched using Google images as part of their unit on Chocolate and one child told us, ‘We are learning the skill of to be able to research without much help from anyone’. First we make a guess at what the image may be and then type it into Google, then we match it up and find out about it.’ Children also talked about prior learning and reflecting, before going onto their next piece of learning.

In Milepost 3 children were able to explain their learning through the use of SketchUp to describe the complex features of their ‘Mars Rover’. Two children, who had produced a model of a habitat on Mars by using computer software and 3D printing, spoke in depth about how they needed to improve the model.

**Teachers**

*Most teachers make explicit the learning intentions and provide appropriate reviews with learners to help them improve their learning.*

The evidence we saw to validate the Self-Review across the whole school included:

- The school’s definition of learning was visible everywhere in the school
- Planning reflects subject, international and personal goals and most teachers provide whole class and individual opportunities for children to reflect on their learning
- Clear learning intentions and success criteria were shared in most lessons, written on boards or powerpoints with an ‘L’ along with the skill that the children were learning to be able to do
- Most teachers made explicit their learning intentions and reviewed previous learning at the beginning of the lesson For example, when children were asked to build replicas of Mayan and Aztec temples, the teachers referred to previous knowledge and research

**Leaders**

*Most leaders develop the capacity with their teachers, learners and community, to ensure opportunities to improve learning takes place in all classes.*

The evidence we saw to validate the Self-Review included:

- Most Leaders ensure that planning reflects the personal, subject and international goals and we saw that displays are continuously updated and improved
- Leaders provided the opportunity for children and teachers to explore learning in depth during a Learning Day when the children come off the usual timetable and focus on an area of learning that they wanted to highlight. The topics of knowledge, skills and understanding, growth mindset and international mindedness arose from working on the school’s self-review and most leaders saw the learning days as an opportunity for teachers and children to further develop their understanding of learning
- Leaders provided a wide range of external and internal professional development to focus on improving learning
- Leaders informed the community about the learning taking place and engaged parents in supporting their children through various medium including the school website, newsletters and blogs, student led conferences, and inviting parents to additional events

**Community**
Some members of the community know what their children are learning and support their children’s learning.

The evidence we saw to validate the Self-Review included:

- Some parents said that their children enjoyed learning through the IPC and commented on the fact that it was a great way to learn, that it was fun and that their children never wanted to miss school, even when they were sick.
- The two board members said that parent satisfaction had grown in the last few years and that student achievement was higher.
- Parents enthusiastically attended events that showed the children’s learning, such as Exit Points and Learning Showcases, and a number of parents told the team how their children progress well in their learning.

During a meeting with parents they shared with us that they were positive about their children’s learning in IPC and that they liked the authentic, ‘real life experiences’. One parent said, ‘The more I find out about the IPC, the more I love it.’

The accreditation team concurs with the school’s judgement of ‘Developing’ for Criterion 1.
Criterion 2: A shared vision about the kinds of children we are helping to develop

The school judges its performance against this criterion as ‘Developing’.

The shared vision of the school is:

At ISK our mission is to
- Care for each other and the world around us
- Be confident, Global citizens
- Challenge ourselves to do our best

Our steps to success

In order to achieve our mission
- Focus on learning
- Are safe and healthy
  - Are internationally minded
- Develop the ISK Personal Goals

The following examples are from our observations and discussions:

Early Years learners
In all classes children are aware of the school’s shared vision and are helped to demonstrate all aspects in developmentally appropriate ways.

The evidence we saw to validate the Self-Review included:

- The IPC Personal Goals were displayed as the ISK Personal Goals and each one was given a different colour so that children could refer to the colours as well as the word itself
- Children were able to talk about their personal goals. For example, they shared how they used their communication skills and were respectful when they were talking and playing with their friends. They told us, ‘It’s important to listen to your friends and wait for them to talk.’
- Children were supported in their understanding of the personal goals by teachers giving spontaneous, relevant examples. For example, when considering the day’s focus on ‘being respectful’, they talked about greeting people and listening when someone spoke
- Children were observed using their skills of cooperation and turn taking in an activity when making butter as part of the ‘Animals’ unit.

Learners
In all classes learners can articulate and demonstrate all aspects of the shared vision about the kinds of children the school is helping to develop.

The evidence we saw to validate the Self-Review across the mileposts included:

- The school’s shared vision was displayed in all rooms and was visible in all areas of the school
- All children were thoughtful, respectful and co-operated with each other both inside and outside the classroom and were very clear as to expectations of behaviour. The team were continually approached by enthusiastic and interested children who were polite and communicative. Even the youngest children were seen taking responsibility to take the register to the office or giving explanations to children who had misunderstood an instruction
- All children named and could describe the IPC Personal Goals and the meaning of each one
- Children talked excitedly about how they earned house points for demonstrating a personal goal
Children contributed to projects to support others less fortunate than themselves, such as the Aikwangwon Poetry Project where the children wrote poems for art work produced by a local home and special school, and produced a book for them.

In Milepost 1 children demonstrated the school’s shared vision in the classroom, cafeteria and in the playground by being thoughtful and respectful of both the environment and others around them. The team saw children helping one another. For example, when a child in a group did not speak English well, other children supported them to understand the task in order to take part.

In Milepost 2 children showed their understanding of being resilient and adaptable during a library session when they related the goals to a character in a story that needed to overcome a problem.

In Milepost 3 children spoke clearly and with understanding about using the personal goal of thoughtfulness when they reflected on their learning. They spoke about being ‘kind to those around us, like it is in the vision statement’ and that ‘the personal goals helped them to be a better person’. One child said that they were being adaptable by ‘finding different ways to learn.’

**Teachers**

_Articulate and demonstrate all aspects of the shared vision about the kinds of children they are helping to develop._

The evidence we saw to validate the Self-Review across the whole school included:

- The team observed that all teachers displayed the school’s vision and referred to the IPC Personal Goals in planning and lessons.
- During a library session, children were reminded of the shared vision by singing the ISK mission song, followed by the way it related to the story that was read by the librarian.
- All teachers referred to the IPC Personal Goals in planning and during learning, where they encouraged children to collaborate on different tasks and reminded children of the expectations regarding working independently and with others.
- Teachers exemplified the shared vision in the ways they talked to the students and to each other.
- Teachers said that the children are transitional in the school and they make time to help settle the child in and meet parents early on to get a full picture. Likewise they support children when they leave. The team saw a child having a celebration with his class, which involved singing and the sharing of cake, and both parents were invited to be a part of this.

**Leaders**

_All leaders develop, strategically plan and revisit the documented shared vision of the children the school is helping to develop. They build a culture with teachers, learners and community to ensure the vision has impact on all aspects of school life._

The evidence we saw to validate the Self-Review included:

- Leaders had revisited an older shared vision and took time to focus on developing it to make it accessible to all stakeholders by involving parents, teachers and children. The shared vision is visible throughout the school.
- Leaders told the team that the school’s shared vision underpinned all that they did in the school and are the ‘key tools used to deliver the vision’
- Leaders demonstrated their commitment to the shared vision by ensuring that all printed materials available to the school community articulated the school vision clearly. Parents receive information on how to support the IPC Personal Goals at home. New families receive materials such as the
personal goal pencil sets on induction and the ISK Personal Goals mascot, represented as a 'turtle,' is given as a gift when families leave the school.

- Leaders actively support the school’s vision by providing opportunities for children to support local charities and by focusing on one Personal Goal per month
- Leaders had created time and supported plans that link the PSHE programme with the IPC Personal Goals

Community

*Most members of the community know about the shared vision of the children the school is helping to develop, and support the development of this with their own children.*

The evidence we saw to validate the Self-Review included:

- All parents receive information about the shared vision through various means, including blogs, newsletters and the parent handbook
- Parents told the team that their children talk about the IPC Personal Goals at home and that they were surprised that even young children knew the meaning of complex words and use them, ‘even words like moral and respectful’. One parent explained how the IPC Personal Goals were referred to at home to solve ‘rifts or conflicts’ between two siblings.
- Parents told us that knew about the personal goal the school focused on each month. They explained how they were transferrable when their children were not at school.

During a meeting with parents they shared with us that the school tries hard to share all they do with the community and that they were ‘always welcome at ISK.’ Parents also told us that they had painted the benches outside in the playground with the IPC Personal Goals on each one, so that children could see them and refer to them at playtimes.

The accreditation team judges the school to be ‘Mastering’ for Criterion 2.
Criterion 3: Implementation of classroom practices that help children develop towards the school’s shared vision

The school judges its performance against this criterion as ‘Developing’.

The following examples are from our observations and discussions:

Early Years learners
In most classes children participate in play, exploration and activities specifically planned to support development linked to the school’s shared vision.

The evidence we saw to validate the Self-Review included:

- Most children chose to explore and to play in a range of activities, including indoors and outdoors, that encouraged both individual and group play
- Opportunities were made for children to ‘discover’ for themselves when they were outside in the ‘Secret Garden’, including planting seeds, finding bugs and experimenting with blowing bubbles
- Most children were encouraged to be confident speakers and listeners through show and tell activities
- Weekend books showed how most children reflect on their activities when away from school
- We observed most children actively completing one task and then independently choosing the next one

Learners
In most classes children know about and participate in the classroom practices that embed the school’s shared vision, and can articulate how they have an impact on improving their learning.

The evidence we saw to validate the Self-Review across the mileposts included:

- Most children engaged in strategies such as ‘turn and talk’ and using mini whiteboards to help them articulate their learning
- Children engaged in enquiry, researching using books and the Internet, and asking questions
- Children were familiar with the ‘give me five’ signal to pay attention and were observed responding to a range of other age appropriate signals that helped them to focus and to listen to others
- Books and displays showed evidence of children reflecting on being internationally minded as part of the school’s shared vision
- Most children were involved in planning and reflection. For example, in preparation for an Exit Point, a child wrote ‘I am going to tell the science behind the water, yeast and sugar experiment’. Another child wrote ‘I am going to tell about what I know about adverts, brands and slogans’. They said this helped them challenge themselves as they would have to explain it well in order to help young children, who would be visiting the Exit Point activity, understand them well.

In Milepost 1 children spoke about times when the teacher gave them instructions to make a model plane and then they could make their own. In a meeting, a child told us that during the Water World theme, you could ‘show enquiry by asking more questions.’ Another child told us that after collecting bugs for their Bug Hunt Entry Point, they let the insects go free because they were ‘thinking about Morality’ and they ‘had to make the right choices’.

In Milepost 2 we saw children dividing up the tasks for researching the digestive system and working collaboratively. Children also did their research in pairs and small groups and for the Exit Point they were observed adapting to a mixed group of children from classes in the same grade to share their learning with parents and visitors.
In Milepost 3 we saw children preparing for some independent learning around making a baker’s hat. They discussed how the links to online learning would make it easier for them to be independent of the class teacher. They prepared for an Exit Point and wrote that the purpose of the event was to reflect and share their learning.

**Teachers**

*Most teachers can articulate why they use the identified classroom practices, and they are implemented to help learners develop towards the school’s shared vision. This is evident in everything that happens in terms of learning and teaching.*

The evidence we saw to validate the Self-Review across the whole school included:

- Most teachers implemented a range of classroom practices to engage children in their learning, such as ‘think-pair-share’ and modelling experiments so the children were sure the process would be followed
- All teachers spoke to children about the Personal Goals in the class, at playtimes and during transition times. For example, in Milepost 1 the teacher reminded the children to use their thoughtfulness when walking back to class so they would be safe and not disturb other children’s learning
- Most teachers gave children choices for their recording, such as using comic strips and choosing avatars, creating *PowerPoint* presentations, creating models and role plays
- In a meeting, teachers talked about offering a range of research and recording choices to learners, including the use of technology. Specialist teachers spoke about children being given the choice to speak in their mother tongue or in English.
- Most teachers promoted a growth mindset in the children, talking to them about not getting everything right yet and that this was acceptable because they would be able to work on it to improve.

**Leaders**

*Most leaders develop agreed and documented classroom practices, ensuring that they are shared with the school and implemented in a way to help learners develop towards the school’s shared vision.*

The evidence we saw across the whole school included:

- Leaders had articulated the expected classroom practices as part of the teaching and learning policy
- Leaders had led focused staff meetings to discuss classroom practices and to allow for teachers to share their best practice
- External PD had contributed to and supported the implementation of the classroom practices that support and develop the shared vision

**Community**

*Most members of the community know about the links between classroom practices and the kinds of learners the school is helping to develop, and support this vision outside the school.*

The evidence we saw to validate the Self-Review included:

- Parents are welcome in the school and support learning both in the school and through home learning. Home learning models and work in books showed that parents helped children develop their enquiry skills further at home. One child demonstrated a large 3D model of the digestive system with moving parts that her parents had helped her to create.
- Parents receive regular updates about their children’s learning through twitter and other means so that they are aware of how the children learn as well as what they are learning
- Parents attended an information session to learn about how the classroom practices support the school’s shared vision
During a meeting with leaders they shared with us that working through the Self-Review had helped everyone to keep focused on improving learning and that splitting into different teams ‘opened everyone’s eyes’. It focused the teams on different classroom practices that benefit children’s learning.

The accreditation team concurs with the school’s judgement of ‘Developing’ for Criterion 3.
**Criterion 4: International Mindedness.**

The school judges its performance against this criterion as 'Developing'.

International School of Koje’s definition of International Mindedness (IM):

‘International Mindedness is learning who we are, being open and connecting to our world’

The following examples are from our observations and discussions:

**Early Years learners**

*In all classes children’s increasing sense of ‘self’ and ‘other’ is linked to the development of International Mindedness; play, exploration and engagement in activities underpinned by the Learning Strand ‘Independence and interdependence’ embeds this process.*

The evidence we saw to validate the Self-Review included:

- All children engaged in a range of tasks that were linked to the strand Independence and Interdependence. For example, they increased their sense of self through painting life sized portraits.
- All displays with maps showed the children’s home country with descriptions families and each child, connected to the ‘All About Me’ unit.
- Children talked to the team about different fruits and animals that came from their home country.
- A child talked to the team about her portfolio and how she had taught the other children about her house in South Africa and her house in Korea.
- The team saw work in portfolios that showed where children had made puppets to represent themselves and their uniqueness.
- Children responded to the teacher talking about about respecting each other’s spaces on the carpet and in play by listening to each other and by sharing their toys.
- All children were supported in developing their social skills by making and maintaining friendships. One child who had just joined the school was able to point to his new friend in a photo.
- All children were encouraged to explore their own culture together. As part of the ‘Shopping’ unit, children had brought in foods that they had bought over the weekend and showed where the different foods had come from.

**Learners**

*In all classes learners are aware of and engage with their school’s definition of international mindedness, which has an impact on their learning and helps deepen their sense of self and other.*

The evidence we saw to validate the Self-Review across the mileposts included:

- All classes displayed maps and explicit internationally minded displays which included children’s learning about both the home and host country.
- Children referred to the school’s definition of international mindedness and could talk about it.
- Children were aware of their friends from different countries and said that they enjoyed learning about different countries and cultures. Children were proud to talk about their home countries and the languages they spoke. One boy told us that he enjoyed speaking English in school and also enjoyed learning Polish online after school. Children also spoke enthusiastically about learning the Korean language and a child explained how to write our names in Korean.
- Children researched their home countries in detail as part of their units and made comparisons with places, events, art, music and key figures with those of Korea.
- Children enthusiastically sang songs in Korean and in other languages. For instance, children were seen practicing an Indian song and actions for an upcoming performance.
In Milepost 1 we saw children’s written reflections on how they could become more internationally minded. In music lessons, children compared and sang a range of songs from different countries. In a music lesson, one boy explained that the Korean song about three bears that they were learning was similar to the three bears story, but that the Korean one did not have the character of Goldilocks.

In Milepost 2 we saw the Looking for Learning questions translated into the languages the children spoke. These questions were used to aid the children’s reflection and the team observed the children writing the questions in their home language and responding in English.

In Milepost 3 we saw children’s home learning that demonstrated international mindedness. For example, projects on ‘Bread around the World’ where children’s learning demonstrated an increasing global awareness. The team talked to one child who had researched the lack of food in Syria, owing to the war and had learned that bakeries had been among the many places that had been burnt down, which now created a food shortage. Another group of children made a jingle for an advert in Italian, where one child taught the other non-Italian speakers the correct vocabulary.

**Teachers**

*All teachers provide resources, planned learning opportunities and assessments of international learning in order that children can develop and deepen their international mindedness.*

The evidence we saw to validate the Self-Review across the whole school included:

- Teachers plan for authentic and imaginative links between host and home country. For example, in ‘Mission to Mars’, the children told us that they had researched electricity usage in Korea which led them to learning about solar panels. They then worked on the idea of using solar panels in their models for a Mars habitat.
- Teachers planned for Korean drumming activities and the use of Korean folk music in music lessons and in art, through activities linked to the flower blossom celebration.
- Teachers told us that the children’s Mother Tongue was encouraged in classes and that on the school’s ‘Learning Day’ children work in homogeneous groups led by a teacher or parent of that language group. This gave opportunities for children in Middle School and other classes to work together in their language groups.
- Specialist teachers incorporate strong cultural links in the language lessons. They made authentic links to units. For instance, when designing wrappers, children were encouraged to design and make their own wrappers using the Korean language/script.

**Leaders**

*All leaders develop, embed and review with teachers, learners and community a shared definition of international mindedness that is underpinned by the IPC’s beliefs, is part of the school’s shared vision, and impacts on improving learning throughout the whole school.*

The evidence we saw to validate the Self-Review included:

- Leaders developed the definition of international mindedness with the involvement of parents, teachers and children and all could talk about it in detail.
- Leaders create opportunities for children to learn about festivals in Korea and to make links to other festivals around the world, such as considering the similarities and differences between Chuseok in Korea and Harvest Festival in Norway.
- Leaders ensured that a section of foreign language books in the library is accessible to all.
- Leaders provided workshops for parents and included a specific ‘Learning Day’ on international mindedness.
- Leaders built up links with a local school. Opportunities are made for groups of children from the local school to exchange with groups in the school to play volleyball, sing in the choir and see performances.
Community

Most members of the community have an awareness of what international mindedness means in terms of the learning that children experience, and the members of the community demonstrate international mindedness through their involvement in various aspects of school life. The evidence we saw to validate the Self-Review included:

- Parents spoke enthusiastically about the fact that the school honours all nationalities and they enjoyed being part of the major celebrations, such as International day, Diwali, and bringing in food from their home countries
- Parents appreciated being invited to set up mother tongue clubs after school for French, Chinese and Russian which are well attended by children and were very successful
- The board members recognised the international make-up of the school and celebrated this as a strength
- Parents are invited to read stories from their home countries in classes. Some parents offer their expertise and experiences to the school - the team observed one parent who owned a farm explaining farming in Norway and another Indian parent teaching a dance and song

During a meeting with children, they shared with us that, ‘in our international learning we see how different countries can collaborate together and care for each other’ and another child said ‘by being open we can connect with others around the world’.

The accreditation judges the school to be 'Mastering' for Criterion 4.
Criterion 5: The significance and development of knowledge, skills and understanding.

The school judges its performance against this criterion as ‘Developing’.

The following examples are from our observations and discussions:

Early Years learners
In most classes children are engaged in activities that enable them to express and demonstrate what they ‘know about’ (knowledge leading to understanding) and what they ‘can do’ (skill) in developmentally appropriate ways.

The evidence we saw to validate the Self-Review included:

- Most children shared their knowledge with each other and practiced a variety of skills both in and outside the classroom. For instance, when tasting the food, children shared their knowledge by naming the fruit available and they asked questions when unsure of the answer.
- Plans showed that there were opportunities for children to practice skills in mathematics, such as sorting and classifying animals, communicating by listening to each other and writing features of a story.
- Knowledge harvests reflected the children’s thinking at the start of the unit and most children updated this on a regular basis as the unit progressed.
- Portfolios highlighted the differences in developing knowledge, skills and understanding. The children knew about safety equipment and practiced the skill of riding a bike.

Learners
In most classes learners can articulate and demonstrate the differences between knowledge, skills and understanding and how these differences impact on their learning.

The evidence we saw to validate the Self-Review across the mileposts included:

- Displays throughout the school explained the meaning of knowledge, skills and understanding in clear accessible language with accompanying visuals of a brain for knowledge, a hand for skills and a brain for understanding. Children could tell us about these and one child said ‘understanding is knowing how to do all three of them’.
- Most children knew the definition of knowledge, skills and understanding. In lessons they could clearly refer to the learning intention as being a skill or that knowledge meant that they knew something.
- KWL charts were seen as part of the Knowledge Harvest on displays.
- Assessment for Learning rubrics were evident in all books. Children talked about it helping them know where they are in their learning.
- Most children were given a variety of opportunities to demonstrate their skills and then self assess. For instance, by making models, creating their own books and conducting experiments.

In Milepost 1 children told us that they, ‘learned skills that they had to practice.’ They went on to talk about beginning, developing and mastering as a guide and talking to the teacher about where they were up to. Children talked to us about how they were researching how much water a plant would need by growing cress and giving each plant different amounts of water.

In Milepost 2 children spoke about knowing the differences between K, S and U from the Learning Day. They said that they knew that they ‘learned mostly knowledge in “How Humans Work” as it was mostly about the facts of the body and the system.’ They said they learned knowledge ‘about different diseases in the world’.
In Milepost 3 children told us about the difference between knowledge and skills. They said ‘we are using our knowledge of how to write persuasive texts; we know that we have to use eye-catching words and we are developing our skills of designing, cutting, drawing and colouring.’ In a meeting children told us how they knew that to be able to do something is a skill, to know something is knowledge and that understanding is ‘basically using it.’ They also talked about skills being something that they could practice and knowledge being something to remember. One child said, ‘I like learning extra knowledge, you get smarter.

**Teachers**

*Most teachers can articulate, demonstrate, develop and embed the differences between knowledge, skills and understanding in all aspects of learning and teaching in the IPC.*

The evidence we saw to validate the Self-Review across the whole school included:

- Plans clearly articulated the knowledge, skills and understanding Learning Goals of the IPC. Success criteria was given to guide children’s learning of a skill
- In a meeting with specialist teachers they told us that they learned a lot about how the children develop skills from the KSU Learning Day.
- Most teachers planned for and assessed knowledge with questioning techniques and quizzes
- Teachers told us that they help the children learn skills by giving them success criteria. In a PE lesson the teacher had given the children steps to success in order to learn how to do a squat correctly and then gave the children the opportunity to peer coach
- Most teachers have started using AfL rubrics to form part of the planning and we saw sheets with the class names ready for use to support skills learning

**Leaders**

*Most leaders put in place structures and systems so that the learning goals of each subject of the IPC are the foundation of the IPC learning. The school has clear structures and systems in place help learners, teachers and community understand the significance of the differences between knowledge, skills and understanding and how this impacts on all aspects of learning and teaching in the IPC.*

The evidence we saw to validate the Self-Review included:

- Leaders identified a need to focus on developing understanding of K, S, U and provided a full Learning Day to focus on these areas
- Leaders set clear guidelines so that teacher planning reflects the knowledge, skills and understanding goals that the children will be learning
- Most leaders ensure that the Learning Goals are planned for in all subjects and that there is additional time to address any that are missing, by organizing specific days such as science days or special event days
- Information on the visuals and meaning of K, S, U is shared with parents
- Leaders provide opportunities outside school time for children to develop K, S, U in clubs and sports fixtures
- Reports clearly identify progress against the Learning Goals of the IPC

**Community**

*Some members of the community know that the different learning goals, which underpin the IPC relate to knowledge, skills and understanding and how this impacts on learning.*

The evidence we saw to validate the Self-Review included:

- Some parents attended the IPC information evenings where they found out about the different Learning Goals in IPC
- Information is sent to parents via blogs, information displayed around the school and through information from classes such as through the Learning Showcases. We saw that in Milepost 1, parents could also access Learning of Goals through a QR code
• The Mid-Year Reports, and the accompanying introduction, clearly distinguish the differences between the acquisition of knowledge, skills and understanding.

During a meeting with teachers, they shared with us that the Learning Day that focused on knowledge, skills and understanding helped to make this clearer for everyone and enabled the children to have that ‘A-ha moment’.

The accreditation team concurs with the school’s judgement of ‘Developing’ for Criterion 5.
Criterion 6: Rigorous children’s learning and teachers’ high expectations of it.

The school judges its performance against this criterion as ‘Developing’.
The following examples are from our observations and discussions:

Early Years learners

In most classes children engage in rigorous learning and have opportunities to share significant moments of learning and development with others.

The evidence we saw to validate the Self-Review included:

- Children who were very proud of their learning and enjoyed being at school
- One child told another how she was ‘talking about her learning’ as she very proudly talked through her portfolio
- Most children engaged and focused on activities for sustained periods, including those of painting, cutting, sticking, drawing, writing and maths activities They were excited to share their writing and were able to describe who the characters were and what the setting was
- Most children responded to questioning and being able to make decisions
- Planning that was adapted over time according to the needs and progress of the children

Learners

In most classes children engage in rigorous learning, demonstrating pride in all aspects of their research and recording and an enthusiasm to share their learning with others.

The evidence we saw to validate the Self-Review across the mileposts included:

- Children took pride in their learning and often asked the team to come to their table or classroom to share their learning
- Most children were able to show previous learning with enthusiasm, describing where they found their research from, for instance through a Skype call with a botanist or during a visit to the shops
- Children were seen being actively involved and engaged in the Learning Showcase and Exit Points and in most classroom activities
- Children with learning support or EAL needs were observed being supported both through push in lessons and pull out lessons, depending on their needs

In Milepost 1 children were observed in a music lesson enthusiastically both singing and keeping in time when using the drums. They made choices about the words and syllables they would use in a song that explored different sounds, which demanding deeper understanding of rhythm, tempo, form and dynamics.

In Milepost 2 children were challenged in their unit ‘How Humans Work’ by working in groups to research diseases in their particular body system.

In Milepost 3 children talked about the ‘big question’ that they explored, ‘do we really need another planet?’ as part of the ‘Mission to Mars’ unit. Displays also indicated work that showed recording of in depth thinking around global issues.
**Teachers**

*Most teachers have high expectations for their children’s learning, and plan, teach, differentiate and intervene in a way that ensures learning is rigorous.*

The evidence we saw to validate the Self-Review across the whole school included:

- Teachers’ planning showed that the teachers set up interesting and motivating activities that the children often referred to when talking to us
- Most teachers referred to previous learning in units in order to connect with, and deepen the understanding of new concepts, saying ‘remember when’ or ‘it’s rather like in the last unit’
- Teachers scaffolded learning for children by questioning and reminding them of the learning intention and success criteria
- Learning support and EAL children were consistently supported by additional teachers in the lessons
- Most teachers grouped children by ability for some tasks and by mixed ability when the children could help each other with the task
- Most teachers explaining quietly and in different ways for children to access the task

**Leaders**

*Most leaders ensure that rigorous learning happens and that teachers have high expectations for their learners.*

The evidence we saw to validate the Self-Review included:

- Leaders have developed observation schedules and gave feedback to teachers about their practice and were starting to use Looking for Learning as a tool to monitor sufficient and appropriate learning for children
- Leaders have used the Self-Review in detail to plan for evaluating teachers, using the criterion as guidance
- A mentor system was in place where leaders had matched a more experienced mentor with new teachers to help the induction of new teachers to the school and IPC and they said this would be a focus for next year
- Most Leaders ensure that written feedback is appropriate and sufficient by being in classes and monitoring book work

**Community**

*Some members of the community can talk about rigorous learning and recognise that teachers have high expectations for their children.*

The evidence we saw to validate the Self-Review included:

- A parent told us that whenever her son went home, he wanted to learn more and would research independently
- In a meeting with parents they told us that they enjoyed attending Exit Points and saw that the children were ‘very proud of their learning and’ they felt that the ‘children were personally engaged’
- Members of the board told us that the school had purchased their own school bus in order to easily facilitate visits outside the school, such as to museums, as they recognised that this helped the children learn better and in a different way to the way they themselves had learned
- In a recent survey, most parents indicated that they felt their children were appropriately challenged
During a meeting with leaders, they shared with us how much the school had grown through the process of the Self-Review into a learning culture, and that they planned to bring in more observations, learning walks and peer observations in order to develop and share best practice to develop rigorous learning even further.

The accreditation team concurs with the school’s judgement of ‘Developing’ for Criterion 6.
Criterion 7: Implementation of the learning process of the IPC.

The school judges its performance against this criterion as ‘Developing.’

The following examples are from our observations and discussions:

**Early Years learners**

*In all classes children’s learning is supported by the learning process of the IPC, and are able to apply their knowledge of this and demonstrate how this helps to improve their learning.*

The evidence we saw to validate the Self-Review included:

- Careful plans that showed the holistic way the children learned with multiple hands-on experiences
- Children were hooked in with Entry Points, which often incorporated trips in and around the local area. These included visits to the Strawberry Farm, local shops and also a visit to the tailors, to see where their parents work suits are made. During the ‘Changes’ unit, the children collected tadpoles, cared for and studied them in class and then released them as frogs.
- The learning process was evident on displays and in portfolios
- Most children explored activities and engaged in play to stimulate their curiosity. For instance, in the ‘Animals’ unit, children were observed painting pigs and then adding mud, sorting animals in the correct baskets and using a range of materials to provoke their imaginative play in the role play area
- Most children recorded in a variety of ways, for instance, printing off their work on the computer, painting and drawing. They had engaged in the Entry Point and painted the pirate ship as part of the ‘Treasure’ unit.

**Learners**

*In all classes learners know about and engage with the learning process of the IPC, and are able to apply their knowledge of this and demonstrate how this helps to improve their learning.*

The evidence we saw to validate the Self-review across the mileposts included:

- Children were able to clearly explain the learning process of IPC and displays in classrooms showed the learning process which the children referred to
- In conversations with children, they explained the purpose of the Knowledge Harvest and how they added to the posters and their work when they had learned new things. One child told us that in the Knowledge Harvest they had to say what they knew already about the body and what they wanted to find out. She said her new learning had been about what different kinds of teeth were called
- Children talked enthusiastically about the Entry Point as a way to get them interested in the topic
- Children demonstrated understanding of their learning through Exit Points and the team were able to observe how parents listened to the explanations the children gave about their science learning in the ‘Bake It’ unit. The parents responded to a survey set by the children and this helped the children to think about how to improve their learning further
- Books reflected a range of recording work and the use of technology was used to record learning
- We saw children working on flyers to advertise their ‘Bake it’ Exit Point. Children spoke about how they used the Knowledge Harvest to ask questions and how they used Home Learning time to find out the answers to these.

In Milepost 1 we saw children engaged in an Entry Point as part of the ‘Flowers and Insects’ unit. The children went on a ‘bug hunt’ to look for living and non-living things in the school grounds. One child told us
that he had caught a moth and this made him more interested in finding out more about the way it lived. Another child told us how the Entry Point in ‘From A to B’ was memorable because they ‘pretended they were on a plane and they all had to have their own passport’.

In Milepost 2 we saw children researching and recording as part of their unit ‘How Humans Work’, which culminated in an Exit Point where the children acted as different medical professionals in a hospital. They then ‘treated’ different patients using and demonstrating their understanding of what they had learned in the unit.

In Milepost 3 we saw children researching about Mars as part of their ‘Mission to Mars’ unit through a Skype conversation with a NASA astronaut. They prepared questions for him and took detailed notes to help construct their own Mars Rovers and habitats for possible life on Mars. In a meeting, children talked about the big question and how that helps them to learn more deeply and to make connections.

**Teachers**

*Most teachers consistently and thoroughly implement the learning process of the IPC throughout each unit and can articulate how and why this process helps to improve learning. Teachers look for and engage with neuroscientific research connected to learning and reflect on implications for classroom practices.*

The evidence we saw to validate the Self-Review across the whole school included:

- Planning reflected careful focus on the learning process and teachers planned for engaging activities, both inside and outside the classroom
- Displays in classrooms, including in specialist rooms, showed the learning process and clearly showed the subjects and the links
- Most teachers referred to the Entry Point in the classrooms to remind children that this kind of activity helped to ‘hook’ them into the new topic
- We saw teachers explaining the theme of the unit to children and how the different subjects were linked and what they would be learning in each subject
- Most teachers told us that they keep up to date with current research through sharing information in blogs or articles via emails. The school subscribes to ‘Marshall Memo’ to keep teachers informed in accessible ways with current research
- Displays showed that children had engaged with the Brainwave units and some children spoke to us about growth mindset and that ‘you don’t give up’ with a growth mindset
- Teachers planned Exit Points that were meaningful and challenging to the children

**Leaders**

*Most leaders ensure that the learning process of the IPC is fully implemented by teachers and that they develop the capacity with their teachers, learners and community to ensure that appropriate neuroscience findings and research are utilised to improve learning.*

The evidence we saw to validate the Self-Review included:

- Leaders had supported professional development focused on the Self-Review to incorporate growth mindset and looking for learning. Subsequent to this leaders share articles with both parents and teachers.
- As part of the Self-Review process, most leaders gave teams time to focus on collecting evidence around the criterion and then moderated, shared and discussed the learning they saw in a specific criterion.
- Leaders have set up systems for some leaders to conduct lesson observations and learning walks
- Most leaders told us that once they realised that there was some uncertainty about K, S and U, they arranged a Learning Day to address it. Leaders told us that the school had changed since
starting the accreditation process and that the whole culture of learning has developed since they had started on the journey.

- Most leaders encourage teachers to self reflect as part of their professional learning and performance management to improve learning. The use of an online tool, iAbacus, supports this. The leaders had created rubrics based on the nine criteria of the Bottom Line Nine and teachers self assess their performance using iAbacus and their development is then documented.

Community

Some members of the community know about and participate in the process of the IPC and know how the learning process of the IPC impacts on their children’s learning.

The evidence we saw to validate the Self-Review included:

- Parents received regular information about learning events through newsletters and blogs
- Parents told us that they benefited from being invited to the Exit Points, as it gave them insight into what learning their children had done. One parent said, ‘when I first came here I wondered what IPC was all about. Then I came to the first Exit Point, ‘Fairgrounds’, and I was amazed by what my child had learned. I was very impressed’
- Parents were seen to be actively engaged in Exit Points and they were observed in the Early Years classroom

In a meeting with teachers they told us that they had great support from external consultants and that they had participated in Professional Learning on growth mindset and that ‘this changed the culture of the school’ to one of learning.

The accreditation team concurs with the school’s judgement of ‘Developing’ for Criterion 7.
Criterion 8: Implementation of themes through independent yet interdependent subjects.

The school judges its performance against this criterion as ‘Developing’.

The following examples are from our observations and discussions:

Early Years learners
_in all classes children’s learning is holistic in nature, encompassing the development of the whole child; there are no boundaries between different aspects of learning._

The evidence we saw to validate the Self-Review included:

- Children were engaged in tasks that linked to the theme and they moved seamlessly from one task to another in classrooms that allowed for exploration and discovery independently and with others
- Displays and portfolios showed evidence of children learning through outdoor play and in the learning centres within the classroom
- Children spoke enthusiastically about their trips out of school in the local area during their ‘Shopping’ and ‘Houses and Homes’ themes
- Children attended specialist lessons that are linked to the IPC units. This reinforced the learning from another perspective

Learners
_in all classes learners know that the different subjects of the IPC work independently yet interdependently, helping to link their learning and provide them with multiple perspectives of a theme._

The evidence we saw to validate the Self-Review across the mileposts included:

- Children could identify the subject they were learning and how it related to other subjects and the overall theme giving them multiple perspectives
- Children gave examples of how they looked at the same theme through different subjects and this helped them to learn more. They gave examples of linking music and international subjects, art and geography, and explained that they had linked PE to science. For example, to demonstrate the differences between solids, liquid and gases, for liquid they had to hold hands, to demonstrate solids they had to huddle together and to demonstrate gas to stand a little apart. One child said ‘I learned more about atoms and what they do.’
- Children engaged in a wide range of activities to link subjects together. For instance, as part of the ‘Flowers and Insects’ theme, children were observed playing in the flower shop and acting as shoppers and shopkeepers, using money and naming flowers
- Children’s IPC books clearly differentiated between different subjects and children could talk about the links.

In Milepost 1 children told us that they were learning, “about maps in Geography at the moment and using words like ‘cliffs and city’”. Another child was able to talk about previous learning in technology where, they “learned that the best way to make the wheels move was if the axle could spin easily”.

In Milepost 2 we saw children using texts about Aztecs and Mayans to analyse features of a non fiction text in a literacy lesson, and children told the team that they were also learning History and about timelines. They referred back to a previous unit on ‘Adventurers and Explorers’ and said they were building on from their knowledge about timelines and about where explorers went to, to now making timelines in their ‘Chocolate’ unit.
In Milepost 3 we saw children reflecting on how subjects could be linked together in the theme. In the ‘Mission to Mars’ unit, children talked about the link between technology, geography and science. They said they needed to be able to create a design, know about the terrain and weather, and also about the kind of metals and materials they would need for their construction.

**Teachers**

*All teachers link learning through independent yet interdependent subjects which leads to the children developing multiple perspectives of a theme.*

The evidence we saw to validate the Self-Review across the whole school included:

- Displays show the links between subjects and specialists signpost these links in their own specialist rooms
- In a meeting with specialist teachers, they told us how their subjects help children to see the themes of each unit from a different perspective. We saw this in practice in several subjects and classes
- Teachers made reference to prior learning in different subjects. For example, one teacher made a connection between art and society during a lesson in the ‘Water World’ unit. Children responded by saying that painting the ocean in a beautiful way would make people see how good it could look if they care for the fish and don’t throw litter into the water
- Teachers sought out opportunities to link to the unit that the children were learning. For instance, one teacher referred to the calories that chocolate would have and then explained the need to perform physical activity to burn off the energy that the chocolate produced
- We saw specialist teachers used key vocabulary from the units in the foreign language lessons to help children think about the theme in a different way

**Leaders**

*All leaders ensure that learning is linked through independent yet interdependent subjects by providing the structure and systems to support the necessary connections.*

The evidence we saw to validate the Self-Review included:

- Leaders provide collaborative planning times for class teachers to meet together. They then provide time for all specialist teachers and support teachers to contribute and link to the IPC units. The links were seen throughout the school and helped children see the units from multiple perspectives
- Leaders told us that children used to say ‘We are learning IPC and now they talk about the subjects that they are learning’
- Leaders monitor the planning and to ensure that Learning Goals are met in all subjects. They provide time when possible for the specialists to also take part in Entry and Exit Points

**Community**

*Most members of the community know that linking learning through independent yet interdependent subjects helps develop their children’s multiple perspectives of a theme and they support this outside school.*

The evidence we saw to validate the Self-Review included:

- In a meeting, parents told us how the school provided blogs and letters that helped them to understand how the different subjects could show different versions of a theme
- Parents are kept well informed about visits outside the school and are informed as to how this gives children different experiences allowing them to see a theme from a different perspective
- Parents support their children’s learning in school and are often asked to let the children ‘teach’ them a new aspect of learning. They told us that they are encouraged to further the learning at home, for instance by baking bread at home as part of the ‘Bake it’ unit. Parents said this gives the children a ‘real world’ perspective of their learning.
During a meeting with children they shared with us that they liked the Exit Points because they said that all their learning then comes together and ‘this makes it easier for us to learn.’ We saw children on a video talking about their unit ‘The Great, Bold and Brave’ where they explained the main subject was History, they also learnt about people in art and it helped them be a ‘historical enquirer’.

The accreditation judges the school to be ‘Mastering’ for Criterion 8.
Criterion 9: Assessment that improves learning

The school judges its performance against this criterion as ‘Developing’.

Early Years learners

In most classes children are involved in a range of on-going assessment practices; children recognise their achievements and are encouraged to share their successes with others.

The evidence we saw to validate the Self-Review included:

- In all classes Post-it notes are used to look for, listen to and note progress that children have made, and these are collated on a regular basis
- Learning walls showed that the children were regularly assessed and progress was celebrated
- Assessment rubrics are used by the teachers to assess key skills and these are recorded in each learner’s portfolio
- Teachers talked about Early Years learners sharing their learning during Student Led Conferences using shared activities and portfolios
- Portfolios demonstrated that the children were regularly assessed and that they made good progress

Learners

In most classes learners use a range of assessment practices including the implementation of the IPC Assessment for Learning Programme to improve their learning.

The evidence we saw to validate the Self-Review across the mileposts included:

- Books showed the use of the Assessment for Learning rubrics in each unit and in a range of subject areas
- All classes had a display where children could place themselves on a class rubric, indicating beginning, developing and mastering linked to a key skill in the unit
- Interactive displays around the school showed what the children wanted to learn and then what they did learn on KWL charts
- Most children talked about their next steps and how the ‘Steps to Success’ helped them to know what to learn next
- Reflection books indicated that children had reflected deeply and carefully and how they considered next steps in their learning
- Most class displays showed learning connected to KSU

In Milepost 1 children talked about the rubrics and how they were used. One child said, ‘You have two rubrics, one for us and one for the teacher, and we think about where we are on them.’ Another child said ‘if you were mastering, you would write all the words, but I only wrote some so I was developing.’ In an Art class children gave advice to their peers as they were painting ‘You have to dab not paint’. Children peer assessed by thinking of one thing that went well and one thing they could do better. For example, ‘Painting the sunlight was good, they should have made the water darker though.’

In Milepost 2 we saw a working wall with a flow diagram for children to use so that they knew the process when assessing and planning what to do next when learning a skill.

In Milepost 3 we saw a child using the AfL display and putting her Post-it on ‘developing’. When asked why, she said, ‘I’m nearly at Mastering, and to get there I need to ask my friends for more advice.’ Children also spoke about the opportunity to use ‘Mnemosyne’ to help them to reflect on their learning.

Teachers
Most teachers use assessment to improve children’s learning; the IPC Assessment for Learning programme to assess skill development, alongside other appropriate strategies to assess knowledge and understanding.

The evidence we saw to validate the Self-Review across the whole school included:

- The IPC Assessment for Learning Programme was visible in all classrooms and the language of beginning, developing and mastering was frequently heard in classes.
- Written feedback was given to children that were mostly related to the learning intentions. For example, in a MP1 book it said, ‘Don’t forget a compass rose and symbols in your key.’
- Specialist teachers told us how they use some peer assessment and coaching to help the children to move to their next step of learning.
- Most teachers used a range of assessment methods, including reflection sheets, quizzes, ‘tops and tips’, external standardised tests and internal assessments using the AIL rubrics.
- Most teachers plan for Knowledge Harvests before the units start so that they already know what the children know and then plan accordingly.
- The Exit Point demonstrated deep learning.

Leaders
Most leaders ensure the IPC Assessment for Learning Programme is implemented to assess skills alongside other appropriate strategies to assess knowledge and evaluate understanding. They are involved in the collection, analysis and use of this assessment information to support improvements in learning. Assessment procedures are shared with the community.

The evidence we saw to validate the Self-Review included:

- Leaders worked with the Education Committee, which consisted of parents, to write clear guidance on knowledge, skills and understanding for the reporting of each of these in the Mid Year Reports for parents. The guidance is specific in informing that children develop skills with practice and develop over time.
- Leaders led training for the staff on the IPC Assessment for Learning Programme and provided guidance in order for all teachers to consistently gather and track progress, including in specialist classes.
- Leaders provided a workshop to parents to explain assessment procedures in the AIL programme and sent detailed information to ensure they were informed and could support their children.
- Leaders provided guidance to teachers on giving feedback in the learning policy and referred to further research for teachers to read.
- Most leaders are starting to analyse and share assessment information.

Community
Some members of the community know the reasons why the school has chosen its range of assessment procedures for the different IPC Learning Goals and how these support their children’s development.

The evidence we saw to validate the Self-Review included:

- Some parents participated in a working group to revise and develop the Mid Year report and they said that this new report was greatly appreciated as it was clearer and easier to understand how their children were progressing.
- Some parent feedback from the assessment and reporting workshop indicated that they found this very informative and interesting.
- Parents said that their children explained their use of the IPC AIL rubrics in the student led conferences. Some parents had knowledge of how the AIL programme worked.
- The board members were informed about the AIL programme as they had attended the parent workshop that the leaders had provided.
The board members told the team that they had heard about the good progress that children made from the Education Committee and that they were able to see progress against like schools through the International Schools Assessment.

During a meeting with Milepost 3 children, they shared how the steps to success that the teacher had given them helped them adapt and change their models to improve them. They had created a model using Tinkercad and the model had then been printed on the 3D printer. The children were articulate about how they would improve and develop their models even further.

The accreditation team concurs with the school's judgement of 'Developing' for Criterion 9.
Conclusion and Award

The accreditation team agrees with the school's own judgements as 'Developing' in Criterion 1, 3, 5, 6, 7 and 9 and judges Criterion 2, 4 and 8 to be 'Mastering'.

The school is therefore awarded IPC Accreditation with aspects of ‘Mastering’ in the following
Criterion 2: A shared vision about the kinds of children we are helping to develop
Criterion 4: International Mindedness
Criterion 8: Implementation of themes through independent yet interdependent subjects

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