

Feedback IB PYP Evaluation Visit

The Berlin Metropolitan School has recently completed the re-evaluation for our Primary Years Programme (PYP), after teaching the program in both our Early Learning Center and Primary School over the past five years. The following report synopsis summarizes feedback received by the International Baccalaureate Organisation (IBO) which we will use in the coming years to further improve our program and drive us through the next stages of development.

Within the framework of meaningful collaboration, the ELC and Primary School teams have worked to achieve an aligned program of pedagogy over the past 5 years. The steps we have taken to ensure our two teams are united, have been recognized and commended by the IBO evaluating team. For each of the three IB standards, we showed "satisfactory development", in agreement with our own assessment during the self-study process. The evaluating team was pleased to note that there is an established "stimulating learning environment based on understanding and respect" throughout the community. This sense of community, and the "emphasis (we place) on open communication", are two of the highly valued aspects of our school that we will continue to cultivate as we both deepen and consolidate our culture of teaching and learning.

The recommendations provided by the IBO are indeed areas that our leadership team has already identified as points for further qualitative development, as they represent our next thematic focus in the upcoming professional development days in November. Indeed, the feedback within the report as a whole represents the accomplishments we have achieved together as a school community and as such, will continue to form the basis of collaboration as we move forward with our commitment to inspire and challenge each individual student to develop to their full potential.

STANDARD A - COMMENDATIONS

- The school for ensuring that its set of belief statements is closely aligned with the IB's mission statement and philosophy.
- The school for the understanding, commitment and appreciation of the values embedded in the IB philosophy and mission statement.
- The school for recognizing and embracing the values of the PYP and for the commitment that exists in implementing the programme.
- The school for the emphasis it places on open communication and for ensuring, that parents are well informed about the implementation of the programme and their children's learning.

STANDARD B - COMMENDATIONS

- The school for developing a leadership structure that supports all aspects of the implementation of the programme.
- The pedagogical leaders for their strong focus on learning and for the support given to teachers.
- The school for ensuring support for its students with learning and/or special educational needs.
- The school for the emphasis it places on utilising the resources and expertise of the community to support and enhance teaching and learning as well as for the efforts it has made to promote active involvement of its constituents in events that take place in Berlin.

STANDARD C - COMMENDATIONS

- The school for implementing an effective system of sharing curricular documentation and planners.
- The school for implementing support structures which ensure that the unit planners are coherent records of student learning.
- The school for employing a wide array of instructional strategies in teaching and learning.
- The teachers for establishing a stimulating learning environment based on understanding and respect throughout the primary school community.
- The school for ensuring that assessment is an integral part of teaching and learning in the PYP.
- The school for using a range of strategies and tools to assess student learning and making these evident through student work samples and unit planners.
- The school for the structures it has implemented to ensure that the programme of inquiry, individual units of inquiry and subject-specific objectives are reviewed regularly and systematically.

Recommendations

DIFFERENTIATION	ASSESSMENT	PROGRAMME	TECHNOLOGY
The school develops appropriate approaches and structures to differentiating instruction to meet all students' learning needs and styles.	The school reviews how it uses portfolios in order to capture processes of learning and developing understandings in order to provide evidence of student learning over time across the curriculum.	The school reviews its current central ideas to ensure that these provide opportunities for student learning that are significant, relevant, engaging and challenging.	The school ensures that there is a common approach to addressing academic honesty and that expectations are established for each year level.
The school incorporates differentiation with students' learning needs and styles into collaborative planning and reflection and ensures that it documents this on unit planners.	The school develops a greater awareness and understanding of the school's assessment policy and procedures throughout the community.	The school facilitates ways to continuously develop teachers' knowledge and skills in approaching teaching and learning through inquiry.	The school maximizes the ways in which it uses technology transform teaching and learning practices.
The school ensures that teachers adapt learning experiences to support students to become actively responsible for their own learning.	The school further develops procedures to analyse assessment data to inform teaching and learning across all subject areas, explicitly showing evidence of the impact of assessment on teaching and learning in the planners.	The school further creates learning experiences to develop student attitudes and skills that allow for meaningful student action.	
	The school ensures that the documented assessment policy is made available to the constituents of the community.	The school develops and implements strategies to increase participation in the IB world community.	