1. **Collaborative planning and reflection addresses the requirements of the programme(s).**
   
   1.a The school has an approach to curriculum planning that involves all MYP teachers.
   
   1.b Collaborative planning and reflection facilitates interdisciplinary learning to strengthen cross-curricular skills and the deepening of disciplinary understanding.

2. Collaborative planning and reflection takes place regularly and systematically.

3. Collaborative planning and reflection addresses vertical and horizontal articulation.

4. Collaborative planning and reflection ensures that all teachers have an overview of students’ learning experiences.

5. Collaborative planning and reflection is based on agreed expectations for student learning.

6. Collaborative planning and reflection incorporates differentiation for students’ learning needs and styles.

7. Collaborative planning and reflection is informed by assessment of student work and learning.

8. Collaborative planning and reflection recognizes that all teachers are responsible for language development of students.

9. Collaborative planning and reflection addresses the IB learner profile attributes.
1. The written curriculum is comprehensive and aligns with the requirements of the programme(s).

1.a The curriculum fulfills the aims and objectives of each subject group offered in each year of the programme and the personal project (or community project for programmes that end in MYP year 3 or 4).

1.b The written curriculum includes an approaches to learning planning chart for all years of the programme.

1.c The written curriculum includes subject group overviews for each subject group offered for each of the programme.

1.d Unit plans are documented according to the MYP unit planning process.

1.e The curriculum fosters disciplinary and introdisciplinary understanding.

1.f There is a system for the regular review of individual unit plans and of the planning of approaches to learning skills.

2. The written curriculum is available to the school community.

3. The written curriculum builds on students' previous learning experiences.

4. The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.

4.a The written curriculum includes the prescribed key concepts and related concepts in each subject group.

5. The written curriculum allows for meaningful student action in response to students' own needs and the needs of others.

5.a The curriculum provides sufficient opportunities for students to meet the learning outcomes for service in every year of the programme.

6. The written curriculum incorporates relevant experiences for students.

7. The written curriculum promotes students' awareness of individual, local and world issues.

8. The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.

9. The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme(s).

10. The written curriculum integrates the policies developed by the school to support the programme(s).

11. The written curriculum fosters development of the IB learner profile attributes.
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<td>C3: Teaching and learning</td>
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<tr>
<td>1. Teaching and learning aligns with the requirements of the programme(s).</td>
<td>9. Teaching and learning uses a range of variety of strategies.</td>
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<td>1.a Teaching and learning at the school uses global contexts as contexts for inquiry.</td>
<td>10. Teaching and learning differentiates instruction to meet students' learning needs and styles.</td>
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<td>1.b Teaching and learning allows students to meet the MYP objectives in each year of the programme for each subject group studied.</td>
<td>11. Teaching and learning incorporates a range of resources, including information technologies.</td>
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<td>2. Teaching and learning engages students as inquirers and thinkers.</td>
<td>12. Teaching and learning develops student attitudes and skills that allow for meaningful student action in response to students' own needs and the needs of others.</td>
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<td>3. Teaching and learning builds on what students know and can do.</td>
<td>13. Teaching and learning engages students in reflecting on how, what and why they are learning.</td>
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<td>4. Teaching and learning promotes the understanding and practice of academic honesty.</td>
<td>14. Teaching and learning fosters a stimulating learning environment based on understanding and respect.</td>
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<td>5. Teaching and learning supports students to become actively responsible for their own learning.</td>
<td>15. Teaching and learning encourages students to demonstrate their learning in a variety of ways.</td>
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<td>6. Teaching and learning addresses human commonality, diversity and multiple perspectives.</td>
<td>16. Teaching and learning develops the IB learner profile attributes.</td>
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<td>7. Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.</td>
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<td>8. Teaching and learning demonstrates that all teachers are responsible for language development of students.</td>
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C4: Assessment

1. Assessment at the school aligns with the requirements of the programme(s).
   1.a The school uses the prescribed assessment criteria for each subject group in each year of the programme.
   1.b Teachers standardize their understanding and application of criteria before deciding on achievement levels.

2. The school communicates its assessment philosophy, policy and procedures to the school community.

3. The school uses a range of strategies and tools to assess student learning.

4. The school provides student with feedback to inform and improve their learning.

5. The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).
   5.a The school has a system for the qualitative monitoring of student involvement in service according to the school’s learning expectations for service.

6. The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).

7. The school analyses assessment data to inform teaching and learning.

8. The school provides opportunities for students to participate in, and reflect on, the assessment of their work.

9. The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 or 4), the DP extended essay and the IBCC reflective project, depending on the programme(s) offered.

K = Know
U = Understand
D = Demonstrate
O = Outline
S = no Secrets