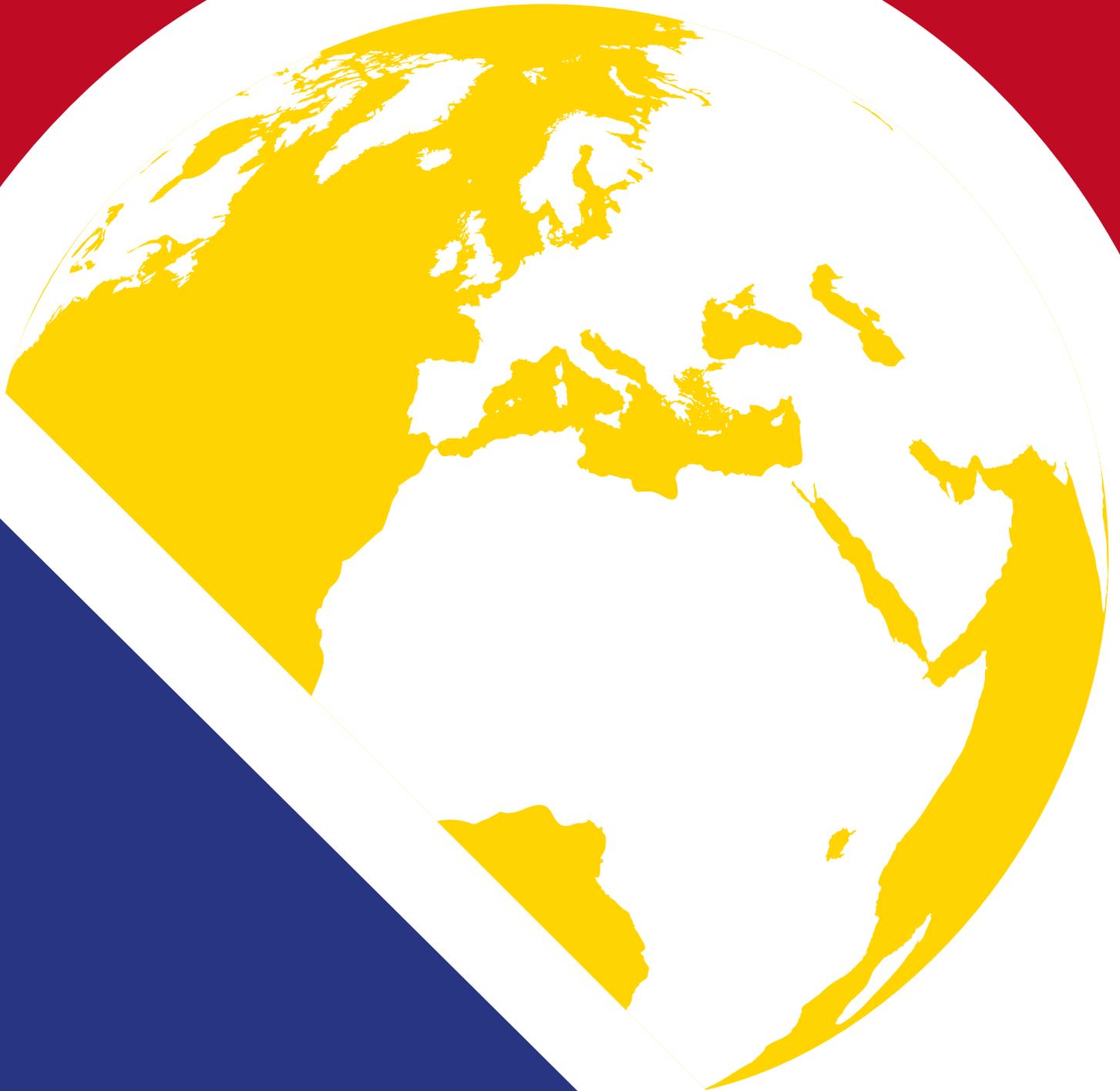




impington
village college



**The International Baccalaureate's
Middle Years Programme –
Parent Handbook**

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Introduction

We are delighted to be introducing the International Baccalaureate (IB) Middle Years Programme (MYP) at Impington Village College. We will be the first non-selective state school in the country to offer the MYP, Diploma Programme (DP) and Career-related Programme (CP).

We are highly experienced IB educators, having run our flagship DP for over 30 years. As we are fully committed to the IB mission and principles, these values are deeply embedded into our College. We believe that education does not just begin and end in the classroom and aim to inspire every student to become an active, compassionate and lifelong learner.



What is the International Baccalaureate Middle Years Programme curriculum?

The MYP is the IB curriculum for students aged 11 –16 years old. It can be delivered over two, three or five years. At Impington Village College, we are offering the MYP for three years in Years 7 to 9, prior to the Key Stage 4 GCSE programme. All students at Impington Village College will continue to take GCSEs/Level 2 BTECs in Years 10 and 11.

The MYP provides an excellent foundation for GCSEs and post-16 IB qualifications. It consists of eight subject areas and emphasises interdisciplinary learning, along with an international perspective and service to others. It offers numerous opportunities for students to engage actively and independently with their learning. It is rigorously assessed while also focusing on the holistic education of the whole child through its exemplary ‘approaches to learning’ content.



What subjects will my child be taught?

The MYP is organised into eight subject groups, listed below. Throughout all three years of the MYP, students will engage with subjects across all the subject groups, ensuring that their experience of Key Stage 3 has breadth, balance and rigour.

Subjects offered at Impington Village College are:

Language and Literature	English Language and English Literature
Language Acquisition	French, German, Spanish, Japanese and Latin
Individuals and Societies	History, Geography and Philosophy and Ethics
Sciences	Chemistry, Biology and Physics
Mathematics	Mathematics
Arts	Visual Art, Music, Drama and Dance
Design	Design Technology and Information Design
Physical and Health Education	PE

The MYP curriculum encourages students to:

- explore connections between different subject areas. For example, Science can be useful when writing an opinion piece in English, or historical knowledge can contextualise aspects of visual arts;
- make connections between classroom learning and the real world and seek to apply their learning in practical and real-life contexts;
- become critical and creative thinkers who can use their own initiative to solve problems.



Learning in a real-world context

MYP units of work are grounded in 'real-life' contexts. These connect classroom learning to students' lives and the world that they have experienced. Assessments are also 'authentic' - based on real-life situations rather than hypothetical ones.

There are six global contexts:

Global contexts	
Identities and relationships	Who we are: An inquiry into the nature of the self, beliefs and values and what it means to be human.
Orientation in space and time	Discoveries that changed the world and the interconnectedness of individuals and civilisations from local and global perspectives.
Personal and cultural expression	How we express ourselves: An inquiry into the ways in which we express ideas, feelings, culture, beliefs and values. How we enjoy our creativity.
Scientific and technical innovation	How the world works: The interaction between the natural world (physical and biological) and human societies. The impact of scientific and technological advances on society and on the environment.
Globalisation and sustainability	How we organise ourselves: An inquiry into the interconnectedness of human-made systems and communities.
Fairness and development	Sharing the planet: An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things.

An interconnected curriculum

The MYP curriculum is based on concepts. These ‘big ideas’ are used to allow students to focus on questions about personal, local and global issues and understand that knowledge can be transferred across subject disciplines. We teach concepts in a horizontal and vertical alignment which means that all subject areas are teaching connected concepts at the same time.

There are 16 key concepts:

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity	Logic
Perspective	Relationships	Time, place and space	Systems



Metacognitive, social and emotional skills

The MYP identifies a number of Approaches to Learning skills (AtL), which are taught across all curriculum areas. These skills are designed to enable students to 'learn how to learn'. They encourage independent thinking and build students' confidence in applying effective and metacognitive skills across all subject areas. There is a wide body of evidence which suggests students who are taught metacognition and emotional skills are more resilient learners both within and beyond the classroom.

These are the main AtL skills that all MYP students at Impington Village College will develop throughout the curriculum:

Thinking skills	Critical thinking Creative thinking Transfer	Acquisition of knowledge Comprehension Application Analysis	Evaluation Dialectical thought Metacognition
Social skills	Collaboration	Accepting responsibility Group decision making Adopting a variety of group roles	Respecting others Cooperating Resolving conflict
Communication skills	Communication	Listening Speaking Reading Writing	Viewing Presenting Non-verbal communication
Self-management skills	Organisation Effective skills Reflection	Gross motor skills Fine motor skills Spatial awareness Organisation Time management	Safety Healthy lifestyle Codes of behaviour Informed choices
Research skills	Informed literacy Media literacy	Formulating questions Observing Planning Collecting data	Recording data Organising data Interpreting data Presenting research findings



Service learning and the community project

By reflecting on their service experience, students will gain a greater awareness of the community and world they live in, and their role and responsibility in improving the lives of themselves and others.

At Impington Village College, we help students become more aware of the community and the world they live in by supporting them to build connections between what they learn in the classroom and what they experience in the wider world. We believe that this builds confidence and a feeling of connectedness which is shown to improve mental wellbeing.

All Year 9 students will have an opportunity to collaborate in the **community project**. The community project provides an opportunity for students to engage with fundraising, awareness raising and advocacy work with an organisation or issue of their choice.



The interdisciplinary unit

In addition to an interdisciplinary focus, the MYP provides the opportunity to teach an interdisciplinary unit each year. This provides a unique opportunity for students to learn about one topic from the perspective of two different subjects. This will allow them to experience how disciplines interact with each other and how understanding of two or more subject areas on a single issue can deepen and broaden understanding.

In Year 7 we will combine the study of literature and history to support students with developing their skills. This will be achieved through an exploration of how historical or literary figures can be viewed as both villains and victims depending on your perspective. We will touch on issues such as scapegoating, prejudice and segregation through the exploration of historical events and the construction of character in Shakespearean drama.



Assessment

Assessment in the MYP is varied, creative and challenging. Students are required to ‘transfer’ what they have learned in a unit to a ‘real world’ assessment task. There will usually be an element of choice in how students approach the assessment which will require them to apply their learning to complete an authentic situation. For example, in Science, a unit about energy transfer will be assessed by asking students use their knowledge to resolve an issue with a roller-coaster.

Teachers use assessment data to inform teaching and students are encouraged to view assessment as an opportunity to reflect on learning, facilitated through our I Make Progress (IMP) structure. After each summative assessment students will receive an IMPressive comment, identifying areas of strength, and an IMProve comment with a SMART target for improvement. They will then be given lesson time to complete an IMP task where they resolve the issues identified in their assessment.

Students will be assessed regularly during the year against each subject’s achievement levels and through a variety of formative and summative assessments. Over the course of the academic year, each student will be assessed at least twice against each assessment criteria, ultimately generating an MYP grade of 1 – 7, with 1 being the lowest and 7 the highest.

The assessment objectives for each subject area are as follows:

	A	B	C	D
Language and Literature	Analysing	Organising	Communicating	Using language
Language Acquisition	Comprehending spoken and visual text	Comprehending visual and written text	Communicating	Using language
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in the real world
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and Health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating

At Impington Village College, we use the MYP 1 – 7 grade scale to determine final grades in each year of the MYP. The following table is a brief descriptor of what each grade means:

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

Reports

Early in Year 7, students will be assigned a target MYP grade for each subject informed by Key Stage 2 data and CAT4 testing.

Parents and carers can expect to receive reports three times a year on their child's progress. Reports are usually sent home in January, April and July. The first two reports will have an interim grade and the July report will communicate your child's final grade in each subject area. The report will also explain the assessments and the unit.

This is how the data on the subject report will look:

MYP target grade for Language and Literature:

Assessment (each criterion is assessed twice a year)	Criterion :	Criterion :	Criterion :	Criterion :	Interim grade 1	Interim grade 2	End of year MYP Grade
Assessment one	4	3	4	7	4	7	5
					Below	Above	Nearly At
Assessment two	5	6	7	6	Effort	Effort	Effort
					Excellent	Very good	Very good

Interim grade

The MYP grade your child is working at in each term.

End of year MYP grade

The MYP grade your child has achieved at the end of the year.



Reports

Achievement

At Impington Village College, we understand that progress is not linear. Targets are a useful measure for teachers so that we can identify learning issues early on and offer timely support or intervention when appropriate. Anything in the first three levels will be part of most children's learning journey.

<i>Above expected level (purple)</i>	If your child is exceeding their target grade this represents outstanding progress.
<i>At expected level (green)</i>	If your child is achieving their target grade this represents good progress.
<i>Nearly at expected level (light blue)</i>	If your child is one grade below their target grade this represents progress below the level expected. Further monitoring will be put in place to support your child's learning.
<i>Below expected level (blue)</i>	If your child is two or more grades below their target grade this represents limited progress. We will offer some specific learning interventions to support your child's learning. You may wish to contact your child's subject teacher to discuss further support.

Effort grade

<i>Excellent</i>	Your child has an outstanding attitude to learning. They are keen and motivated in class, they always contribute to whole class discussion and produce work to their very highest standards. They are supportive of other students in the class, able to concentrate on the task in hand and take their enthusiasm beyond lessons with extra research and thinking.
<i>Very good</i>	Your child has a very positive attitude to learning. They are usually motivated in class, often contribute to whole class discussion and produce work to a high standard. They are supportive of other students in the class and able to concentrate on the task in hand.
<i>Good</i>	Your child has a positive attitude to learning. They are usually compliant in class, sometimes contribute to whole class discussion and produce work to a reasonable standard. They are supportive of other students in the class and usually able to concentrate on the task in hand.
<i>Disappointing</i>	Your child has a passive attitude to learning in school. Although they are usually compliant in class, they rarely contribute to whole class discussion and produce work to a minimal standard. They find it difficult to concentrate on the task in hand and are easily distracted by other students. <i>You may wish to contact your child's deputy Head of House to discuss how support can be put in place for your child.</i>
<i>Concern</i>	Your child finds classroom learning challenging. They are sometimes non-compliant in class, rarely contribute to whole class discussion and frequently fail to produce work to a minimal standard. They find it difficult to concentrate on the task in hand, distract other students and their attendance levels are concerning. <i>You may wish to contact your child's deputy Head of House to discuss how support can be put in place for your child.</i>

We hope that this has begun to answer some of your questions about the MYP. Should you have any further queries or comments, please do hesitate to get in touch with Jo Sale, Vice Principal, on jsale@ivc.tmet.org.uk