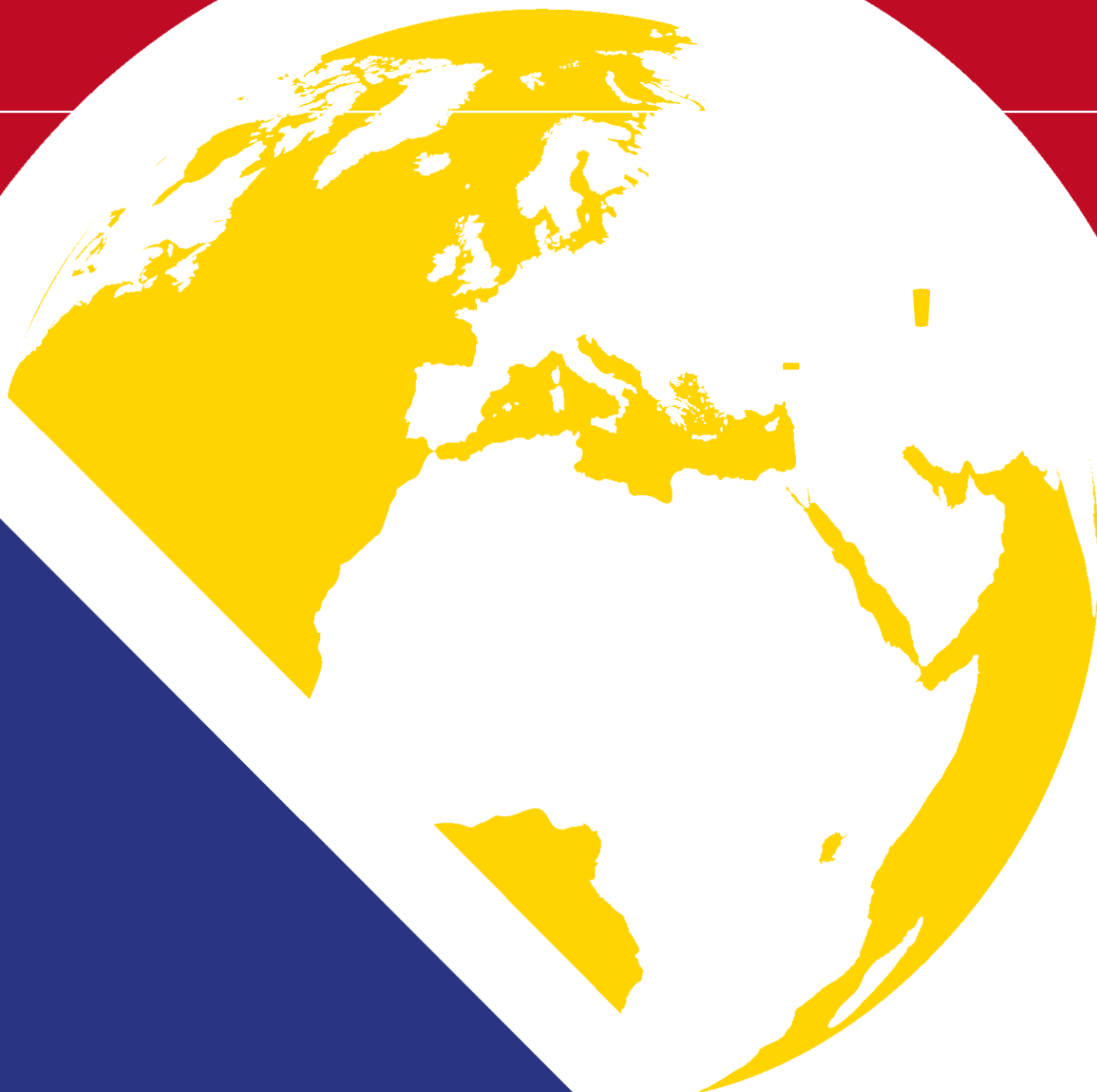




impington
village college



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

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Introduction

Since September 2021, we are the first non-selective state school in the country to offer the International Baccalaureate (IB) Middle Years Programme (MYP), Diploma Programme (DP) and Career-Related Programme at Impington Village College.

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:

- **English Language and English Literature**
- **Language Acquisition: French, German, Spanish, Mandarin, Italian and Latin**
- **Individuals and Societies: History, Geography and Religion and World Views**
- **Science: Biology and Physics**
- **Mathematics**
- **Visual Arts**
- **Performance Arts: Music, Drama and Dance**
- **Design: Design Technology, Digital Design and Food and Nutrition (from Year 8)**
- **Physical and Health Education**

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.



What subjects will my child be taught?

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:

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.

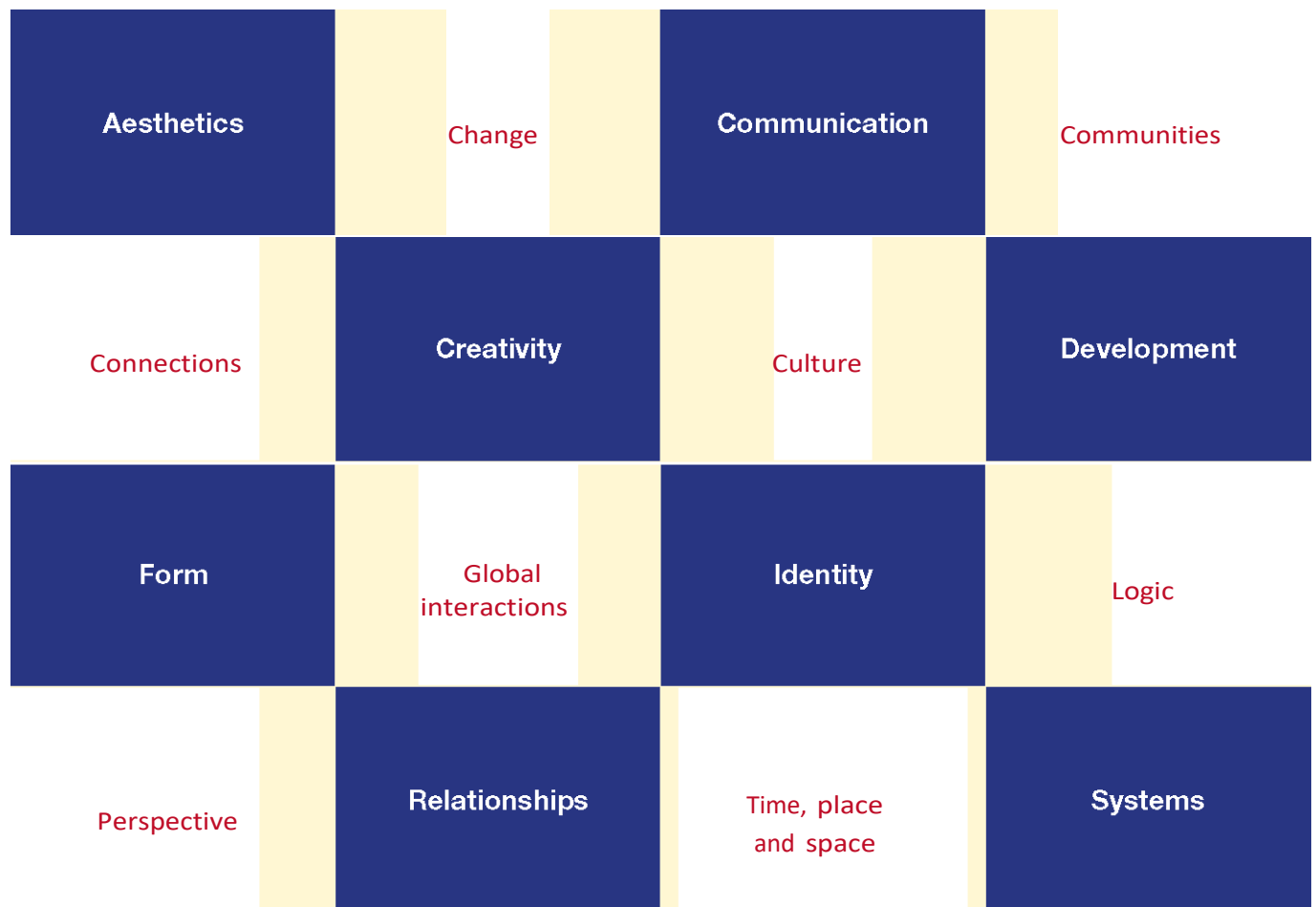
Fairness and Development:

Sharing the planet: An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things.

What subjects will my child be taught?

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:



What subjects will my child be taught?

The MYP identifies several 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 all MYP students at IVC 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

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Service learning and the community project

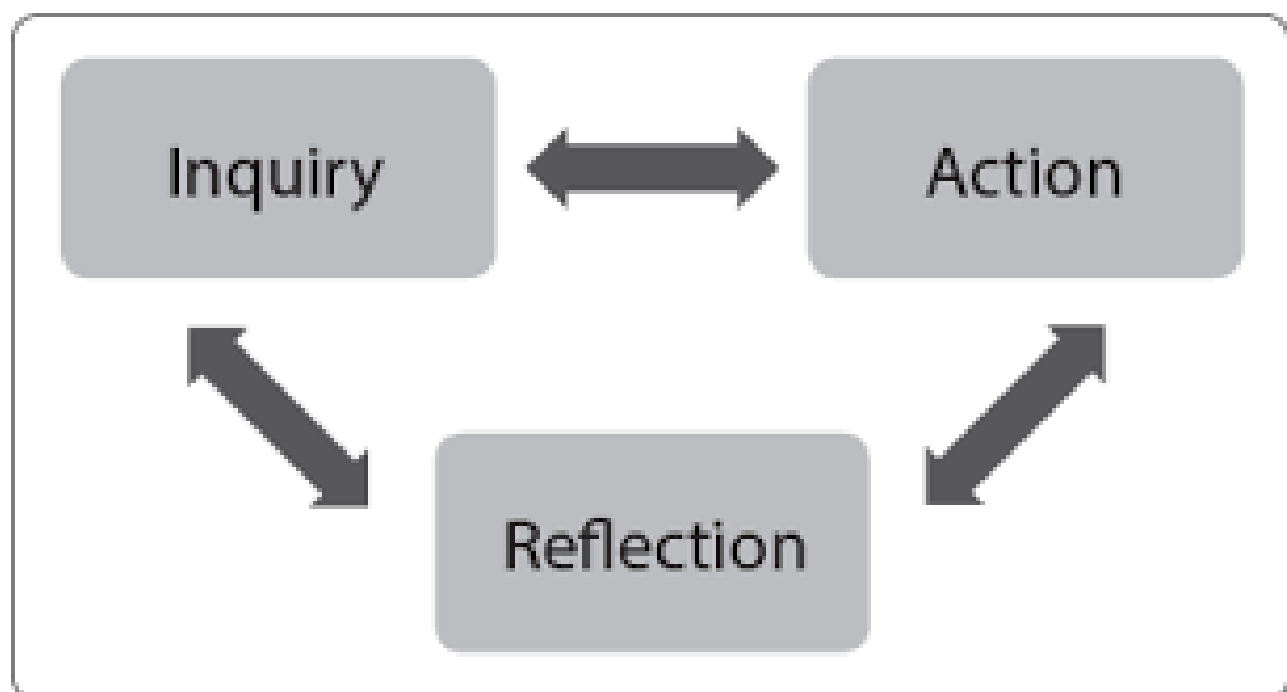
By reflecting on their service experience, students will gain a greater awareness of the community and world they live in, and their role and responsibility in improving the lives of themselves and others.

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.

From Year 7, as part of the iCAS rotation, all students engage in Service-Learning. Year 7 learn about how to research and advocate for a variety of local, national, and global issues. Year 8 work on taking more direct action, through fundraising, sustainable enterprise and in Year 9, all students will have an opportunity to collaborate in the Community Project.

The Community Project provides an opportunity for students to engage with awareness raising and advocacy work with an organisation or issue of their choice. Taking place over the course of a term, students work with a supervisor to plan, investigate, act and reflect and communicate their project to others. Those who are working towards the Duke of Edinburgh Bronze Award will complete their Community Project as part of the award.

Year 10 students continue to engage in Service-Learning opportunities on a term-by-term rotation.



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.

For example, in Year 7, students combine the study of literature and history to support students with developing their skills. They explore how historical or literary figures can be viewed as both villains and victims depending on your perspective. The unit takes place during the Summer term and culminates in a celebration of spoken-word in the style of 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.

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. After Term 1, the report will be based on your child's approach to learning. After Term 2, we report on their current progress and if they are on track to achieve their target MYP grade for the year. The end of year report will communicate your child's final grade in each subject area and a form tutor summary. In each report, there are video links to the units studied during the term including assessment information and how to support your child at home.

Here is an example of an MYP Term 2 report.

Subject	Criterion				End of Year Target	On Track
	A	B	C	D		Working Towards
Language and Literature	4	3	4	7	7	4

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.



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.

Above	Your child is working above their target grade for this subject.
On	Your child is working at their target grade for this subject.
Nearly At	Your child is almost achieving their target grade for this subject. This shows they are making very good progress and is on track to achieve the level expected. Further monitoring will be put in place to support your child's learning.
Working Towards	Your child is working towards their target grade for this subject. This represents good progress although some specific learning interventions may be put in place to support your child's learning. You may wish to contact your child's subject teacher to discuss further support.
Below	Your child is not yet achieving their target grade for this subject. This represents some progress although some specific learning interventions may be put in place to support your child's learning. You may wish to contact your child's subject teacher to discuss further support.

Approach to Learning grade

<i>Excellent</i>	X has an outstanding approach to learning. They consciously integrate the various attributes of the Learner Profile into their academic journey and always strive to improve. They lead and participate in class with an open mind and demonstrate resilience in challenging scenarios.
<i>Very Good</i>	X has a very positive approach to learning. Their approach to learning is strong in several attributes and they continually work to improve in other areas. X approaches complex issues with an open mind and often shines as knowledgeable and caring.
<i>Satisfactory</i>	X regularly has a positive approach to learning. They usually demonstrate some of the Learner Profile skills where they feel confident. There is potential for greater resilience when faced with challenges.
<i>Below Expectation</i>	Although X has occasionally demonstrated a positive approach to learning, they often miss opportunities to demonstrate the Learner Profile attributes. They rarely participate in class and struggle to be resilient or well-organised. In-school guidance will help them to move forwards in developing the Learner Profile attributes.

We hope that this has begun to answer some of your questions about the MYP.

Should you have any further queries or comments, please don't hesitate to get in touch with Christine Incles, Assistant Principal, on cincles@ivc.tmet.org.uk