

Valley Preparatory School

Summary of

Report on February 2020 Authorization Visit



Valley Preparatory School began implementing the IB-PYP in August 2016. In February 2020, the school was visited by two IB-evaluators as part of the process to become recognized as an IB World School. In order to become an IB World School, schools must demonstrate that certain practices and program requirements are in place and that planning is in progress for others. This report describes the outcome of the authorization process and is structured according to the Program standards and practices. Where the visiting team has found that a practice or requirement is in place or in progress, they may have chosen to provide the school with a **commendation** or **recommendation** and evidence to support their findings. It is expected that the school will incorporate recommendations into its ongoing action plan for continual improvement.

COMMENDATIONS

1. The school's commitment to a constructivist, inquiry-based approach to teaching and learning that promotes inquiry and the development of critical-thinking skills is evident through classroom discussions, displays and resources, student work, teacher planning and general practices in the school.
2. The school's French and Spanish programs are clearly aligned with the philosophy of the PYP.
3. The governing body has given the pedagogical team the freedom and responsibility to identify and remedy barriers at the school that would hinder the school's IB journey.
4. Specialist learning areas have been developed to support science, technology, engineering, arts, and math (STEAM)
5. Teachers are using inquiry as the major pedagogical approach to learning and teaching.
6. The school provides a number of learning strategies in the classrooms for students to learn and grow
7. The school has built a stimulating learning environment based on understanding and respect throughout the school.
8. Students are aware of their development according to the IB learner profile attributes.

RECOMMENDATIONS

1. The school should further implement strategies to develop and promote international mindedness as the result of developing all attributes of the IB learner profile across the school community
2. The school should further develop and implement strategies to promote responsible action within and beyond the school community
3. The school should further develop support for home languages and host country language learning including additional resources in the library.
4. The school must provide more dedicated meeting time for teachers' collaborative planning and reflection.
5. The school should ensure that teachers further adapt learning experiences to address and celebrate the diversity of student language needs, including those for students learning in a language(s) other than their home languages.
6. The school should explore a wider variety of assessment strategies and tools in order to ascertain students' knowledge and understanding prior to new learning
7. The school must continue to develop its PYP Planners, with an emphasis on (1) the details in box #4, (2) how specialists' curriculum can be integrated into the units, and (3) the listing all of resources used to teach a given unit, thus creating a bank of information for current and future years
8. The school should facilitate a curriculum review process involving all teachers with the aim of ensuring (1) the curriculum addresses knowledge, concepts, skills, action and the learner profile, (2) there exists a balance and articulation between the transdisciplinary program of inquiry and any additional single-subject teaching, and (3) the overall expectations of student achievement are developmentally appropriate and aligned with those expressed in the PYP scope and sequence documents

NEXT STEPS

The school's Authorization Report will be sent to the IB main office in The Hague, Netherlands where the school's eligibility to become an IB World School will be determined. A final determination is expected in **Fall 2020**.