

## Action plan (school № 1231)

### A: Philosophy

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective
1. The school's published statements of mission and philosophy align with those of the IB.	The authorities and staff meetings, that are to work out the necessary changes, implied to the school Rules and Regulations, with regard to IB expectations.	2014	IB coordinator, the headmaster of the school	-	The changed school Rules and Regulations that meet IB requirements
	The analysis of school mission statement, its transformation according to the IB philosophy and IB core principles	2014-2015	IB coordinator, the director of the school, the IT teacher	-	Placing information about the school mission statement, implementation of the IB programme at primary school on its site.
	Designing a brochure for parents about the IB mission and its philosophy	2016	IB coordinator, the director of the school, the IT teacher	-	Collecting information and designing a project for the future brochure
2. The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.	Participation in the meetings with European gymnasium and 'Intesco' devoted to the project 'School of the 21 <sup>st</sup> century'	Since 2013	All the staff involved into the PYP	-	Moscow Education Department orders, letters of support
	Director, administrators and teachers took part in category 1 IB workshops	2015	All the staff involved into the PYP	16 000 EUR	the IB certificates

<p>3. The school community demonstrates an understanding of, and commitment to, the programme(s).</p> <p>a. The values of the Primary Years Programme as indicated in the curriculum documents have an explicit impact on the decision making and functioning of the school.</p> <p>b. The school as a community of learners is committed to a collaborative approach to curriculum development.</p> <p>c. The school is committed to a constructivist, inquiry based approach to teaching and learning that promotes inquiry and the development of critical thinking skills.</p> <p>d. The school is committed to the Primary Years Programme as the framework for all planning, teaching and learning across the curriculum.</p> <p>e. The school demonstrates a commitment to transdisciplinary learning.</p>	<p>Special update of the school site, the school mission is transmitted to the students' parents and school workshop participants</p>	2014-2015	<p>IB coordinator, IT administrator, primary school teachers</p>	-	<p>The updated school site, the report of proceedings of the community meetings</p>
	<p>Conducting of parents meetings, open days for informing parents about the IB mission and its philosophy.</p>	2015	<p>Director, Deputy Director, IB coordinator, primary school teachers</p>	-	<p>The publication of the updated school mission statement, public proclamation of the school mission among school community members</p>
	<p>Implementation of the PYP based on the transdisciplinary and collaborative approaches</p>	2015	<p>Director, Deputy Director, IB coordinator, primary school teachers</p>	-	<p>System of collaborative planning meetings</p>
	<p>Developing of critical thinking skills</p>	2014-2015	<p>IB coordinator, primary school teachers</p>	-	<p>Developed POI and planners</p>
<p>4. The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.</p>	<p>Considering the results of the school staff performance through the learner's profile.</p>	In progress from year 2014	<p>IB coordinator, primary school teachers</p>	-	<p>Working out the school learner profile with regard to the IB learner profile.</p> <p>Attributes of the learner profile support learning environment.</p>
	<p>Holding 'A Week of Native Language'</p>	Annually	<p>Deputy Director, IB coordinator, primary school teachers</p>	-	<p>Photos, school reports</p>

5. The school promotes responsible action within and beyond the school community.	The school statut, the implementation programme and the written curriculum are to clarify responsibility of each member of the school community.	In progress from year 2014	Director, IB coordinator, primary school teachers	-	The school statut Implementation programme Written curriculum
6. The school promotes open communication based on understanding and respect.	Making the community performance transparent to all members through the school's site.  Holding ' A Week of Native Language'	In progress from year 2014  Annually	Director, IB coordinator, IT teacher  Deputy Director, IB coordinator, primary school teachers	-  -	Information on the school's site.  Photos, school reports
7. The school places importance on language learning, including mother tongue, host country language and other languages. a. The school makes provision for students to learn a language, in addition to the language of instruction, At least from the age of seven. Schools with two languages of instruction are not required to offer an additional language. b. The school supports mother tongue and host country language learning.	Creating of the school's language policy and its permanent reconsideration  Written curriculum reflects learning of the mother tongue as a language of instruction and two additional languages  Holding ' A Week of Native Language'	In progress from year 2014  2015  Annually	Deputy director, IB coordinator  Director, deputy director  Deputy Director, IB coordinator, primary school teachers	-  -  -	The school's language policy  The school's written curriculum  Photos, school reports
8. The school participates in the IB world community.	Participation of the school community in the meetings, organized by MGPU, European Gymnasium and Trust Education Fund	In progress from year 2013	Director, administrators, IB coordinator	-	Participation certificates
9. The school supports access for students to the IB programme(s) and philosophy. a. The school implements the	Making PYP as an inclusive for all students at the school.	2015	Director, deputy director	-	Reconsideration of the school regulations

Primary Years Programme as an inclusive programme for all students.					
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**B: Organization**

**B1: Leadership and structure**

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective
<p>1. The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programme(s).</p>	<p>Application for the documentary confirmation of the legal status of the school and confirmation from the local authorities that the school is recognized as an educational institution to the State Educational Department</p> <p>Connection to an electronic data system for PYP monitoring</p>	<p>In progress from March, 2014</p>	<p>Director</p> <p>Director, Deputy Director, IT specialist</p>	<p>-</p> <p>-</p>	<p>The documentary confirmation of the legal status of the school and confirmation from the local authorities that the school is recognized as an educational institution, with a certified translation into English</p> <p>School reports in electronic data systems</p>
<p>2. The school has developed a governance and leadership structure that supports the implementation of the programme(s).</p> <p>a. The responsibility for pedagogical leadership within the school is a shared responsibility, including at least the Primary Years Programme coordinator and the primary school principal.</p> <p>b. The governing body places the responsibility for the implementation of the Primary Years Programme on the pedagogical leadership team.</p>	<p>Application for the written confirmation of support from the authorities that will finance the implementation of the PYP in the school to the State Educational Department</p> <p>Designing of a job description document to share responsibility among the pedagogical staff</p> <p>Monitoring of the IB programme implementation in the primary school</p>	<p>March, 2014</p> <p>2015</p> <p>During the school year</p>	<p>Director</p> <p>Director, IB coordinator</p> <p>IB coordinator, Head of Studies</p>	<p>-</p> <p>-</p> <p>-</p>	<p>The written confirmation of support from the authorities that will finance the implementation of the PYP in the school</p> <p>Job description document</p> <p>School reports</p>
<p>3. The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).</p>	<p>Reconsideration of the system of pedagogical leadership</p>	<p>2015</p>	<p>Director, IB coordinator</p>	<p>-</p>	<p>Structure of the school's pedagogical leadership</p>
<p>4. The school has appointed a programme coordinator with a job description, release time, support and resources to carry out the responsibilities of the</p>	<p>The IB coordinator appointment</p> <p>Creating the IB coordinator's job description</p>	<p>March, 2014</p> <p>2014</p>	<p>Director</p> <p>Director</p>	<p>-</p> <p>-</p>	<p>The set of the IB coordinator instructions</p>

position.					
5. The school develops and implements policies and procedures that support the programme(s). a. The school has developed and implements a language policy that is consistent with IB expectations. b. The school has developed and implements an assessment policy that is consistent with IB expectations.	The changes of the school teaching plans and the new curriculum  Development of the language and assessment policies, their coordination with all the participants of the educational process and their publication on the school's site.	2014-2015  2015	Director, Head of Studies  All the members of the school community involved into PYP	-  -	The newly changed teaching plans and the new curriculum  The school's language and assessment policies
6. The school has systems in place for the continuity and ongoing development of the programme(s).	Creating systems of pedagogical meetings and 'open-door' days involving all the members of the school's community	2015	Director, Head of Studies	-	Minutes of the meetings and 'open-door' days
7. The school carries out programme evaluation involving all stakeholders.	Monitoring of the IB programme implementation in the primary school	During the school year	IB coordinator, board of parents	-	Student's development cards, surveys for parents

## B 2: Resources and support

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective
1. The governing body allocates funding for the implementation and ongoing development of the programme(s). Developing of a 5-year budget plan for supporting and implementing of the IB programme	Budget assimilation analysis.  Reporting about the analysis results to the founder.	Annually  Annually	Director IB coordinator Librarians  Director Accountant	-  -	A 5-year budget plan for supporting and implementing of the IB programme  School reports
2. The school provides qualified staff to implement the programme(s). Providing teachers with studies based on the IB programme	Participation in different IB seminars (regional, online and etc.), receiving professional certificates.  Developing professional competences through internal educational system, sharing information from the IB workshops.	Annually  During the school year	Deputy director, IB coordinator  Deputy director, IB coordinator	45 000 EUR  -	Providing teachers with studies based on the IB programme  Collaborative meetings

3.The school ensures that teachers and administrators receive IB-recognized professional development.	Elaboration of professional development plan.	Annually	Deputy director IB coordinator	-	Professional development plan.
	Participation in different IB seminars (all teachers and administrators- 1 category 'Making PYP happen...'; 26 people- 2 category 'Assessment'), receiving professional certificates.	2015		16 000 EUR	Professional certificates.
	Participation in different IB seminars (12 people- 3 category 'Enquiry'), receiving professional certificates.	March 2016		13 000 EUR	Professional certificates
	Participation in different IB seminars (5 people- 2 category 'Implementation of the PYP'; 11 people – 2 category 'Exhibition'), receiving professional certificates.	August 2016		17 000 EUR	Professional certificates
4.The school provides dedicated time for teachers' collaborative planning and reflection.	Creating a system of collaborative planning	2015	Deputy director, primary school teachers	-	Minutes of collaborative meetings
5.The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).	Reorganizing of the primary school classrooms: designing isolated zones for research.	2014-2016	Director, Deputy director, Primary school teachers	10 000 EUR	Isolated zones for research and rest
	Re-equipping of the classrooms according to the PYP.	2015-2016	Deputy director, Head of Studies	20 000 EUR	Classroom visual aids and equipment
	Monitoring of the classrooms equipment according to the IB standards.	During the school year	Deputy director, IB coordinator	-	School reports
6.The library/multimedia/resources play a central role in the implementation of the programme(s).	Reorganizing of the library learning environment to provide students' access to resources.	In progress from year 2014	Director Deputy director Librarians	5 500 EUR	Re-equipped library with an easy access to resources
	Enlargement of the library and media library funds	In progress from year 2015	Director Deputy director Librarians	15 000 EUR	

	according to the POL.				
7.The school ensures access to information on global issues and diverse perspectives.	Availability of the Internet access in the library  Providing easy access to IB documents	2013  In progress from year 2015	IT specialist, librarians  IB coordinator, IT specialist, classroom teachers	-	Internet access  Access to Ib documents through the school's site and classroom blogs
8.The school provides support for its students with learning and/or special educational needs and support for their teachers.	Working out the Inclusive Policy	2015	All members of the school's community	-	Inclusive policy
9.The school has systems in place to guide and counsel students through the programme(s).	Working out Scope and Sequence documents	In progress from year 2015	Director, IB coordinator, primary school teachers	-	Scope and Sequence documents
10.The student schedule or timetable allows for the requirements of the programme(s) to be met. a. The schedule allows for in-depth inquiry into the transdisciplinary and disciplinary dimensions of the curriculum.	Creating the school's schedule according to PYP requirements	2016	Director, Deputy director	-	Inquiry based schedule
11.The school utilizes the resources and expertise of the community to enhance learning within the programme(s).	Taking part in conferences with ,Intesco' and MGPU	In progress from year 2014	Director, Deputy Director, IB coordinator	-	Attendance certificates
12.The school allocates resources to implement the PYP exhibition.	Arrangement of the PYP exhibition in the end of a school year	In progress from year 2015	Deputy Director, primary school teachers	-	Photos, pupils portfolio, products of inquiry



**C : Curriculum**  
**C 1 : Collaborative planning**

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective
<p>1.Collaborative planning and reflection addresses the requirements of the programme(s).</p> <p>a. The programme of inquiry and all corresponding unit planners are the product of sustained collaborative work involving all the appropriate staff.</p> <p>b. Planning at the school makes use of the Primary Years Programme planner and planning process across the curriculum and by all teachers.</p> <p>c. Planning at the school addresses all the essential elements to strengthen the transdisciplinary nature of the programme.</p>	<p>Analysing factors standing in the way of collaborative planning and their removal</p> <p>Creating a programme of collaborative planning meetings based on PYP</p> <p>Summarising results of transdisciplinary themes realization</p>	<p>2014</p> <p>In progress from 2015</p> <p>During the school year</p>	<p>Deputy director, Head of Studies, primary school teachers</p> <p>Deputy director, Head of Studies, IB coordinator</p> <p>Head of Studies, Primary school teachers</p>	<p>-</p> <p>-</p> <p>-</p>	<p>A programme of collaborative planning meetings based on PYP</p>    <p>Minutes of collaborative meetings</p>
<p>2.Collaborative planning and reflection takes place regularly and systematically.</p>	<p>Arrangement of weekly collaborative meetings</p>	<p>2015</p>	<p>Head of Studies, IB coordinator</p>	<p>-</p>	<p>Minutes of collaborative meetings</p>
<p>3.Collaborative planning and reflection addresses vertical and horizontal articulation.</p> <p>a. There is a systematic approach to integration of the subject-specific scope and sequences and the programme of inquiry.</p> <p>b. The school ensures balance and articulation between the transdisciplinary programme of inquiry and any additional single-subject teaching.</p>	<p>Elaboration and correction of the school's programme according to the IB standards(scope and sequence documents).</p> <p>Creating a combined schedule (inquiry-based and single-subject teaching).</p>	<p>In progress from year 2015</p> <p>In progress from year 2015</p>	<p>Director, IB coordinator, primary school teachers</p> <p>Director, Deputy Director</p>	<p>-</p> <p>-</p>	<p>Scope and Sequence documents</p> <p>A combined schedule (inquiry-based and single-subject teaching)</p>
<p>4.Collaborative planning and reflection ensures that all teachers have an overview of students' learning experiences.</p> <p>a. The school provides for easy access to completed Primary Years Programme planners.</p> <p>b. The school ensures</p>	<p>Providing an easy access to completed PYP planners</p> <p>Analyzing the realisation of PYP</p>	<p>In progress from year 2015</p> <p>In progress from year 2015</p>	<p>IB coordinator, IT specialist, primary school teachers</p> <p>IB coordinator, Head of Studies,</p>	<p>-</p> <p>-</p>	<p>The school's site and classroom blogs</p> <p>Minutes of collaborative meetings</p>

that Primary Years Programme planners are coherent records of student learning.	through the completed planners		primary school teachers		
5.Collaborative planning and reflection is based on agreed expectations for student learning .	Including to a programme of collaborative planning meetings a list of agreed expectations for student learning.	In progress from year 2015	Deputy director, Head of Studies, IB coordinator	-	A programme of collaborative planning meetings based on agreed expectations for student learning
6.Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.	Reconsideration of the Assessment Policy in order to differentiate students' learning needs and styles.	In progress from year 2015	Deputy director, Head of Studies, IB coordinator, primary school teachers	-	Assessment Policy
7.Collaborative planning and reflection is informed by assessment of student work and learning.	Reconsideration of the Assessment Policy in order to give criteria of student work and learning assessment	In progress from year 2015	Deputy director, Head of Studies, IB coordinator, primary school teachers	-	Assessment Policy
8.Collaborative planning and reflection recognizes that all teachers are responsible for language development of students.	The school's schedule reflects that all teachers are responsible for language development: classroom teachers- language of instruction (Russian), second language teachers-English and French.	In progress from year 2014	Director, Deputy Director	-	The school's schedule
9.Collaborative planning and reflection addresses the IB learner profile attributes	Implementing the profile technology of the IB learner to the school's collaborative planning system.	In progress from year 2015	Head of Studies, IB coordinator	-	The school's collaborative planning system.

**C 2 : Written curriculum**

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective
<p>1.The written curriculum is comprehensive and aligns with the requirements of the programme(s).                      a. The programme of inquiry consists of six units of inquiry—one for each transdisciplinary theme—at each year/grade level, with the exception of students who are 3–5 years, where the requirement is at least four units at each year/grade level, two of which must be under “Who we are” and “How we express ourselves”.                      b. The school ensures that there is a coherent, horizontally and vertically articulated programme of inquiry.                      c. The Primary Years Programme exhibition is one of the six transdisciplinary units of inquiry in the final year of the programme.                      d. There is documented evidence that the curriculum developed addresses the five essential elements of the Primary Years Programme.</p>	<p>Planning of research activities per year</p> <p>Analysing of a previous school year POI.</p> <p>Forming of a next school year POI.</p> <p>Correction of the school's written curriculum according to the IB standards</p>	<p>In progress from 2014</p> <p>Annually</p> <p>Annually</p> <p>In progress from 2015</p>	<p>Deputy director, Head of Studies, IB coordinator</p> <p>Head of Studies, IB coordinator, primary school teachers</p> <p>Head of Studies, IB coordinator, primary school teachers</p> <p>Director, administrators</p>	<p>-</p> <p>-</p> <p>-</p> <p>-</p>	<p>Annual POI</p> <p>Minutes of collaborative meetings</p> <p>The school's written curriculum</p>
<p>2.The written curriculum is available to the school community.</p>	<p>Making written curriculum available to the school community.</p>	<p>In progress from 2015</p>	<p>IT specialist, primary school teachers</p>	<p>-</p>	<p>The school's site and classroom blogs</p>
<p>3.The written curriculum builds on students' previous learning experiences.</p>	<p>Creating written curriculum based on students' previous learning experiences</p>	<p>In progress from 2015</p>	<p>Director, IB coordinator, primary school teachers</p>	<p>-</p>	<p>The school's written curriculum</p>
<p>4.The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.                      a. The school has scope and sequence documents that indicate the development of</p>	<p>Working out Scope and Sequence documents for each Primary Years Programme subject area.</p>	<p>In progress from year 2015</p>	<p>Director, IB coordinator, primary school teachers</p>	<p>-</p>	<p>Scope and Sequence documents</p>

conceptual understanding, knowledge and skills for each Primary Years Programme subject area. b. The overall expectations of student achievement in the school's scope and sequence documents are aligned with those expressed in the Primary Years Programme scope and sequence documents.					
5.The written curriculum allows for meaningful student action in response to students' own needs and the needs of others.	Creating the POI encouraging students to take responsible action	In progress from 2014	Head of Studies, IB coordinator, primary school teachers	-	Annual POI
6.The written curriculum incorporates relevant experiences for students. a. The written curriculum provides opportunities for student learning that is significant, relevant, engaging and challenging.	Creating the POI providing opportunities for student learning that is significant, relevant, engaging and challenging.	In progress from 2014	Head of Studies, IB coordinator, primary school teachers	-	Annual POI
7.The written curriculum promotes students' awareness of individual, local, national and world issues. a. The programme of inquiry includes the study of host or home country, the culture of individual students and the culture of others, including their belief systems.	Creating the POI including the study of host or home country, the culture of individual students and the culture of others, including their belief systems.	In progress from 2014	Head of Studies, IB coordinator, primary school teachers	-	Annual POI
8.The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.	Creating POI providing opportunities for reflection on human commonality, diversity and multiple perspectives.	In progress from 2014	Head of Studies, IB coordinator, primary school teachers	-	Annual POI
9.The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme(s). a. There is a system for regular review and	Reconsideration of the POI, individual units of inquiry and the subject-specific scope and sequences	Annually	Head of Studies, IB coordinator, primary school teachers	-	Minutes of collaborative meetings

refinement of the programme of inquiry, individual units of inquiry and the subject-specific scope and sequences.					
10.The written curriculum integrates the policies developed by the school to support the programme(s).	Reconsideration of the school's policies (Assessment Policy, Inclusive Policy, Policy of Academic Honesty)	In progress from 2015	Director, Deputy Director, IB coordinator, primary school teachers, board of parents	-	Assessment Policy, Inclusive Policy, Policy of Academic Honesty
11.The written curriculum fosters development of the IB learner profile attributes.	The school's POI and individual units of inquiry reflect the IB learner profile attributes.	In progress from 2015	IB coordinator, primary school teachers	-	The school's POI and individual units of inquiry

### C 3 : Teaching and learning

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective
1. Teaching and learning aligns with the requirements of the programme(s). a. The school ensures that students experience coherence in their learning supported by the five essential elements of the programme regardless of which teacher has responsibility for them at any point in time. b. The classroom teacher takes responsibility at least for the language of instruction, mathematics, social studies and science, to support the Primary Years Programme model of transdisciplinary teaching and learning. c. The school ensures that personal and social education is the responsibility of all teachers.	Studying international experience of research activity	In progress from 2014	All members of the school's community involved into PYP	-	Minutes of collaborative planning meetings
	Constructing of the educational process according to the PYP	In progress from 2015	Deputy Director, Head of Studies, IB coordinator	-	POI, unit planners
	Reconsideration of the school's schedule	September 2016	Deputy Director, Head of Studies	-	The school's schedule
	Reconsideration of the school's schedule	In progress from 2015	Deputy Director, Head of Studies	-	The school's schedule
2. Teaching and learning engages students as inquirers and thinkers. a. The school ensures that inquiry is used across the	Implementing the system of inquiry into the school's schedule.	In progress from 2015	Deputy Director, Head of Studies, Primary school teachers	-	The school's schedule

curriculum and by all teachers.					
3. Teaching and learning builds on what students know and can do. a. Teaching and learning addresses the competencies, experiences, learning needs and styles of students.	Developing the school's POI and unit planners addresses the competencies, experiences, learning needs and styles of students.	In progress from 2014	Deputy Director, IB coordinator, primary school teachers	-	POI, unit planners
4. Teaching and learning promotes the understanding and practice of academic honesty.	Developing the school's Policy of Academic Honesty	In progress from 2015	All members of the school's community involved into PYP	-	Policy of Academic Honesty
5. Teaching and learning supports students to become actively responsible for their own learning.	Developing the school's Assessment Policy	In progress from 2015	All members of the school's community involved into PYP	-	Assessment Policy
6. Teaching and learning addresses human commonality, diversity and multiple perspectives.	Developing the school's POI and unit planners addressing human commonality, diversity and multiple perspectives.  Holding 'A Week of Native Language'	In progress from 2014  Annually	Deputy Director, IB coordinator, primary school teachers  Deputy Director, IB coordinator, primary school teachers	-	POI, unit planners  Photos, school reports
7. Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.	Developing the school's Language Policy	In progress from 2015	All members of the school's community involved into PYP	-	Language Policy
8. Teaching and learning demonstrates that all teachers are responsible for language development of students.	The school's schedule reflects that all teachers are responsible for language development: classroom teachers- language of instruction (Russian), second language teachers-English and French.	In progress from 2014	Director, Deputy Director	-	The school's schedule
9. Teaching and learning uses a range and variety of strategies.	Developing of school policies and unit planners	In progress from 2015	Director, Deputy Director, IB coordinator, primary school teachers, board of parents	-	School's policies and unit planners
10. Teaching and learning differentiates instruction to meet students' learning needs and styles. School is ready to face students with special educational needs. a. The school provides	Working out the Inclusive Policy	2015	All members of the school's community	-	Inclusive policy

for grouping and regrouping of students for a variety of learning purposes.					
11. Teaching and learning incorporates a range of resources, including information technologies.	Availability of the Internet access at the school  Providing easy access to IB documents	2013  In progress from year 2015	Director, IT specialist  IB coordinator, IT specialist, classroom teachers	30 000 EUR  -	Internet access  Access to IB documents through the school's site and classroom blogs
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.	Creating the POI encouraging students to take responsible action	In progress from 2014	Head of Studies, IB coordinator, primary school teachers	-	Annual POI
13. Teaching and learning engages students in reflecting on how, what and why they are learning	Developing the school's Assessment Policy	In progress from 2015	All members of the school's community	-	Assessment Policy
14. Teaching and learning fosters a stimulating learning environment based on understanding and respect. a. The school provides environments in which students work both independently and collaboratively. b. Teaching and learning empowers students to take self-initiated action as a result of the learning.	Reorganizing of the primary school classrooms: designing isolated zones for research.  Re-equipping of the classrooms according to the PYP.  Monitoring of the classrooms equipment according to the IB standards.	2014-2016  2015-2016  During the school year	Director, Deputy director, Primary school teachers  Deputy director, Head of Studies  Deputy director, IB coordinator	10 000 EUR  20 000 EUR  -	Isolated zones for research and rest  Classroom visual aids and equipment  School reports
15. Teaching and learning encourages students to demonstrate their learning in a variety of ways.	Developing the school's POI and unit planners	In progress from 2014	Deputy Director, IB coordinator, primary school teachers	-	POI, unit planners
16. Teaching and learning develops the IB learner profile attributes.	Studying international experience of developing profile attributes	In progress from 2015	Deputy director Head of Studies IB coordinator	-	Visual aids in the classroom  Student's development card

**C 4 : Assessment**

<b>Objective</b>	<b>Actions</b>	<b>Date to be achieved</b>	<b>Person/group responsible for achieving this objective</b>	<b>Budgetary implications</b>	<b>Evidence of achievement or of progress towards achievement of the objective</b>
1. Assessment at the school aligns with the requirements of the programme(s). a. Assessment at the school is integral with planning, teaching and learning. b. Assessment addresses all the essential elements of the programme. c. The school provides evidence of student learning over time across the curriculum.	Studying international experience of assessment and the requirements of the IB programme  Creating assessment philosophy, policy and procedures at the school	In progress from 2014  In progress from 2015		-  -	Assessment philosophy, policy and procedures at the school
2. The school communicates its assessment philosophy, policy and procedures to the school community	Creating assessment philosophy, policy and procedures at the school; discussing it with the educational process participants.  Making the assessment procedure transparent to all its participants.	2015  In progress from 2015	Deputy director Head of Studies IB coordinator  Head of Studies, IB coordinator, primary school teachers	-  -	Assessment Policy  The school's site and classroom blogs
3. The school uses a range of strategies and tools to assess student learning.	Reconsideration of the Assessment Policy	In progress from year 2015	Deputy director, Head of Studies, IB coordinator, primary school teachers	-	Assessment Policy
4. The school provides students with feedback to inform and improve their learning	Making Assessment Policy transparent to all members of the school's community	In progress from 2015	Head of Studies, IB coordinator, primary school teachers	-	The school's site and classroom blogs
5. The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).	Reconsideration of the Assessment Policy	In progress from year 2015	Deputy director, Head of Studies, IB coordinator, primary school teachers	-	Assessment Policy
6. The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s). a. Student learning and development related to all attributes of the IB	Student learning and development related to all attributes of the IB learner profile	In progress from 2015	Head of Studies, IB coordinator, primary school teachers	-	Visual aids in the classrooms  Student's development card  Assessment Policy



learner profile are assessed and reported.					
7.The school analyses assessment data to inform teaching and learning. a. The school ensures that students' knowledge and understanding are assessed prior to new learning.	Conducting of individual meetings with parents.  Assessment data analysis	In progress from 2015  In progress from 2015	Head of Studies, Primary school teachers  Head of Studies, IB coordinator, Primary school teachers	-  -	School reports  Minutes of collaborative meetings
8.The school provides opportunities for students to participate in, and reflect on, the assessment of their work.	Making Assessment Policy transparent to all members of the school's community	In progress from 2015	IB coordinator, IT specialist, Primary school teachers	-	Publishing the description of the created assessment system on the school site
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.	Arranging inquiry-based exhibitions	In progress from 2015	Head of Studies Primary school teachers	-	Photos, pupils portfolio, products of inquiry