

# A Parent Guide to the IBMYP

## What is the IBMYP?

The Middle Years Programme (MYP) is one of four International Baccalaureate (IB) educational programmes available to schools, as a framework in which to deliver their curriculum. The main aim of the IB is to develop inquiring, knowledgeable and caring young people, who are motivated to succeed.

## The Middle Years Programme

The MYP is a challenging framework that enables students to make practical links between their studies and the real world. At Leigh Academy Blackheath we will be using the MYP at Key Stage 3 (Years 7 and 8).

The MYP places great emphasis on international-mindedness, interdisciplinary learning and service to others. The programme offers opportunities to be actively involved in the community and promotes environmental responsibility in an ever changing world.

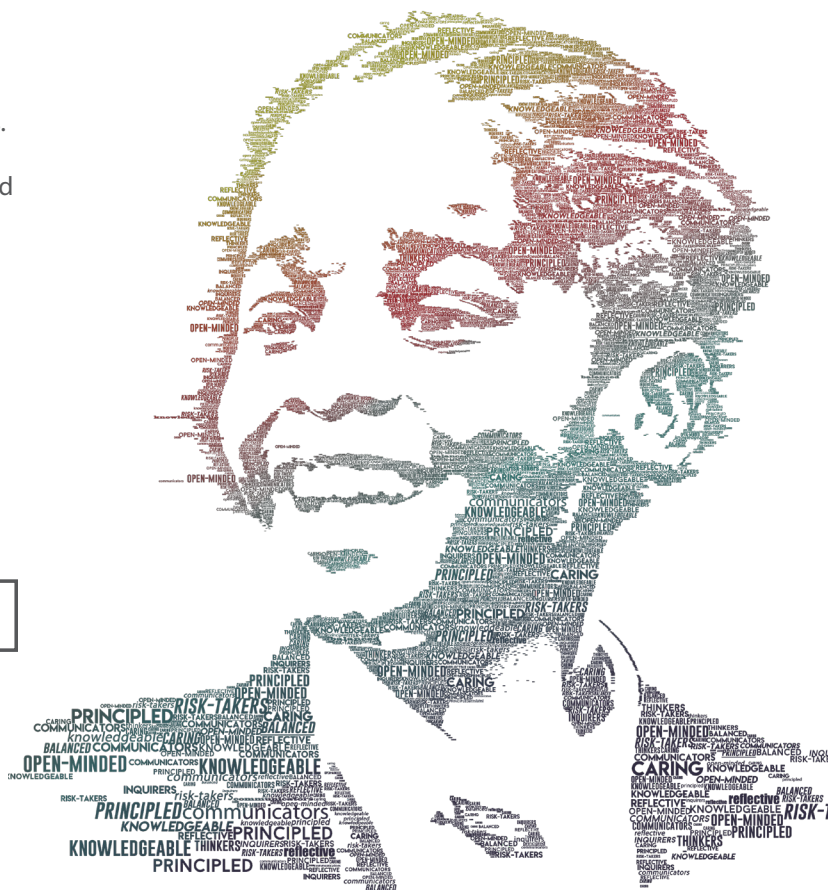
Leigh Academy Blackheath is a Candidate School\* for the Middle Years Programme. This school is pursuing authorisation as an IB World School. These are schools that share a common philosophy - a commitment to high-quality, challenging, international education that we believe is important for our students.

*\*Only schools authorised by the IB Organisation can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme, or the Career-related Programme (CP). Candidate status gives no guarantee that authorisation will be granted. For further information about the IB and its programmes, visit <http://www.ibo.org>.*



## The IB Learner Profile

The learner profile is at the heart of all of the IB programmes. There are 10 learner profile traits that we use to support our five LAB Values of Respect, Resilience, Integrity, Ambition and Scholarship.



## Local and Global Citizenship

All students will be expected to engage in community projects at various times through Key Stage 3. We have already forged links with many local businesses and charities and will continue to develop these with our students.

Global awareness is vital in this international programme. Students are encouraged to think beyond their own community, both nationally and internationally. Each unit of work is based around one of the six global contexts;

- Identities and relationships
- Orientation in space and time
- Personal and cultural expression
- Scientific and technical innovation
- Globalisation and sustainability
- Fairness and development

Students are also able to investigate these contexts through our extra-curricular activities.

## Curriculum and Assessment

The MYP is not a curriculum; we still follow the content of the National Curriculum that we tailor to the needs of our students. The MYP helps us to plan and deliver the curriculum through concepts that are shared across subjects.

Teaching a concept rather than a topic gives greater depth to the teaching and learning and allows for connections between different areas and subjects to be made explicitly.

The MYP divides subjects into 8 groups. Each group has equal importance which ensures a broad and balanced curriculum for all students.

## Subject groups

Language and Literature	English Language and English Literature
Mathematics	Mathematics
Sciences	Physics, Biology and Chemistry
Language Acquisition	Spanish
Individuals and Societies	History, Geography and RE
Design	Design Technology and Computing
Arts	Art, Music and Drama
Physical and Health Education	PE and PSHE

## Achievement Levels

Each criterion has eight achievement levels. These are added together to give an achievement level out of a total of 32.

Parents/carers will receive a report that shows their child's progress for each subject group at published times during the course of the academic year. MYP reports will be sent home at the end of modules 3 and 6. For each subject group there will be an achievement level breakdown (1-8) for each of the 4 criteria (A B C D) for that subject.

	A	B	C	D
Language & Literature	Analysing	Organising	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals & societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Maths	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical & 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
MYP projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesising	Communicating	Reflecting



## Converting Achievement Levels into an MYP Grade

Teachers must gather sufficient evidence from a range of assessment tasks to enable them to make a professional and informed judgement guided by the criteria to determine a student's achievement level. Achievement levels for the four criteria are added together creating a total number out of 32. Using the table below, this is converted to an MYP Grade from 1-7, with 7 being the highest.

The table below describes in broad terms the standard of work being produced.

Sum of assessed criteria	MYP grade	Description
28-32	7	Produces high-quality, frequently innovative work. Communicates comprehensive, 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.
24-27	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.
19-23	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.
15-18	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.
10-14	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.
6-9	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.
1-5	1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and skills. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.

Leigh Academies Trust is the first trust in England to offer three of the IB Programmes (PYP, MYP, CP) for students across its primary and secondary academies, desiring to develop the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalising world.



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