



ManageBac+

by **faria**
Education Group

School Resource

IB Primary Programme (PYP)

Policy Checklists

IB Primary Years Programme (PYP) Policy Checklists

Programme Standards & Practices (2020) Culture: Creating positive school cultures

Standard: Culture through policy implementation (0301)

Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.

Language Policy

- ☐ Has a clear language philosophy that reflects the school's beliefs about language learning.
- ☐ Recognises that all teachers are, in practice, language teachers with responsibilities in facilitating communication.
- ☐ Outlines how students are to learn at least one language in addition to their home/personal language(s).
- ☐ Describes how the development and maintenance of the home/personal language(s) for all learners is to be supported.
- ☐ Ensures that diversity, equity and inclusion practices are in place to guarantee all students have access to the IB programme(s) offered by the school, including those who are learning in a language other than their home/personal language(s).
- ☐ Provides support for students who are not proficient in the language of instruction.
- ☐ Ensures support for multilingualism, which is required to develop multiliteracies.
- ☐ Describes how the language(s) of the wider community are respected and promoted.
- ☐ Considers what resources and practices are to be used to involve parents in planning their children's language profile and development.
- ☐ Considers the sociocultural circumstances of the school.
- ☐ Promotes learning of the host country or regional language and culture.
- ☐ Accounts for students' language learning needs.
- ☐ Lists the resources available to support the policy (such as the library, technology, software, extra-curricular, etc.).
- ☐ Includes evidence of a review process, such as who took part in the creation and review of the policy, the date of the most recent review, and when it will be reviewed next.

Inclusion Policy

- ☐ Identifies all legal requirements. Outlines the structure and process used to comply with these legal requirements.
- ☐ Describes the rights and responsibilities of all members of the school community.
- ☐ Clearly states the school's vision for implementing inclusive IB programmes.
- ☐ Includes references to the scope of support the school will give to PYP students in connection with its admissions policy.
- ☐ Describes the services provided, staff responsible, entry identification procedures and exit support structures.
- ☐ Lists the resources put in place to support the policy (for example, special needs/learning support teacher(s), relevant training, etc.).
- ☐ Includes evidence of a review process, such as who took part in the creation and review of the policy, the date of the most recent review, and when it will be reviewed next.

Admissions Policy

- ☐ Includes references to the scope of support the school will give to PYP students in connection with its Inclusion Policy.
- ☐ Describes the conditions for participation in the programme.
- ☐ Includes evidence of a review process, such as who took part in the creation and review of the policy, the date of the most recent review, and when it will be reviewed next.

Assessment Policy

- ☐ Clearly states the school's philosophy of assessment that supports student learning.
- ☐ Is aligned with the IB philosophy concerning learning and assessment.
- ☐ Describes the rights and responsibilities of all members of the school community.
- ☐ States what constitutes effective assessment practice.
- ☐ Includes common practices for recording and reporting student achievement/assessment.
- ☐ Details how to administer formative and summative assessments consistent with IB expectations.
- ☐ Describes common practices used to address assessment and evidence learning.
- ☐ For schools imparting local/state/national curricula, includes an explanation of the correspondence between IB principles and practices and the required systems for grading and reporting.
- ☐ Describes how the school will combine PYP assessment with national requirements (where applicable).
- ☐ Provides information about student assessment appeals process and procedures.
- ☐ Includes evidence of a review process, who took part in the creation and review of the policy, the date of the most recent review, and when it will be reviewed next.

Academic Integrity Policy

- ☐ Aligns with the school's definition of academic honesty and its mission statement.
- ☐ Describes the rights and responsibilities of all members of the school community.
- ☐ Articulates responsibilities for teaching a variety of practices reflecting the five fundamentals of academic integrity: honesty, trust, fairness, respect and responsibility.
- ☐ Contains appropriate references to the IB learner profile, particularly striving to be principled.
- ☐ Adopts the IB definitions of academic misconduct and its different categories.
- ☐ Gives advice on, and/or examples, of what constitutes academic misconduct, intellectual property and authentic authorship, and the actions taken if there are transgressions.
- ☐ Identifies the conventions for citing and acknowledging original authorship, with examples.
- ☐ Includes guidance on the distinction between legitimate collaboration and unacceptable collusion.
- ☐ Specifies what academic integrity looks like in the PYP or at each year/grade level.
- ☐ Lists the resources put in place to support the policy (for example, software to check plagiarism, student guides, specific training, etc.).
- ☐ Includes evidence of a review process, such as who took part in the creation and review of the policy, the date of the most recent review, and when it will be reviewed next.

Note: Please refer to the IB online Programme Resource Centre (PRC) to view guides and documents to assist in the development of these policies. Consider referring to the following documents from the PRC and IB website:

- IB Coordinator Resource (Aug 2021)
- Access and inclusion policy (Updated Aug 2021)
- Learning diversity and inclusion in IB programmes (Updated May 2020)
- Meeting student learning diversity in the classroom (Dec 2019)
- The IB guide to inclusive education: a resource for whole school development (Updated Nov 2019)
- Academic integrity (March 2023)
- Ten tips for acting with integrity (2022)
- www.ibo.org/academic-integrity
- Guidelines for developing a school language policy (2008)
- Guidelines for school self-reflection on its language policy (Sept 2012)
- Learning stories – Developing policies, procedures and practices to meet student diversity
- Learning stories – A learning story about how a school's language policy supports multilingualism in a culturally diverse community
- PYP: From principles into practice/Learning and teaching/Language
- PYP: From principles into practice/Learning and teaching/Assessment
- PYP: From principles into practice/ Learning community/A PYP learning community and learning environments
- [Assessment in brief PYP](#)
- [Self-assessment and peer feedback PYP](#)
- [Feedback in the early years PYP](#)
- [Thinking about assessment in the early years](#)
- [Evidencing learning in the PYP](#)
- [Reflecting about assessment practices in your school](#)
- [Characteristics of integrated assessment](#)

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