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School Resource

IB Middle Years Programme (MYP)

Policy Checklists

IB Middle Years Programme (MYP) 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) of all learners is to be supported.
- ☐ Ensures that there are practices in place to provide inclusion and equity of access to the IB programme(s) offered by the school for all learners, including those who are learning in a language other than their home/personal language(s).
- ☐ Support for students who are not proficient in the language of instruction.
- ☐ Ensures support for multilingualism, which is required to support 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 about the host country or the regional language and culture.
- ☐ Ensures that the languages offered through Language A/ Language and Literature, and Language B/ Language Acquisition reflect the needs of students.
- ☐ Incorporates strategies to support all teachers in their contribution to the language development of students.
- ☐ 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 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 MYP 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 MYP 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.
- [ ] Inventories common practices for recording and reporting student achievement/assessment.
- [ ] Details how to administer formative and summative assessments consistent with IB expectations.

- [ ] For schools imparting local/state/national curricula, include an explanation of the correspondence between IB principles and practices and the required systems for grading and reporting.
- [ ] Describes how the school will combine MYP assessment with national requirements (where applicable).
- [ ] States what constitutes effective assessment practice.
- [ ] Details of common practices for using the programme assessment criteria and determining achievement levels.
- [ ] Common practices in standardization of assessment.
- [ ] Provides information about student assessment appeals process and procedures.
- [ ] Supplies information about the IB MYP course requirements, grading scales, and the awarding of IB MYP Certificates.
- [ ] Information about MYP eAssessment (if applicable).
- [ ] 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.
- [ ] There is an agreed common approach towards referencing with examples (Harvard, MLA, APA).
- [ ] Specifies what academic integrity looks like in the MYP or at each year/ grade level.
- [ ] Describes monitoring processes and a complaints/appeals procedure.
- [ ] 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 docs to support the development of these policies. Consider referring to the following docs from the PRC and IB websites.

- Middle Years Programme: From principles into practice (Updated November 2022)
- 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)
- Further guidance for developing MYP-assessed curriculum (Updated Sept 2016)
- 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
- Assessment principles and practices – Quality assessment in a digital age (Jul 2019)
- Middle Years Programme Assessment Procedures 2021.

Compiled by – Ali Hassan, Education Consultant
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ali@skyeducate.com