

IB MYP Handbook 2021-22



LADY ANDAL SCHOOL

(An IB PYP Candidate School)

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1. Our Vision

Lady Andal School aims to:

- Create a happy atmosphere for the child.
- Focus on all round development of the child with emphasis on individual academic excellence.
- Help build general, cultural, and social skills in students.
- Stress on physical development through games and athletics.



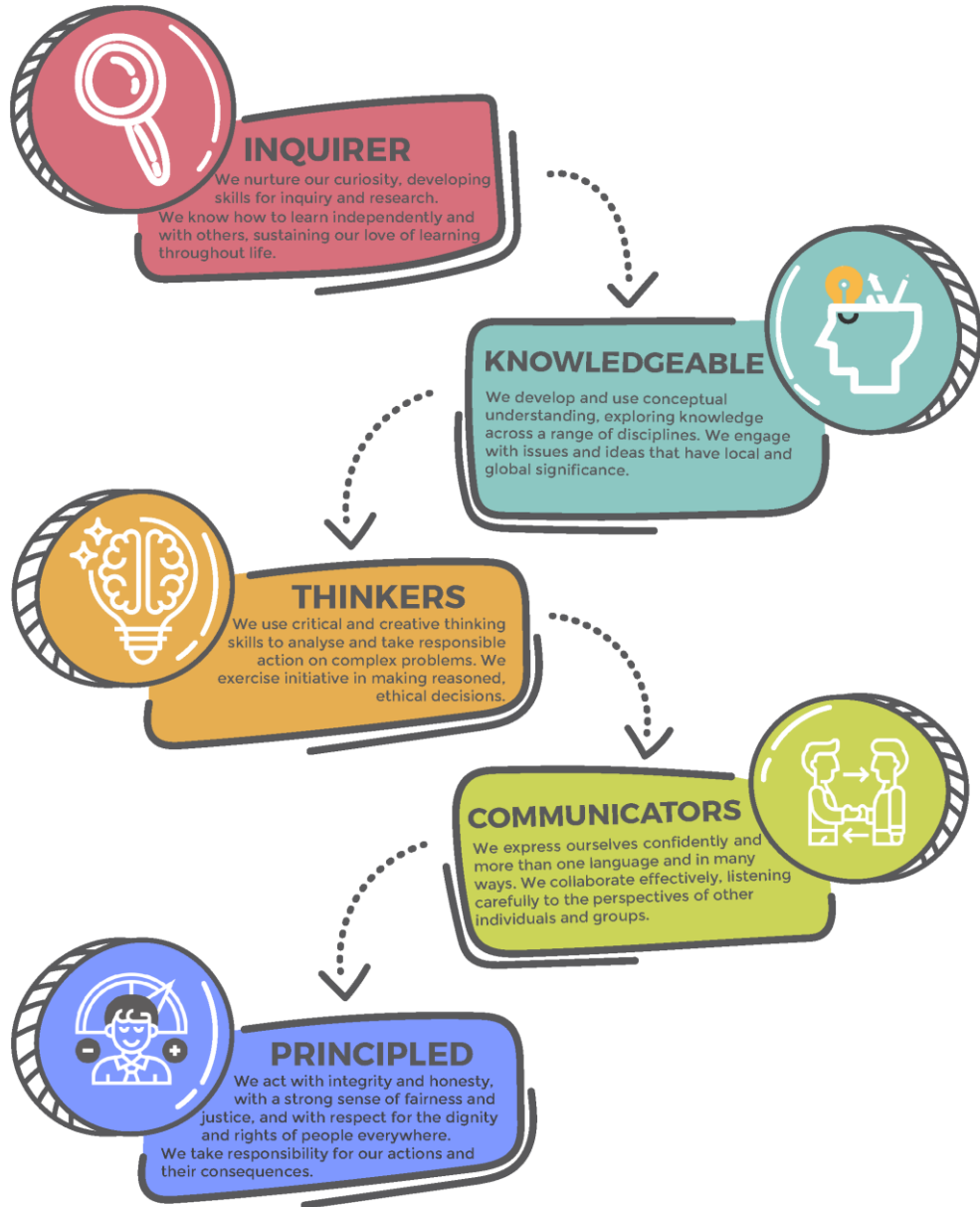
The background features several large, overlapping geometric shapes: a large orange triangle pointing down from the top center, a grey triangle pointing down from the top right, a red triangle pointing down from the top right, a red triangle pointing up from the bottom left, and a grey triangle pointing up from the bottom left. The text is positioned on the left side of the page.

“ IB Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

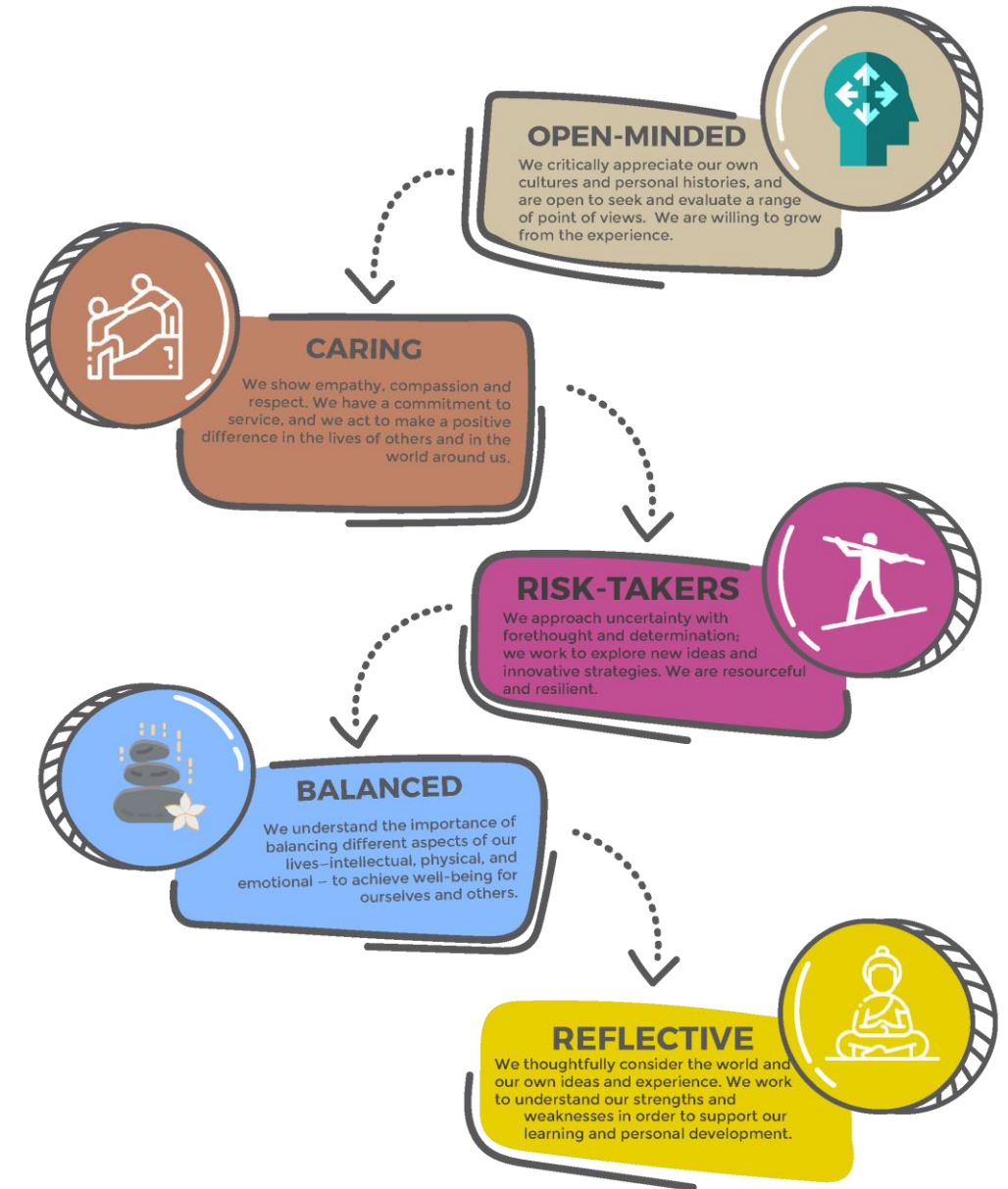
These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



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A transition from PYP to MYP

	NATURE	STRUCTURE	ASSESSMENT	LEARNING TO LEARN	LEARNING THROUGH EXPERIENCE	LANGUAGE LEARNING	CULMINATING EXPERIENCE
PYP	Framework Inclusive	Transdisciplinary Themes	Internal assessment of all aspects of a student learning	Approaches to learning	Action	Support of mother-tongue development School's additional language from age 5	Exhibition
MYP	Framework Inclusive	Organized around disciplines and interdisciplinary global contexts	Internal assessment based on subject-specific criteria	Approaches to learning	Service and Action	Support for mother-tongue/best language development Student's additional language (language acquisition)	Personal Project

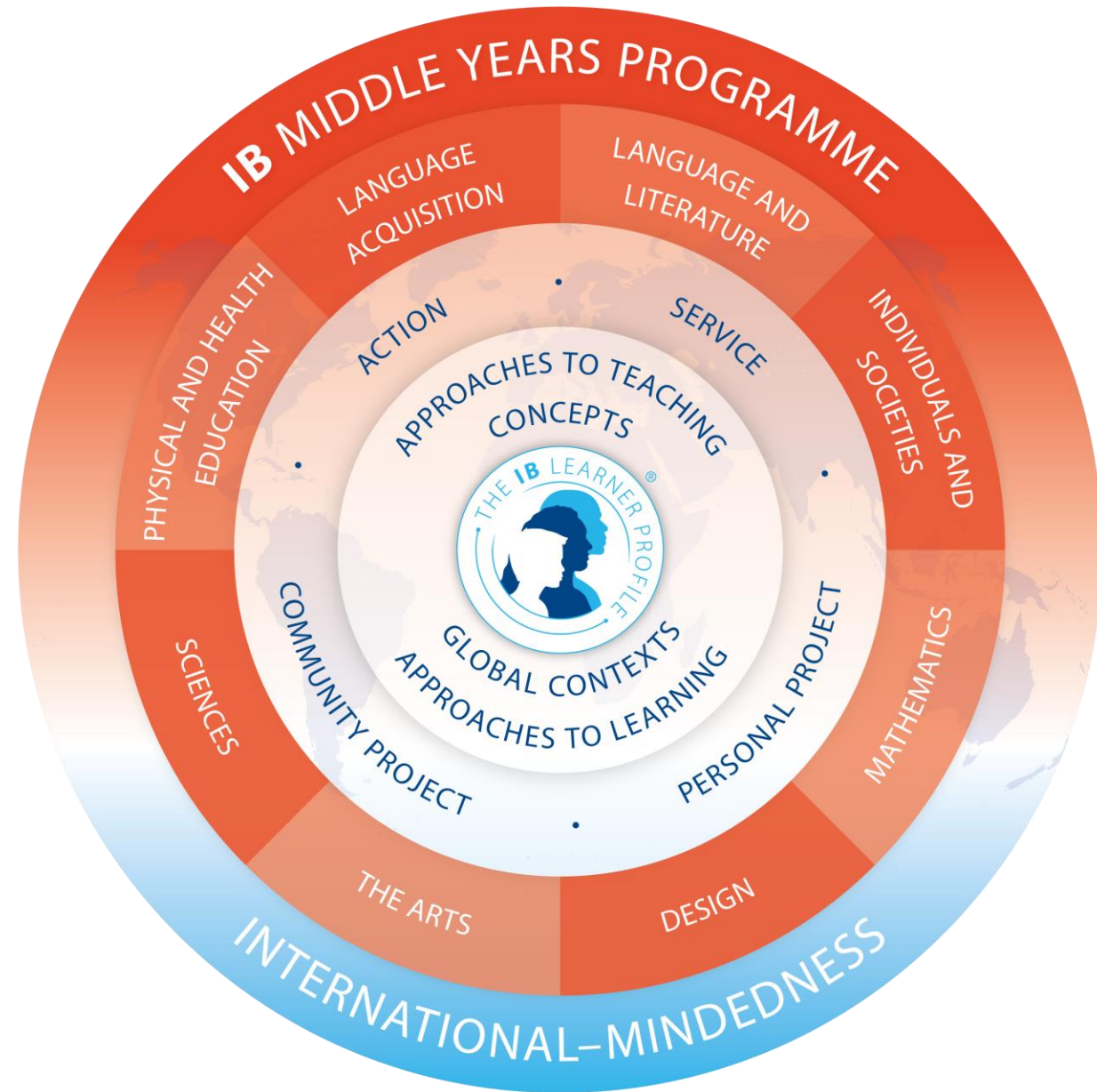
2. The Middle Years Programme (MYP)

The Middle Years Programme (MYP) of the International Baccalaureate (IB) is a course of study for students aged between 11 and 16 years; Grades 6–10 at Lady Andal School. In the MYP, the learner is at the core to emphasize holistic development of the person.

Through Approaches to Learning and Teaching (ATL & ATT), students develop the skills which allows them to think, question and collaborate with others. Their disciplinary understanding is underpinned by **conceptual learning**, which enable them to make connections to real-world **global contexts**.

Service allows students to take **action** in the local and global community. The **personal project** is a student-centered exploration of their personal interests, which assesses students' ATL skills.

The eight **subject groups** are offered as multiple disciplines. Interdisciplinary projects help students make connections between subjects.



2.1 A concept-driven curriculum

It encourages students to:

Relate facts to concepts



Create personal relevance



Increased motivation for learning



Increased conceptual language fluency



Achieve higher-order thinking



2.2 Conceptual and Contextual Learning

MYP units are built around key concepts and global contexts. Together, these frame subject-specific inquiries that are conceptually driven and set within authentic, real-life contexts.

These global contexts form a common language between all subject areas and aims to encourage international mindedness and global engagement within the programme. When students experience such meaningful and relevant learning, they are more likely to be engaged.

2.2 Conceptual and Contextual Learning

Each unit of work that the students engage with will be rooted in one of the global contexts:

Identities and Relationships

Exploration of identity, beliefs, values, what it means to be human

Personal and cultural expression

The expression of ideas, feelings, culture and beliefs

Globalization and sustainability

The global nature of human made systems.



Orientation in space and time

Discoveries that changed history; relationships between individuals and civilizations

Scientific and technical development

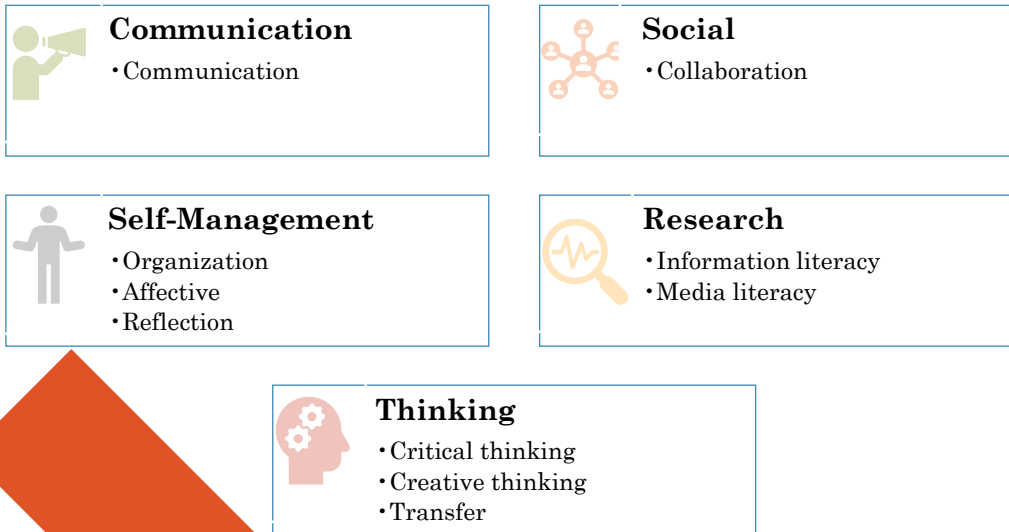
How humans adapt their environment and the impact this has

Fairness and development

The rights and responsibilities arising from the unequal access to finite resources

2.3 Approaches to learning (ATL)

The unifying thread throughout all subject groups which help students manage their own learning. Developing and applying these skills help students learn how to learn, a fundamental goal of the programme.



2.4 Service and Action

Service and Action is an essential element of the IB MYP requirements. Students are provided with numerous opportunities for service involvement in each year of the programme, which are in turn aligned with the MYP learning outcomes.

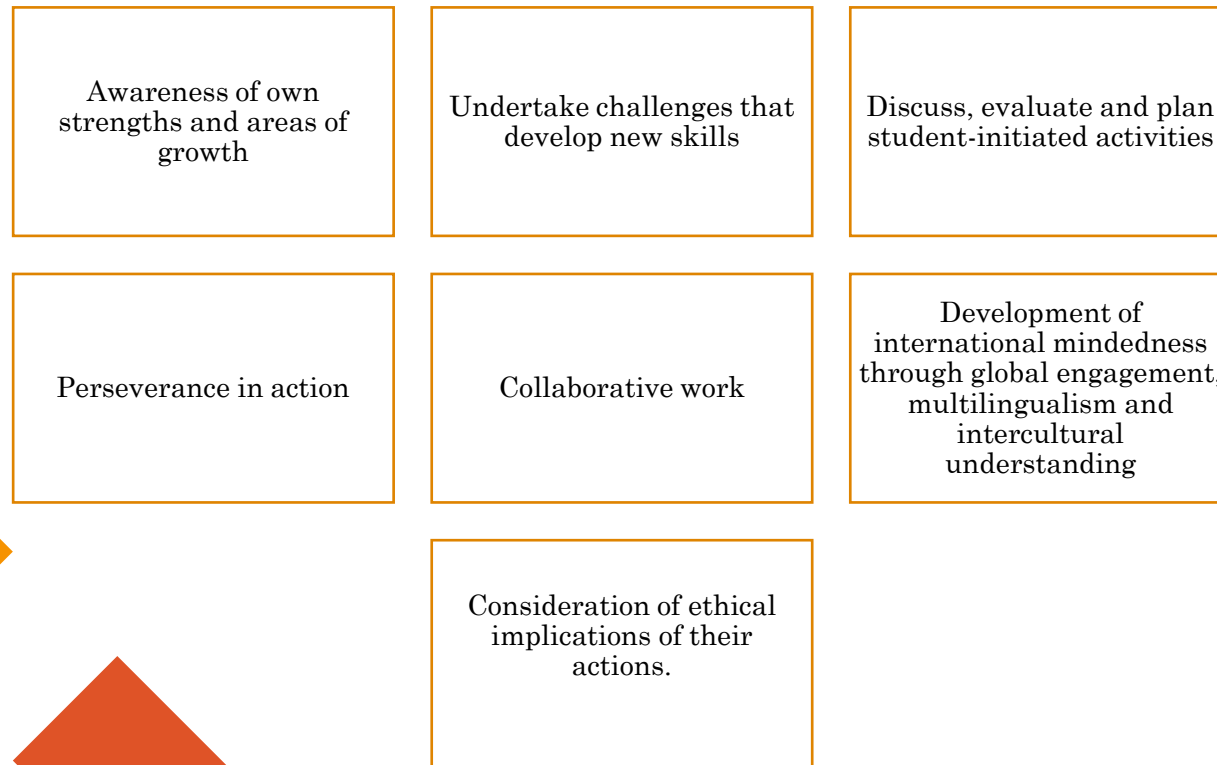
Students are encouraged to lead campaigns, projects and take initiatives which contribute to the welfare of the society.

All MYP students must fulfill the expectations for participation in community service, which is a prerequisite for the MYP certificate.



2.4 Service and Action

The evidence of service and action is documented through reflections in the form of:

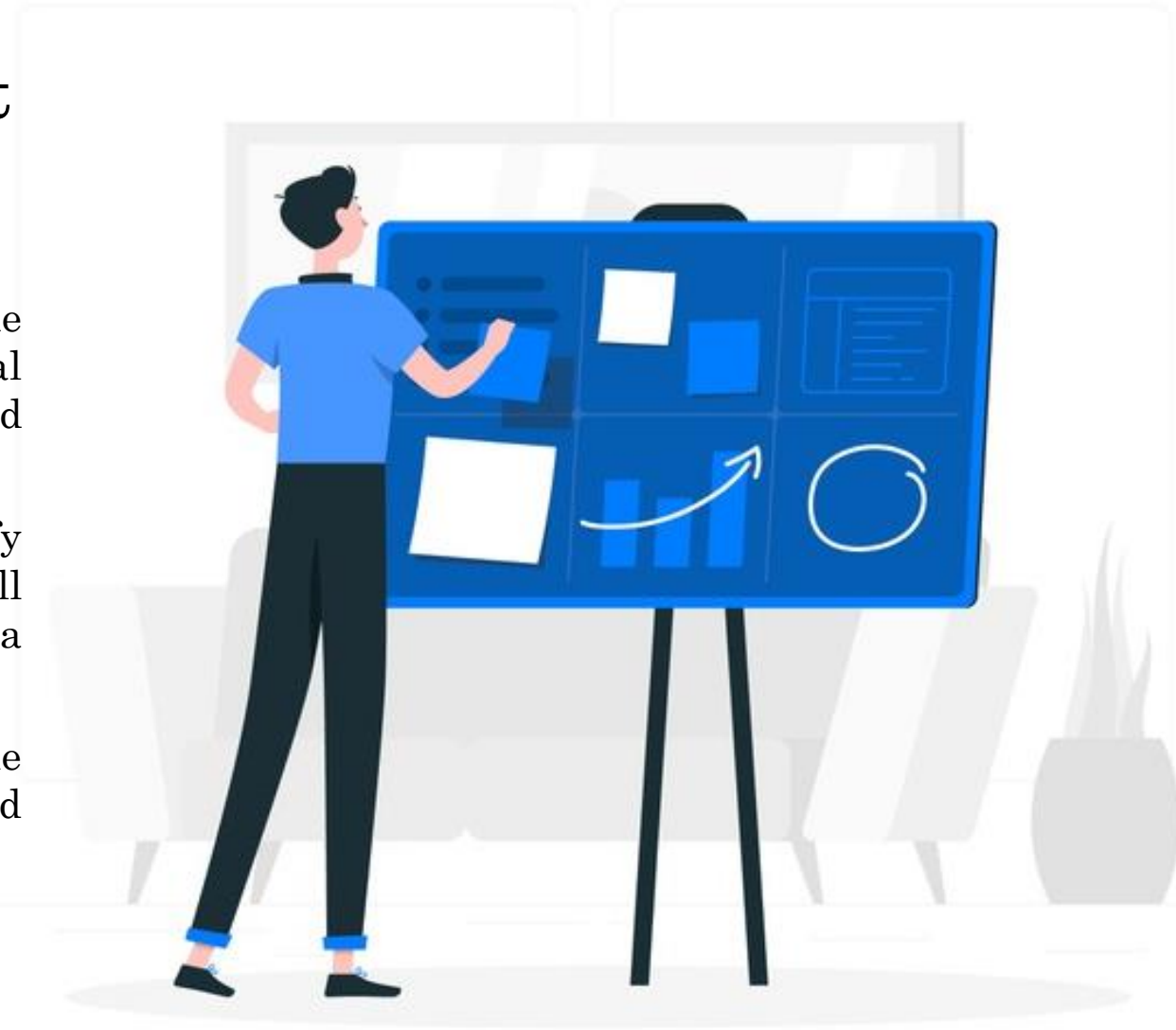


2.5 MYP Personal Project

The MYP personal project help learners to develop the attributes of the IB learner profile, engage in practical explorations through the cycle of inquiry, action and reflection.





Students decide what they want to learn about, identify what they already know, discovering what they will need to know to complete the project, and create a proposal or criteria for completing it.

The Personal Project is an integral component of the MYP and should be completed in order to be awarded the certificate of participation at the end of MYP 5.



2.5 MYP Personal Project

The MYP personal project gives the students the opportunity to:

-  Engage in personal inquiry on issues that are relevant to them, through a global context as a framework for learning.
-  Demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time.
-  Reflect on their learning and knowledge.
-  Set themselves up for future success in the IB DP.

3. MYP Subject Groups

The MYP comprises of eight subject groups, which students are required to study concurrently in a year.

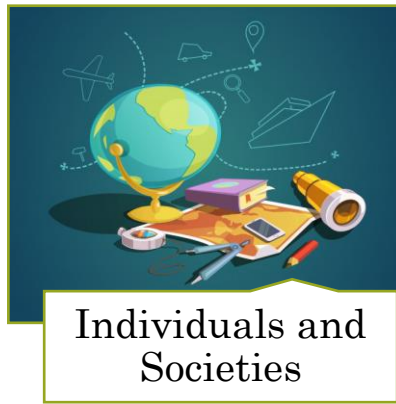
The MYP requires at least 50 hours of teaching time for each subject group in each year of the programme. In years 4 and 5, students have the option to take courses from six of the eight subject groups within certain limits, to provide greater flexibility in meeting national requirements and individual student learning needs.



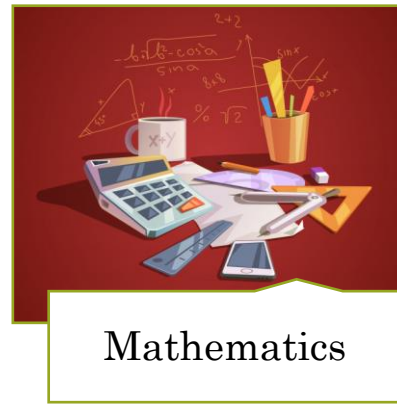
3. MYP Subject Groups



Language and Literature



Individuals and Societies



Mathematics



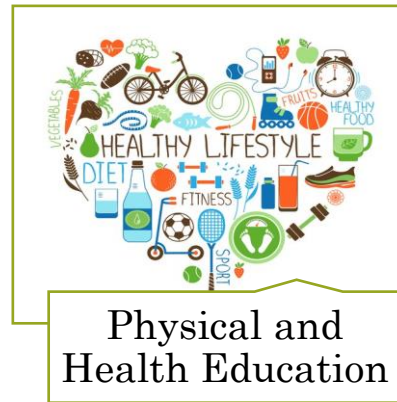
Design



Arts



Sciences



Physical and Health Education



Language Acquisition

3.1 Language and Literature

MYP Language and Literature builds on experiences in language learning that students have gained during their time in the IB PYP or other primary education.

At Lady Andal School, students take Language and Literature in English. It consists of a careful balance of language texts, including introductory units in poetry, fiction and drama. Students are exposed to all major literacy genres across time and place as a part of our practice in international mindedness.

The study of MYP language and Literature is to encourage and enable students to:

- Use language as a vehicle for thought, creativity, reflection, learning, self-expression and social interaction.
- Develop critical, creative and personal approaches to studying and analyzing literary and non-literary works.
- Develop a lifelong interest in reading widely and apply language skills in a variety of real-life contexts.

3.2 Language Acquisition

The aims of the study of additional languages are to acquire, firstly, the basis of a means of communication and an understanding of the linguistic, cultural, and social elements of the communities where these languages are spoken.

Students will acquire the skills of language – listening, speaking, reading, writing, viewing and presenting. Skills range from student self-expression to formal letters and literary analytical essays.

At Lady Andal School, students choose either Hindi or German as their language of acquisition.

3.3 Individuals and Societies

The aim of MYP Individuals and Societies is to encourage students to respect and understand the world around them, and to provide a skills base to facilitate further study. This is achieved through the study of individuals, societies and environments in a wide context: historical, contemporary, geographical, political, social, economic, religious, technological and cultural.

The aims of the teaching and learning of MYP Individuals and Societies are to encourage and enable the student to:

- Appreciate the range of human and environmental commonalities and diversities
- Understand the interactions and interdependence of individuals, societies and environments in different contexts
- Understand how both environmental and human systems operate and evolve over time
- Identify and develop a concern for human and environmental well-being
- Act upon opportunities to be a responsible global citizen
- Develop effective inquiry skills to achieve conceptual understanding in humanities

3.4 Sciences

With inquiry at the core, the MYP sciences encourages students to independently and collaboratively investigate issues through research, observation and experimentation. The MYP sciences curriculum explores the connections between science and everyday life.

As they investigate real examples of science applications, students develop as scientifically literate inquirers who are able to think critically and creatively to solve problems and make decisions affecting themselves, others and their social and natural environments.

Students learn to appreciate and respect the ideas of other, gain good ethical-reasoning skills and further develop their sense of responsibility as members of local and global communities.

At Lady Andal School, the sciences will be approached as a hands-on experience where students will be involved in experimentation, taking up mini projects and participating in classes in the field and laboratories.

3.5 Mathematics

MYP Mathematics sets out to give students an appreciation of the usefulness, power and beauty of mathematics. The MYP mathematics promote both inquiry and application, helping students to develop problem-solving techniques that transcend the discipline and are useful in the world outside school.

The aims of the MYP Mathematics are to enable students to:

- Develop their mathematical knowledge and oral, written and practical skills in a way which encourages confidence and provides satisfaction and enjoyment
- Apply mathematics in everyday situations and develop an understanding of the part which mathematics plays in the world around them
- Develop an understanding of mathematical principles and flexible strategies for problems of which solutions are not obvious
- Develop an ability to apply mathematics in other subjects, particularly science and technology
- Develop the abilities to reason logically, to classify, to generalise and to prove
- Appreciate patterns and relationships in mathematics

3.6 Arts

Involvement with the arts can contribute to an inquiring and empathetic world view, stimulate imaginations, challenge perceptions, develop thinking and analytical skills, enrich emotional, cultural and spiritual lives, uplift and entertain: this is the goal of MYP Arts.

Learning through the arts helps us to explore, shape and communicate our sense of identity and understanding of the world, while providing opportunities to develop self-confidence, resilience and adaptability. MYP Arts value the process of creating artwork as much as the finished product.

Visual Art for MYP is designed to develop the students' ability to express their ideas, their personalities, their interpretation of the world and the sense of pride that comes with mastering media skills and producing unique work.

Music in MYP functions as a means of personal and communal identity and expression, and embodies the social and cultural values of individuals and communities. This scenario invites exciting exploration and sensitive study. A vibrant musical education fosters curiosity and openness to both familiar and unfamiliar musical worlds. Through such a study of music we learn to hear relationships of pitch in sound, pattern in rhythm and unfolding sonic structures.

3.7 Design

Design, and the resultant development of new technologies, has given rise to profound changes in society: transforming how we access and process information; how we adapt our environment; how we communicate with others; how we are able to solve problems; how we work and live.

The MYP holistic approach to teaching and learning acknowledges that inquiry and problem solving contribute to students' development of thinking skills and strategies that will equip them to face the rapidly changing demands of the 21st century.

MYP Design aims to provide the means and the context to equip students with the knowledge, skills and understanding to become successful problem-solvers who can appreciate the impact of design in everyday life and society and who can solve real-life problems.

The MYP Design course at Lady Andal School is covered in two sub areas: Product Design and Digital Design.

3.8 Physical and Health Education

MYP Physical and Health Education is concerned with more than just participating in sports and games. Its primary aims are to encourage the development of “intelligent performers” and to encourage students to understand the importance of a balanced, healthy lifestyle. Throughout the five years of the MYP, students should develop knowledge, critical thinking and reflection skills, and a sense of responsibility, as well as interpersonal and self-motivational skills. This in turn should encourage choices that will contribute to long-term healthy living.

At Lady Andal School, we believe that Physical and Health Education is an integral part of a student’s life. The school provides opportunity to our students to play every day at school and gain knowledge about different games & sports. In MYP, we are offering various sports and physical activities for the all round development of the students like team sports: cricket, football, basketball etc.; individual sports: athletics, swimming, yoga etc.

4. Assessment and Criteria

MYP assessment at Lady Andal School comprises a broad range of performance tasks which measure what students can 'do'. Teachers use assessment data to inform teaching and students value assessment opportunities to reflect on learning. The nature of assessment, therefore, should be varied, creative and challenging, which promotes critical thinking and metacognitive development.



4.1 Assessment in MYP

Varied in approach

Students are assessed in a variety of ways: written assignments, oral presentations, field work, practical work, role-play, debates, exhibitions, performance, tests and examinations, research papers, peer and self-assessment.

Formative and Summative

Formative assessment means that students will be given assessed feedback on their work to help them improve it. They will also be involved in this assessment, perhaps through assessing their peers or even themselves.

Summative assessment is a terminal activity usually assessed by the teacher, often graded tasks for the report cards.

Criterion-based

Assessment is criterion-based, so that students are assessed against published, agreed learning objectives. These learning objectives are published for each subject and each grade level, and are available to parents and students on the school's learning management tool, Toddle. The subject criteria are based on the learning objectives mandated by the IB.

4.2 Assessment Criteria

Subject Groups	ASSESSMENT CRITERIA FOR ALL MYP SUBJECTS			
	A	B	C	D
Language and Literature	Analyzing	Organizing	Producing text	Using languages
Language Acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating in response to text	Using language in spoken or written form
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying math in real-life contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance

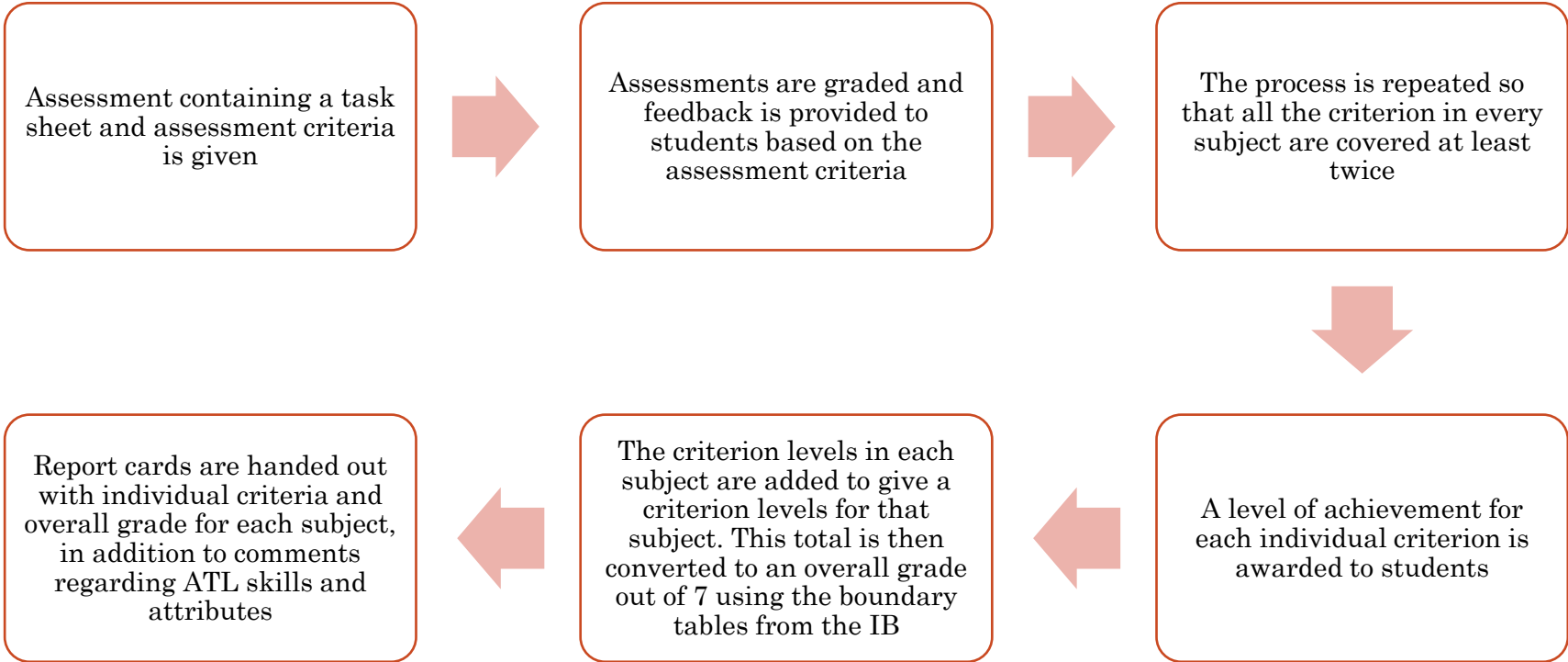
4.3 Assessment Grading

Each criterion must be assessed at least twice per year. The teacher will determine the 'best sustained effort' for each criterion and give a semester grade for that criterion. Criterion levels will then be added up and converted to a 7-point scale.

Using the grade boundaries provided by the IB, students get a final grade out of 7 for each subject (1 being the lowest grade and 7 the highest grade).



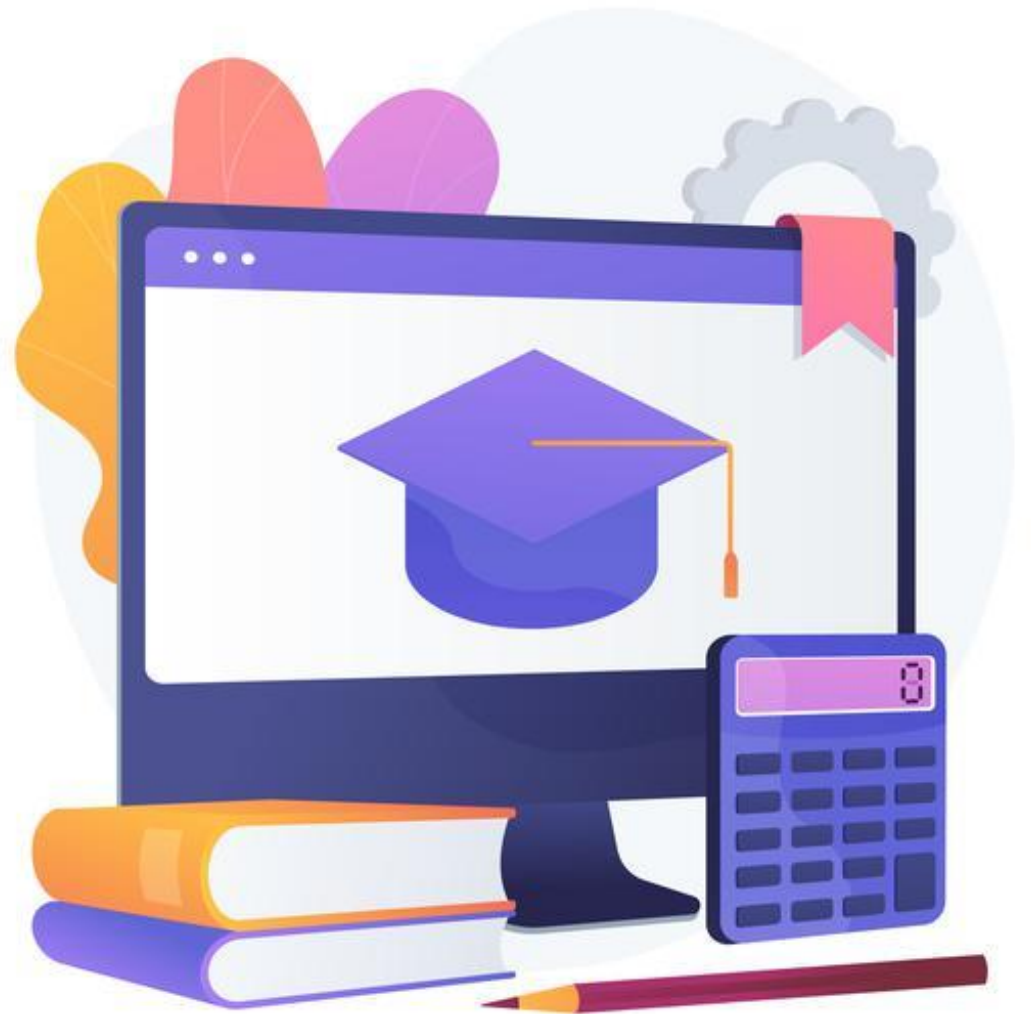
4.4 Assessment Process



4.5 MYP e-assessment

Once a school registers for e Assessment in the MYP, the IB will be able to assess students' work in two ways:

1. e Portfolios of course work, including a compulsory ePortfolio for the personal project.
2. On-screen examinations, with each exam lasting two hours.



4.6 MYP Certificate

An MYP certificate is awarded to those students who meet the following requirements:

- Study one subject each from at least six of the subject groups.
- Complete the assessment requirements of six subjects, interdisciplinary on-screen examination, the community project and the personal project.
- Gained at least a grade of 3 in all of the above.
- Completed the school's requirement for community service.

Only under exceptional circumstances may a student study fewer than eight subject groups. This decision will be made at the start of the academic year and will be on an individual basis.

5. Academic Honesty

At Lady Andal School, we believe that academic honesty is an important dimension in the authentic construction of meaning and learning in all IB programmes.

All MYP students will receive guidance and instruction on academic honesty by teachers, librarians, and the MYP Coordinator. Subject-specific guidance will be provided on the correct use of referencing standards.



5. Academic Honesty

We believe that all students:

- should be honest in presenting their school work
- can gain knowledge and understanding from the ideas of other people, understanding these ideas need to be acknowledged
- should understand that their teachers value their learning and ideas
- should present their ideas in their own words
- should feel empowered to report any academic misconduct
- should understand that working in groups can be a powerful learning experience, and what they present to their teacher is their own individual work, expressed in their own words
- should understand the benefits of properly conducted research and respect for the creative efforts of others
- should be given the opportunity to understand what academic honesty is and how to uphold the school's academic honesty expectation



References

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