

PSP 2014

Evaluation report

IB World Schools Department

Report on Programme Evaluation

Head of school: Eugen Krieger

School: Gymnasium am Münsterplatz

IB school code: 006416

IB programme: Diploma Programme

Evaluation report date: Monday 28 February 2022

Dear Dr. Krieger,

Thank you for completing the self-study process for programme evaluation. The IB recognizes that this process requires considerable time and effort from the entire school community. We appreciate the effort that you have made and hope that the insights gained along the way will be valuable in further developing your programme.

The aim of this evaluation is for the IB to ensure that the standards and practices of the programme are being maintained. The IB is aware that for each school the implementation of an IB programme is a journey, and that the school will meet these standards and practices to varying degrees along the way.

The present report is based on the analysis of the self-study questionnaire and supporting documents together with the findings of the school visit.

The report includes the following:

- feedback on the self-study process;
- commendations for school practices that address the Programme standards and practices in ways that solve challenges faced by the school and/or outstanding implementation;
- recommendations for the school on further developing the programme;
- matters to be addressed (MTBAs) that identify areas within a school's practice which, if not addressed immediately, will jeopardize the integrity of the programme and thus the school's entitlement to be considered an IB World School;
- findings that describe the practices at the school that led to the commendations, recommendations or MTBAs;
- indication of the evidence to be provided by the school in case of MTBAs;
- a conclusion for each standard.

Outcome of the evaluation process of your school

Based on the findings included in the report, the IB has not identified any matters to be addressed.

We trust the information found in this report will support the school in its continued implementation and enhancement of the IB programme.

We wish you continued success with the implementation of the IB Programme. We hope the self-study process has been beneficial and will lead to an even stronger programme implementation. We appreciate the contribution your school makes to the IB community and look forward even greater engagement in the coming years.

Yours sincerely,



Adrian Kearney

Director of IB World Schools

Process of the school's self-study

	IB Response
Timeline: The self-study took place over at least 12 months.	17 Months
Stakeholders involved: Those involved in the organization and implementation of the programme contributed to this process: members of the governing body, administrators, teaching and non-teaching staff, students and parents.	Yes
Gathering evidence: The self-study is evidence based, drawing on existing school documentation and reflecting actual practice in the school during the period under review.	Yes
Reflection in teams: Meetings were organized, allowing time for reflection, discussion and collation of evidence, if applicable.	Yes

Section A: Philosophy

Standard A

The school's educational beliefs and values reflect IB philosophy

Practice 1

The school's published statements of mission and philosophy align with those of the IB.

Finding of the Team	<p>Responses in the self-study questionnaire, and review of the school brochure and website demonstrate that the statements of mission and philosophy are published to the community in English and German and are included in a brochure "Gymnasium am Munsterplatz Leitbild". The mission and philosophy align with those of the IB in that pedagogy extends beyond academic, attending to students' social, emotional, physical and moral needs, developing awareness of their responsibilities to our shared humanity.</p> <p>Values detailed in the "Gymnasium am Munsterplatz Leitbild" are social relationships, assessment, results, institutional framework and teaching and learning.</p> <p>Responses in the self-study questionnaire indicate that the statements of mission and philosophy were reviewed as part of a recent general harmonisation of the school system in Basel-Stadt.</p>
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Practice 2

The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.

Finding of the Team	Responses in the self-study questionnaire indicate that guidelines mandated by the governing body are congruent with IB philosophy and describe a whole school emphasis on approaches to learning. Descriptions include a well established social emotional learning programme, a curriculum focus on ATL skills, community engagement, and the school's physical environment and learning resource planning based on ATL implementation. Additionally, teachers regularly participate in ATL focused professional development and collaborate on cross-curricular project-based learning activities.
Commendation	The school implements an intentional focus on developing approaches to learning and consistently adopts inquiry-based learning in school culture.

Practice 3

The school community demonstrates an understanding of, and commitment to, the programme(s).

Finding of the Team	Responses in the self-study questionnaire and descriptions of round-table discussions include positive affirmations from members of the school community regarding the DP and IB philosophy reflected in school culture and events. The high number of students interested in studying the DP alongside the Swiss Matura demonstrates the commitment of the school community to complementing national education with the IB diploma programme.
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Practice 4

The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.

Finding of the Team	The self-study questionnaire states that the Swiss curriculum and IB are closely aligned regarding the learner profile and the concept of international mindedness. The school encourages students to engage in Model United Nations, the European Youth Parliament and an annual attendance at the Shanghai Sister Cities Youth Camp. Additionally, student participate in exchange experiences and study trips.
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Practice 5

The school promotes responsible action within and beyond the school community.

Finding of the Team	Responses in the self-study questionnaire and sampled CAS files reference opportunities for engaging in responsible action in the wider school community. Described in the self-study questionnaire are the construction of a CAS specific website, podcast and film, yearbook committee, the Big Knit project, and the DaZ Lunch Hours initiative.
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Practice 6

The school promotes open communication based on understanding and respect.

Finding of the Team	Responses in the self-study questionnaire describing a parent based advisory programme and featured items on the website demonstrate that open, respectful communication is promoted at the school. Additional references to communication avenues and platforms, in the self-study questionnaire include school newspapers, bulletins and journals, a yearbook and various social media accounts.
Commendation	There is shared ownership of communication channels across the community providing a voice to all members of the community in school matters and decision-making.

Practice 7

The school places importance on language learning, including mother tongue, host country language and other languages.

Finding of the Team	<p>Descriptions in the self-study questionnaire indicate that the school promotes meaningful and relevant activities, and a supportive learning environment that encourages verbal expression and one in which different linguistic backgrounds are recognized and appreciated.</p> <p>The school's philosophy on language learning, as presented in the language policy, indicates a commitment to promoting international mindedness and intercultural understanding through language teaching and learning.</p> <p>As indicated in the language policy and self-study questionnaire, students study at least three languages, which are part of the IB Diploma Programme as well as the Swiss Baccalaureate Diploma Programme, with German, as a first language. Language study options at the school also include various proficiency levels English, French, Arabic, Chinese, Hebrew, Japanese and Russian. Additionally, the school offers courses for language certificates in English (FCE/CAE/CPE), French (DELF/DALF), Spanish (DELE) or Italian (CELI). Students achieving the Swiss Matura are recognized with a "bilingual" certificate.</p> <p>Descriptions provided in the self-study questionnaire and language policy confirm that the school community is educated about the benefits of multilingualism.</p>
Commendation	The school has established solid partnerships in the local and international community to support the teaching and learning of mother tongues and the school structurally and philosophically promotes multilingualism.

Practice 8

The school participates in the IB world community.

Finding of the Team	While the school is engaging with other IB World Schools in Switzerland, the Chart 2 indicates that there are no members of staff supporting the IB through IBEN, as examiners, workshop leaders, curriculum development team members or school visitors.
Recommendation	The school should develop and implement strategies to further participate in the IB world community.
Action Plan	School did not include appropriate actions in Action Plan.

Practice 9 + 9a + 9b + 9c

The school supports access for students to the IB programme(s) and philosophy.

Finding of the Team	Responses in the self-study questionnaire describe efforts to encourage students to participate in the DP including regular information sessions. Access to the DP is inclusive, and is delineated in both the admissions policy, as per government regulations, and the self-study questionnaire indicating that students apply to the DP when they apply to the school two years before DP years 1 and 2. The DP is considered an evolution of the bilingual baccalaureate, and students in the bilingual class are considered for entrance to the DP. The school's subject choices, provisions for the DP core and its timetable facilitate completion of a full diploma. The school also registers course candidates, to compensate for limited available space in the full diploma classes.
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Conclusion of the IB

Based on the analysis of the self-study questionnaires and the supporting documents

	School's Conclusion	IB Response
School's Progress With regard to IB recommendations for this standard from the previous evaluation process or from authorization,		No recommendations were made from the previous evaluation process or from authorization.
Conclusion	Shows Satisfactory Development	Shows Satisfactory Development

Section B: Organization

Standard B1: Leadership and structure

The school's leadership and administrative structures ensure the implementation of the IB programme(s)

Practice 1

The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programme(s).

Finding of the Team	As described in the self study questionnaire, the Ministry of Education authorities are kept informed about DP implementation in monthly meetings comprising all heads of cantonal schools.
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Practice 2

The school has developed a governance and leadership structure that supports the implementation of the programme(s).

Finding of the Team	As indicated in the self-study questionnaire, the governing body comprises two entities, the Cantonal Ministry of Education is the educational authority and the Schulkommission is the Board of Governors. Once a month, there is a meeting of the Department of secondary schools (Abteilungskonferenz der Mittelschulen, AKOM) and there are five meetings per year with the school committee attended by the principal and DP coordinator.
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Practice 3

The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).

Finding of the Team	The organizational chart and descriptions in the self-study questionnaire confirm an organizational structure in which the DP coordinator has pedagogical leadership responsibility. Responsibilities detailed in the DP coordinator's job description are consistent with IB expectations.
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Practice 4

The school has appointed a programme coordinator with a job description, release time, support and resources to carry out the responsibilities of the position.

Finding of the Team	The DP coordinator's job description and the self-study questionnaire summarize responsibilities associated with the role consistent with IB expectations. Release time allocated to the DP coordinator for responsibilities relating to DP implementation is indicated at 10% with a full time DP coordinator's assistant. As the Vice Principal the DP coordinator has a senior leadership role in the school.
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Practice 5

The school develops and implements policies and procedures that support the programme(s).

Finding of the Team	Documentation submitted by the school includes the following policies admissions, academic honesty, assessment, inclusion and language. All policies are communicated to stakeholders either through the educational authority or through the school leadership.
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Practice 5a

The school has an admissions policy that clarifies conditions for admission to the school and the Diploma Programme.

Finding of the Team	As indicated in the self-study questionnaire, the admissions policy is based on the cantonal laws for entry to a Swiss Upper Secondary School and is the same for all cantonal schools in Switzerland. The DP is clearly referenced in the policy, clarifying criteria to be met for admission to and continuance in the DP.
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Practice 5b

The school develops and implements a language policy that is consistent with IB expectations.

Finding of the Team	The school's philosophy on language learning is consistent with IB expectations, indicating a commitment to promoting international mindedness and intercultural understanding through language teaching and learning. The policy delineates the school's language profile, the language study options available in the DP including options for students whose first language is other than German. German is treated as the first language and there are varying levels of English and German language proficiencies represented as are modern foreign languages French, Arabic, Chinese, Hebrew, Japanese and Russian. Also offered are courses for language certificates in English (FCE/CAE/CPE), French (DELF/DALF), Spanish (DELE) or Italian (CELI). Students achieving the Swiss Matura are recognized with a "bilingual" certificate.
Commendation	The school promotes multilingualism through the curriculum, bilingual education in the national curriculum and role modeling through its staff.

Practice 5c

The school develops and implements an inclusion/special educational needs policy that is consistent with IB expectations and with the school’s admissions policy.

Finding of the Team	The self-study questionnaire indicates that the school is mandated to follow the “Vollzugsregelung Nachteilsausgleich” which is a cantonal policy revised by the ministry of education authorities. The policy articulates specific types of support available, roles and responsibilities regarding learning support and student identification procedures. The “Vollzugsregelung Nachteilsausgleich” is available to the school community via the intranet system. Review of the translated document does not show any reference to access accommodation and processes to ensure DP candidates are provided inclusive access arrangements during external written examinations.
Recommendation	The school creates and implements an addendum to the national inclusion policy that ensures that all IB expectations regarding an inclusion policy are met.

Practice 5d

The school has developed and implements an assessment policy that is consistent with IB expectations.

Finding of the Team	<p>As indicated in the self-study questionnaire, the school is required to follow cantonal mandates regarding assessment practices. The philosophy on assessment, roles and responsibilities regarding assessment, assessment types, frequency of assessments and reporting results are described in the government document. Although the cantonal policy document describes types of assessment, the frequency of reporting assessment data, the document is not DP specific and does not describe DP assessment practices.</p> <p>The self-study questionnaire describes a school assessment policy and an internal quality control group comprised of teachers, concerning assessment practices and an outline for aligning government mandates with IB requirements, and the standardization of assessments within the DP and across the school. Review of the submitted assessment policy shows that it does not refer to criterion referenced assessment and the IB grading system.</p>
Recommendation	The school reviews its assessment policy to ensure it fully supports IB assessment approaches.

Practice 5e

The school has developed and implements an academic honesty policy that is consistent with IB expectations.

Finding of the Team	The academic honesty policy is a cantonal government policy document, “Richtlinien für den Umgang mit Plagiaten” stipulating guidelines for upholding the principles of academic integrity in line with statutory requirements, aligned with those of the IB. Responses in the self-study questionnaire define plagiarism and delineate consequences for malpractice, which are consistent with IB expectations, indicating the use of copy-stop.ch to identify misconduct, but this is not referenced in the “Richtlinien für den Umgang mit Plagiaten”. The submitted policy provides little information on the responsibilities of school leaders, teachers, students and parents to develop research skills and academic integrity.
Recommendation	The school reviews its academic integrity policy to outline how principled behavior and skills promote academic integrity.

Practice 5f

The school complies with the IB regulations and procedures related to the conduct of all forms of assessment for the Diploma Programme.

Finding of the Team	The school complies with the IB regulations and procedures related to the conduct of all forms of assessment for the Diploma Programme.
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Practice 6

The school has systems in place for the continuity and ongoing development of the programme(s).

Finding of the Team	The school’s comprehensive action plan is based on the Diploma Programme standards and practices and includes detailed objectives and actions. Roles, responsibilities and outcomes are clearly indicated. The self-study questionnaire provides examples of DP specific objectives planned and implemented as whole school initiatives.
Commendation	The school has developed an action plan as part of a wider strategic plan which allow to develop the diploma programme intentionally and effectively over time.

Practice 7

The school carries out programme evaluation involving all stakeholders.

Finding of the Team	Descriptions of the self-study process confirms that feedback was sought from all stakeholders and reflection on the diploma programme standards and practices was done in teams including students, parents, teachers and school leadership. Presentation of outcomes of discussions and detailed descriptions of relevant evidence provided in the self-study as well as additional documents highlight thorough reflection.
Commendation	The school carried out the self-study involving all stakeholder groups of the community in committees, discussion forums, and surveys with the school regularly acquiring feedback.

Conclusion of the IB

Based on the analysis of the self-study questionnaires and the supporting documents

	School's Conclusion	IB Response
School's Progress With regard to IB recommendations for this standard from the previous evaluation process or from authorization,		The school has taken into consideration the IB recommendations from the previous evaluation process or from the authorization.
Conclusion	Shows Satisfactory Development	Shows Satisfactory Development

Standard B2: Resources and support

The school's resources and support structures ensure the implementation of the IB programme(s)

Practice 1 + 1a + 1b

The governing body allocates funding for the implementation and ongoing development of the programme(s).

Finding of the Team	The implementation budget includes the correct annual IB fees, instructional resources and staff professional development, and designated allocations for the school's TOK and CAS programme resources. Descriptions of CAS provided in the self-study questionnaire and CAS documents are consistent with IB expectations. As indicated in the self-study questionnaire, 15% release time is allocated for the CAS coordinator role which is shared by two teachers. There are CAS advisors appointed constituting a CAS team approach.
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Practice 2

The school provides qualified staff to implement the programme(s).

Finding of the Team	The Chart 2 confirms that the school provides qualified staffs for all subjects offered. Responses in the self-study questionnaire confirm that structures are in place to address staff turnover, which is indicated by the school as minimal. Newly hired staff are integrated into the "Fachgruppe" for their subject and can also use MS Teams and ILIAS for information. New teachers attend in-house orientation focused on general school administration and tasks.
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Practice 3 + 3a

The school ensures that teachers and administrators receive IB-recognized professional development.

Finding of the Team	The school's professional development plan, as indicated in the implementation budget and described in the self-study questionnaire, demonstrates an ongoing commitment to IB recognized PD for staff. The Chart 2 demonstrates that the PD requirements for administrators, programme and core component coordinators are met.
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Practice 4

The school provides dedicated time for teachers' collaborative planning and reflection.

Finding of the Team	Responses in the self-study questionnaire demonstrate that horizontal and vertical collaborative planning constitutes regular practice. Indicated are weekly departmental timetabled lesson periods for planning the Swiss Matura and the DP, ensuring horizontal and vertical collaboration. Also described are inset days for staff conferences and meetings, and time slots specifically dedicated for discussing DP-related topics. The meeting schedule indicates meeting objectives as assessment calendar development, analysis of May exam session data, student progress and curriculum planning while there is little information on regular collaboration on other areas stated in practices in Standard C1, e.g.: integration of IB core, approaches to learning, inclusion.
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Practice 5 + 5a + 5b + 5c

The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).

Finding of the Team	<p>Descriptions in the self-study questionnaire indicate that the school complies with programme-specific expectations for resources and facilities.</p> <p>Descriptions in the self-study questionnaire indicate that there are two fully equipped labs for biology, chemistry and physics, which have been recently renovated following severe flooding. Descriptions of laboratory resources and safety equipment are consistent with DP requirements. Ownership and use of dataloggers for science investigations is also indicated.</p> <p>Regarding spaces for the arts, although there are no arts courses offered in the DP, the self-study questionnaire describes recently renovated spaces for graphic and creative design equipped with 24 computers with image editing software, studio flash equipment, 14 digital cameras and 12 tripods. Music facilities have also been recently renovated.</p> <p>ICT facilities and resources are described as shared desktop computers in classrooms and the library, and a one-to-one laptop and digital pencil provision for students and teachers. The school indicates that the use of MS Teams has replaced the need for interactive whiteboards in the classrooms.</p> <p>As described in the self-study questionnaire exam materials are kept in a lockable metal cupboard fixed to the wall in a secure storage room. Access to the cupboard is by the DP coordinator and Assistant DP coordinator with a key that is kept in a digital lock box.</p>
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Practice 6 + 6a

The library/multimedia/resources play a central role in the implementation of the programme(s).

Finding of the Team	<p>In the self-study questionnaire, the library is described as a purpose-built learning center and media library, which students can access independently from 07:30 to 16:30 daily. Students also have access to the online library portal “e-medien”.</p> <p>Descriptions of the library space and furnishings, printed resources collections and access to digital library databases are consistent with IB expectations.</p> <p>Additionally, the self-study questionnaire indicates that the librarian has participated in a library specific IB workshop and the school indicates plans to further strengthen the role of the library in its action plan.</p>
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Practice 7

The school ensures access to information on global issues and diverse perspectives.

Finding of the Team	<p>Responses in the self-study questionnaire indicate that the school provides access to global information via WiFi and engagement with global platforms and local and national community initiatives.</p>
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Practice 8

The school provides support for its students with learning and/or special educational needs and support for their teachers.

Finding of the Team	Student learning support processes described in the inclusion policy and the self-study questionnaire include identification, monitoring, follow up, and regular reporting. Descriptions confirm an awareness of procedures required to apply for inclusive assessment arrangements from the IB.
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Practice 9 + 9a

The school has systems in place to guide and counsel students through the programme(s).

Finding of the Team	As indicated in the self-study questionnaire, guidance on post-secondary options within Switzerland is provided by the Vice Principal and supported by a parent initiative called “Behind the Scenes” highlighting career options. There are opportunities to attend Swiss University open days between September and January. Counselling for students wishing to study outside of Switzerland is the responsibility of the Vice Principal, who has experience with European, UK and North American tertiary education.
Commendation	The school has developed and implements a structure that encourages wider community participation in career guidance.

Practice 10 + 10a + 10b + 10c

The student schedule or timetable allows for the requirements of the programme(s) to be met.

Finding of the Team	<p>The self-study questionnaire indicates that there are 40 weeks of instruction per year, 36 and 34 instructional periods per week in DP years 1 and 2 respectively, and 45 minutes per instructional period. Information regarding teaching hours included in the Chart 1 and sample schedules indicate that higher level courses are taught for 320 hours per year and standard level courses are taught for 240 hours of instruction. There are also national curriculum requirements to be met in some subjects.</p> <p>The student schedules submitted for review clearly show how each day is organized for students.</p> <p>TOK is indicated as being taught for 100 hours over two years. As described in the self-study questionnaire and CAS documents, students are engaged in CAS over the 18 months of the DP. The student schedules and assessment due date calendar demonstrate that students' workload is balanced.</p>
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Practice 11

The school utilizes the resources and expertise of the community to enhance learning within the programme(s).

Finding of the Team	Descriptions of CAS and other learning engagements described in the self-study questionnaire and accompanying documents demonstrate that expertise and resources available in the community are used to enhance learning in the DP. Described are partnerships with a local pharmaceutical company, the Universities of Basel and Zurich, the Botanical Gardens, InqCH Engineers, Blood Centre Basel-Stadt, and the ETH Zurich.
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Practice 12

The school allocates resources to implement the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essays for all students, depending on the programme(s) offered.

Finding of the Team	Responses in the self-study questionnaire evidence sufficient and appropriate resources to implement the Extended Essay. The EE processes described in the Student Extended Essay Handbook are consistent with IB expectations.
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Conclusion of the IB

Based on the analysis of the self-study questionnaires and the supporting documents

	School's Conclusion	IB Response
School's Progress With regard to IB recommendations for this standard from the previous evaluation process		The school has taken into considerations IB recommendations from the previous evaluation process
Conclusion	Shows Satisfactory Development	Shows Satisfactory Development

Section C: Curriculum

Standard C1: Collaborative planning

Collaborative planning and reflection support the implementation of the IB programme(s)

Practice 1 + 1a + 1b

Collaborative planning and reflection address the requirements of the programme(s).

Finding of the Team	The self-study questionnaire describes weekly departmental timetabled lesson periods for planning the Swiss Matura and the DP, ensuring horizontal and vertical collaboration. Also described are in-set days for staff conferences and meetings, and time slots specifically dedicated for discussing DP-related topics. The meeting schedule indicates meeting objectives as assessment calendar development, analysis of May exam session data, student progress and curriculum planning. Also indicated is that TOK integration is achieved by the TOK teaching team representing teachers from different departments and subjects including geography, history, languages, mathematics, physics, psychology, and pedagogical leadership. However, integration of the IB core is not identified as a topic for collaborative reflection in meetings and the school rates the practice as developing.
Recommendation	The DP coordinator and teachers strengthen intentional and explicit integration of the IB core in subject teaching through collaborative planning and reflection.

Practice 2

Collaborative planning and reflection take place regularly and systematically.

Finding of the Team	Meeting schedules, agendas, and responses in the self-study questionnaire confirm that there are meetings focused DP implementation involving all DP teachers while the objectives of meetings indicate limited time for systematic collaborative planning on IB pedagogy. The self-study questionnaire indicates that meeting time is shared with whole school planning. Also evidenced is that collaborative planning meetings occur systematically over the course of each academic year.
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Practice 3

Collaborative planning and reflection address vertical and horizontal articulation.

Finding of the Team	The meeting schedule and descriptions in the self-study questionnaire provide evidence that there is vertical planning across the grade levels in the Swiss Matura and the DP, and horizontal planning within DP subject areas. Descriptions of meeting objectives provided in the self-study questionnaire reference some exploration of key concepts and contexts, subject content and classroom strategies for inquiry-based learning.
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Practice 4

Collaborative planning and reflection ensure that all teachers have an overview of students' learning experiences.

Finding of the Team	There is evidence that collaborative planning provides all teachers with an overview of students' learning experiences. As described in the self-study questionnaire all teachers have access to an examination planner used to schedule and provide an overview of assessment tasks. Also indicated is that an overview of student learning is accessible on MS Teams.
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Practice 5

Collaborative planning and reflection are based on agreed expectations for student learning.

Finding of the Team	Responses in the self-study questionnaire and descriptions of collaborative meeting objectives indicate that the school integrates approaches to teaching and learning into the collaborative planning process. Responses reference both formal and informal meetings regarding goal setting and agreed expectations for learning. Subject teachers conduct an annual "learning report interview" for each student with a focus on achievement, opportunities for growth, and goal setting.
Commendation	Teachers collaboratively develop and act on shared agreements on student learning and assessment outcomes.

Practice 6

Collaborative planning and reflection incorporate differentiation for students' learning needs and styles.

Finding of the Team	As indicated in the inclusion policy as well as in the self-study questionnaire, implementing differentiation strategies according to students' needs are a part of the school's collaborative planning objectives. References regarding differentiation include implementing goal setting and scaffolding strategies in classroom practice.
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Practice 7

Collaborative planning and reflection are informed by assessment of student work and learning.

Finding of the Team	Descriptions of planning meetings provided in the self-study questionnaire include meetings across subjects to discuss student learning based on formative and summative assessment performance and forward planning to improve classroom practice.
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Practice 8

Collaborative planning and reflection recognize that all teachers are responsible for language development of students.

Finding of the Team	Responses in the self-study questionnaire and stipulations in the language policy confirm that collaborative planning involves strategies to support language development of students across all subjects. Descriptions include implementing classroom strategies to support German and English language development.
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Practice 9

Collaborative planning and reflection address the IB learner profile attributes.

Finding of the Team	Responses in the self-study questionnaire do not fully confirm that the learner profile attributes are used as the basis for collaborative planning and reflection and a review of the objectives of collaborative meetings does not refer to sessions to explore intentional and explicit development of IB Learner profile attributes.
Recommendation	The school should further develop collaborative practices to ensure a consistent and balanced approach to the development of all 10 learner profile attributes.
Action Plan	School did not include appropriate actions in Action Plan.

Conclusion of the IB

Based on the analysis of the self-study questionnaires and the supporting documents

	School's Conclusion	IB Response
School's Progress With regard to IB recommendations for this standard from the previous evaluation process		The school has taken into consideration the IB recommendations from the previous evaluation process
Conclusion	Shows Satisfactory Development	Requires Further Development

Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy

Practice 1 + 1a + 1b + 1c + 1d

The written curriculum is comprehensive and aligns with the requirements of the programme(s).

Finding of the Team	Descriptions of the written curriculum in the self-study questionnaire demonstrate that subject and core requirements are fully understood and addressed. Indicated is that DP students must also fulfil the requirements for the Swiss Matura. The subject offer allows for the completion of the full diploma and students are provided with a reasonable choice of study options. The school is currently exploring expanding the subject offer in sciences aligned with a focus on MINT subjects that meets students' interest. The sample schedule demonstrates that all standard and higher-level courses, and TOK are taught over the course of two years and CAS participation is for a minimum of 18 months over the two years.
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Practice 2

The written curriculum is available to the school community.

Finding of the Team	Responses in the self-study questionnaire indicate that curriculum documentation and course assignments are accessible to the school community via internal digital platforms.
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Practice 3

The written curriculum builds on students' previous learning experiences.

Finding of the Team	Responses in the self-study questionnaire, descriptions of collaborative staff meetings and review of the DP admissions requirements confirm transition planning into the DP and between DP years 1 and 2. DP students must also fulfil the requirements for the Swiss Matura, and some adaptations have been made to the Swiss requirements to align with those of the DP. The school has implemented an examinations planner to balance workload for students completing the Swiss Matura and IB Diploma concurrently. This involves teachers and students identifying and consolidating common requirements and designated time for completion. Both full diploma and course candidates must be enrolled in a class with a bilingual programme of the Swiss Baccalaureate in years 10 and 11 prior to the DP.
Commendation	The school pays attention to the progression of learning into and through the DP within school's specific context of students following IB education and the Swiss Matura.

Practice 4

The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.

Finding of the Team	Responses in the self-study questionnaire provide examples from various IB subjects how the written curriculum reinforces approaches to learning. The school describes subject specific formative assessment strategies that explicitly aim at ATL skills development.
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Practice 5

The written curriculum allows for meaningful student action in response to students' own needs and the needs of others.

Finding of the Team	Examples provided in the self-study questionnaire and CAS documents evidence opportunities for students to engage in meaningful action. The CAS handbook, CAS student samples, and information on CAS in self-study questionnaire demonstrate that CAS is implemented according to the CAS guide. Descriptions of collaborative planning include transdisciplinary topics incorporating CAS. Also described are community engagement opportunities through the Swiss Matura section of the school.
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Practice 6

The written curriculum incorporates relevant experiences for students.

Finding of the Team	Descriptions of formative assessment and classroom practice provided in the self-study questionnaire, and sample CAS files confirm that relevant experiences are incorporated in the school's written curriculum. Students engage in artistic, athletic and service activities for CAS and for their academic subjects.
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Practice 7

The written curriculum promotes students' awareness of individual, local, national and world issues.

Finding of the Team	Responses in the self-study questionnaire and descriptions of CAS engagement validate that exploration of individual, local, national and world issues is promoted through the school's written curriculum. The school encourages and supports students' participation in activities, projects, discussion forums and competitions relating to issues of cultural diversity and global significance. Examples include engagement with the European Youth Parliament and Model United Nations.
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Practice 8

The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.

Finding of the Team	Descriptions provided in the self-study questionnaire, curriculum documents and sampled CAS files evidence exposure to human commonality, diversity and multiple perspectives. There are references to formative assessment tasks that facilitate reflection on multiple perspective and international mindedness.
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Practice 9

The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme(s).

Finding of the Team	Review of the self-study shows that teachers have access to current IB publications and news via MyIB and the programme resource centre.
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Practice 10

The written curriculum integrates the policies developed by the school to support the programme(s).

Finding of the Team	As indicated in the self-study questionnaire all teachers are regularly involved in policy review and revision based on classroom practice and school culture.
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Practice 11

The written curriculum fosters development of the IB learner profile attributes.

Finding of the Team	The self-study questionnaire describes development of the learner profile attributes across subjects while there is little evidence of a balanced and intentional approach to the development of the 10 learner profile attributes across all subjects.
Recommendations	The school ensures that the written curriculum integrates the explicit and intentional development of the IB learner profile.

Conclusion of the IB

Based on the analysis of the self-study questionnaires and the supporting documents

	School's Conclusion	IB Response
School's Progress With regard to IB recommendations for this standard from the previous evaluation process or from authorization,		The school has taken into consideration the IB recommendations from the previous evaluation process or from the authorization.
Conclusion	Shows Satisfactory Development	Shows Satisfactory Development

Standard C3: Teaching and learning

Teaching and learning reflect IB philosophy

Practice 1 + 1a

Teaching and learning align with the requirements of the programme(s).

Finding of the Team	Review of the submitted documentation demonstrates that teaching and learning aligns with Diploma Programme requirements. Descriptions provided in the self-study questionnaire, sampled CAS files, and accounts of collaborative meeting objectives evidence classroom practice focused on inquiry-based instruction and the development of approaches to learning. Review of the self-study shows that students are engaged as thinkers and regularly participate in research-based learning and assessment tasks.
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Practice 2

Teaching and learning engage students as inquirers and thinkers.

Finding of the Team	Descriptions provided in the self-study documentation evidence the integration of core components and ATL skills development in DP courses. The self-study questionnaire references lab investigations, case studies, comparative studies, debate and students presenting research for critical discussion.
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Practice 3

Teaching and learning builds on what students know and can do.

Finding of the Team	Responses in the self-study questionnaire evidence the implementation of classroom strategies that include scaffolded learning and assessment practices aimed at smooth transitions between years of the Swiss national curriculum into the final 2 years where students study Matura and DP concurrently.
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Practice 4

Teaching and learning promote the understanding and practice of academic honesty.

Finding of the Team	The self-study questionnaire, academic honesty policy, extended essay process and other documents submitted for review evidence consistent development of research skills across subjects and classroom practices aligned with the academic honesty policy. A proactive approach to promoting academic integrity is evidenced by lessons for DP and Swiss Matura students aimed at preparation for the extended essay and the Swiss Matura essay.
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Practice 5

Teaching and learning support students to become actively responsible for their own learning.

Finding of the Team	The self-study questionnaire and sample CAS files evidence the implementation of classroom strategies that include student-led and collaborative learning, sharing of expectations and timelines, and opportunities for student reflection on process and outcome. The self-study refers to learner portfolios as a way to encourage critical thinking and reflection.
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Practice 6

Teaching and learning address human commonality, diversity and multiple perspectives.

Finding of the Team	Descriptions in the self-study questionnaire and students' CAS files confirm that teaching and learning addresses diversity and our shared humanity. Included are examples of lessons incorporating multiple perspectives, and class discussions relating to cultural diversity, equality and social justice in real life case studies.
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Practice 7

Teaching and learning address the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.

Finding of the Team	Responses in the self-study questionnaire, and the “Lehrplan Gymnasium am Münsterplatz” describe various ways that teachers address the linguistic and cultural needs of students. Examples include using subject specific vocabulary in students’ mother tongue, grouping student with similar language proficiencies, consistent use of subject specific terminology. Regarding diverse cultural needs, class discussions and case studies are described as stemming from students’ prior knowledge and cultural contexts. Also described are immersion classes, dual language lessons and extra language lessons offered through the school’s language support center. In the years prior to DP the students follow bilingual education which enhances their capacity in the language of instruction in the DP.
Commendation	The school supports language development through its focus on multilingualism, through physical spaces that are effectively used to support language development, and through a support system for mother tongues.

Practice 8

Teaching and learning demonstrate that all teachers are responsible for language development of students.

Finding of the Team	Responses in the self-study questionnaire, statements in the language policy and descriptions of collaborative meeting objectives demonstrate that practices for development of students’ communication skills are integrated across all DP subjects and the core.
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Practice 9

Teaching and learning use a range and variety of strategies.

Finding of the Team	Descriptions in the self-study questionnaire and other documents submitted for review confirm that teachers use a range and variety of teaching and learning strategies. Examples include group work, project-based learning, community service, lab investigations, student lead investigations and deductive reasoning. Engagements such as study strips, MUN and European Youth Parliament enhance the learning experience further.
Commendation	Teachers identify appropriate and various strategies to facilitate learning.

Practice 10

Teaching and learning differentiate instruction to meet students' learning needs and styles.

Finding of the Team	The self-study questionnaire, the inclusion policy and the school's approach to language learning support confirm the implementation of differentiation and scaffolding strategies to promote learning. There is evidence that teachers are aware of the learning needs and styles of their students and that classroom practice is consistent with the school's inclusion policy. Described are a variety of strategies used to address students' learning needs. Included in descriptions are small group coaching and feedback sessions concentrating on reinforcing concepts and subject specific methodology.
Commendation	Teachers adopt a systematic approach to differentiation.

Practice 11

Teaching and learning incorporate a range of resources, including information technologies.

Finding of the Team	Responses in the self-study questionnaire and supporting documentation confirm that the school uses a range of teaching and learning resources, to include ICT. During the period under review the school introduced software to support communication and collaboration, which proved especially useful during the pandemic.
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Practice 12

Teaching and learning develop student attitudes and skills that allow for meaningful student action in response to students' own needs and the needs of others.

Finding of the Team	CAS documents provide evidence of student agency and sustained action through engagement in a range of activities. Student reflections demonstrate how the CAS learning outcomes are achieved.
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Practice 13

Teaching and learning engage students in reflecting on how, what and why they are learning.

Finding of the Team	Responses in the self-study questionnaire and descriptions of ATL implementation provide evidence that classroom strategies explicitly promote reflection as integral part of the learning process.
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Practice 14

Teaching and learning foster a stimulating learning environment based on understanding and respect.

Finding of the Team	Review of all submitted documentation provides evidence that teaching and learning fosters a learning environment based on understanding and respect.
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Practice 15

Teaching and learning encourage students to demonstrate their learning in a variety of ways.

Finding of the Team	Responses in the self-study questionnaire and descriptions in the submitted documentation demonstrate that students are encouraged to demonstrate their learning in a variety of ways which include: <ul style="list-style-type: none">○ interdisciplinary projects, creative and academic writing, debate, class discussion, community engagement through CAS, oral presentations, using digital platforms, visual and performing arts, and academic competitions.
Commendation	Teachers provide students with effective opportunities to demonstrate their learning in a variety of ways.

Practice 16

Teaching and learning develop the IB learner profile attributes.

Finding of the Team	Descriptions presented in the self-study questionnaire provide limited evidence that the learner profile is explicitly and intentional integrated in learning experiences.
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Conclusion of the IB

Based on the analysis of the self-study questionnaires and the supporting documents

	School's Conclusion	IB Response
School's Progress With regard to IB recommendations for this standard from the previous evaluation process		No recommendations were made from the previous evaluation process
Conclusion	Shows Satisfactory Development	Shows Satisfactory Development

Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy

Practice 1 + 1a

Assessment at the school aligns with the requirements of the programme(s).

Finding of the Team	The assessment policy and responses in the self-study questionnaire confirm that the school's assessment practices comprise a balance of formative and summative forms of assessment and an internal standardization process for the extended essay and internal assessments. The school has a calendar of internal deadlines for student submission of assessment components which shows an understanding of IB deadlines and supports students in balancing assessments across the Swiss Matura and the IB Diploma.
Commendation	The school carefully maps assessment requirements of the Swiss Matura and the IB Diploma over the two years to support student well-being and a balanced workload.

Practice 2

The school communicates its assessment philosophy, policy and procedures to the school community.

Finding of the Team	The self-study questionnaire states that the school community can access the assessment policy on multiple internal digital platforms and on the website. A visit to the website confirms this. Also described in the self-study questionnaire are information meetings to familiarize students and parents with DP assessment criteria and grade boundaries, and alignment with the Swiss Matura.
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Practice 3

The school uses a range of strategies and tools to assess student learning.

Finding of the Team	Descriptions in the self-study questionnaire confirm that the school's assessment practices include the consistent use of formative and summative assessment across all subjects, self and peer assessment and on-line tools, allowing students to show their learning in multiple ways. Students have opportunities for reflection and input regarding best practice at the end of each term.
Commendation	Teachers implement varied assessment instruments and strategies across and within subject areas.

Practice 4

The school provides students with feedback to inform and improve their learning.

Finding of the Team	The documents submitted for review provide evidence of regular formative feedback to students, the impact of which is monitored to inform student learning. In the self-study questionnaire the school indicates that all teachers use a variety of ongoing formative assessments which provide regular, actionable feedback to students. The self-study questionnaire describes group coaching sessions and feedback using specific examples and feedback on progress regarding set goals for each term.
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Practice 5

The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).

Finding of the Team	Responses in the self-study questionnaire indicate that recording student progress for CAS is done using Managebac.
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Practice 6

The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).

Finding of the Team	End of term reports comprising grades and progress comments are sent and are followed up with teacher interviews. CAS progress is reported via Managebac.
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Practice 7

The school analyses assessment data to inform teaching and learning.

Finding of the Team	The self-study questionnaire and staff meeting schedule describe designated meetings focused on assessment data analysis based on recent May exam session results, past-paper results and student performance in DP subjects.
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Practice 8

The school provides opportunities for students to participate in, and reflect on, the assessment of their work.

Finding of the Team	Review of the self-study shows that students use peer and self-evaluation as tools to reflect on their progress and that student reflection on learning outcomes is an integral part of the students' learning process.
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Practice 9

The school has systems in place to ensure that all students can demonstrate consolidation of their learning through the completion of the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essay, depending on the programme(s) offered.

Finding of the Team	The school has submitted a process for the completion of the extended essay that is consistent with IB regulations. The school has systems in place that ensure that the 3 mandatory interviews take place in line with EE expectations, that facilitate the completion of the RPPF in line with IB expectations and that provide appropriate supervisors to support student progress. Descriptions provided in the EE handbook validate that supervisor provide feedback on one draft only and ensure academic integrity is adhered to. Structures are in place to provide training to supervisors and to guide students in research methodology, and to facilitate standardization of the extended essays.
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Conclusion of the IB

Based on the analysis of the self-study questionnaires and the supporting documents

	School's Conclusion	IB Response
School's Progress With regard to IB recommendations for this standard from the previous evaluation process		The school has taken into consideration the IB recommendations from the previous evaluation process.
Conclusion	Shows Satisfactory Development	Shows Satisfactory Development