

Welcome!

Parent Workshop

Y7 Transition

IB Mission Statement

- The International Baccalaureate organization 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 IB 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



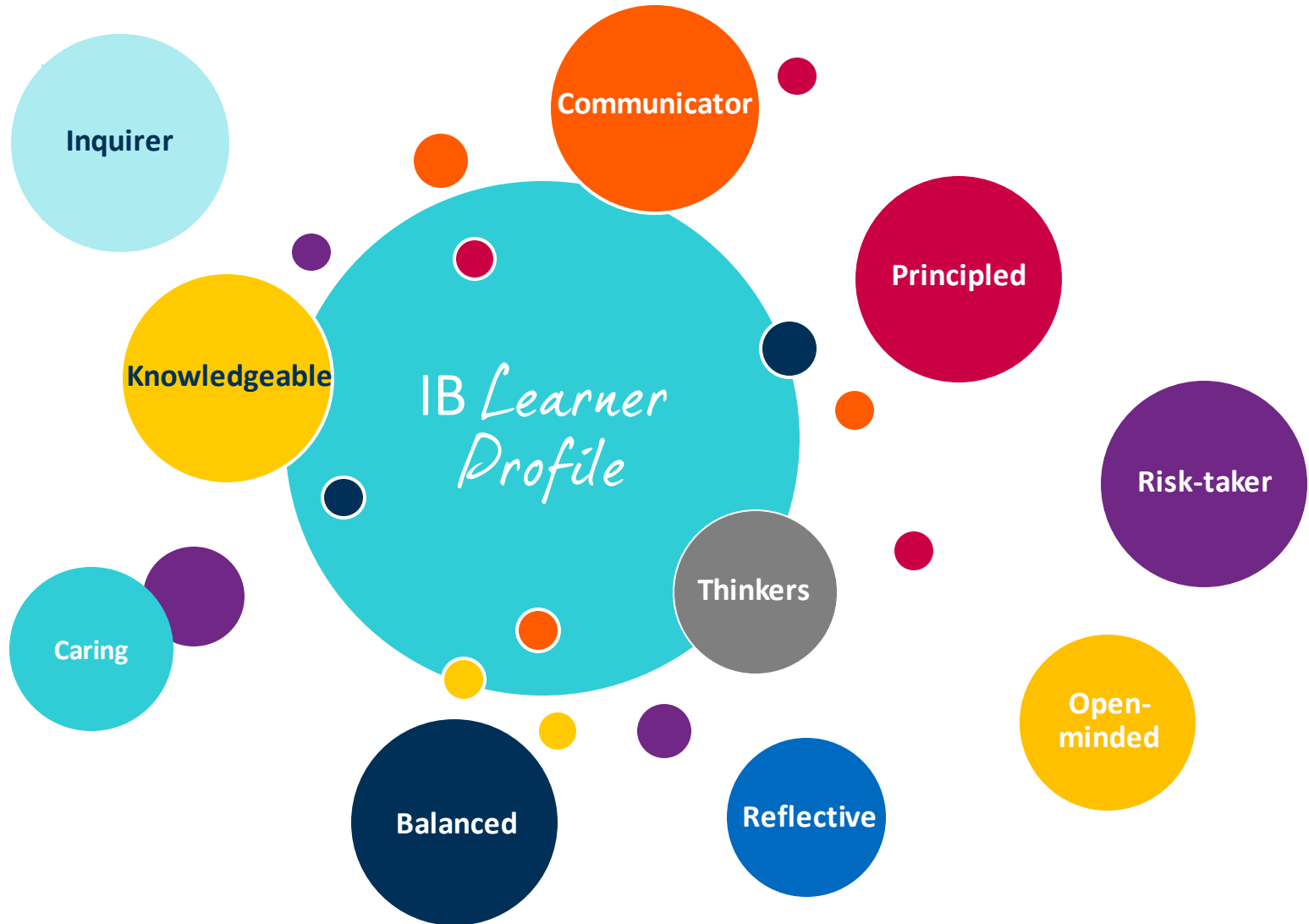
Nord Anglia and Léman Mission Statement



*Be
Ambitious*



Menti survey



Self Management	<ul style="list-style-type: none">• Check up on how much time they spend on homework• Make sure they have folders to organize their work• Do they have balance (academics, sports, clubs)• Make sure they reflect on their choices and ask them about it
Thinking	<ul style="list-style-type: none">• Talk with them about how they come to a conclusion about something• Suggest they try something different or look at an idea in a creative way

Support Child at Home

Research	<ul style="list-style-type: none">• Ask them about topics they are learning and help them to search for it on the Internet• Take them to a related place to spark interest/investigation
Social	<ul style="list-style-type: none">• Ask how they working with their classmates and work with them about empathy and compassion for others• Mention how we have different personalities and consider how people interact with others
Communication	<ul style="list-style-type: none">• Practice presentations with your child• Make sure they are prepared to present with script and information• Think about audience and purpose for communication

Support for Child at School

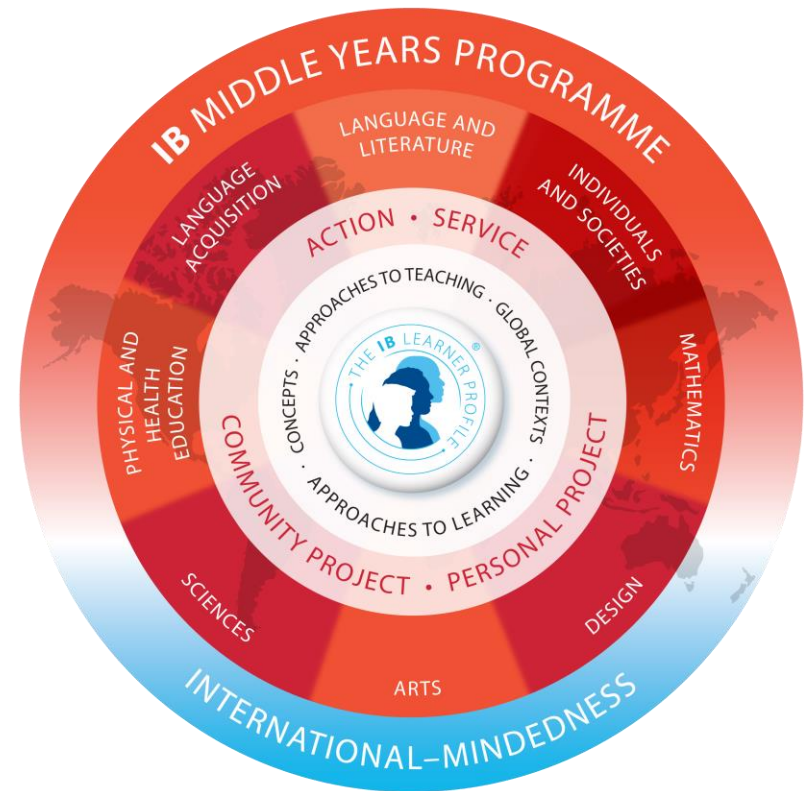
Who is here for your child?

- Homeroom Teacher
- Phase Coordinator
- Counsellor
- SEN Coordinator



Subject Groups

Language native (English, Chinese or Korean)	Language native or acquiring (English, Chinese, French or Korean)
Math	Science
Individuals and Societies	Design
Arts	PE



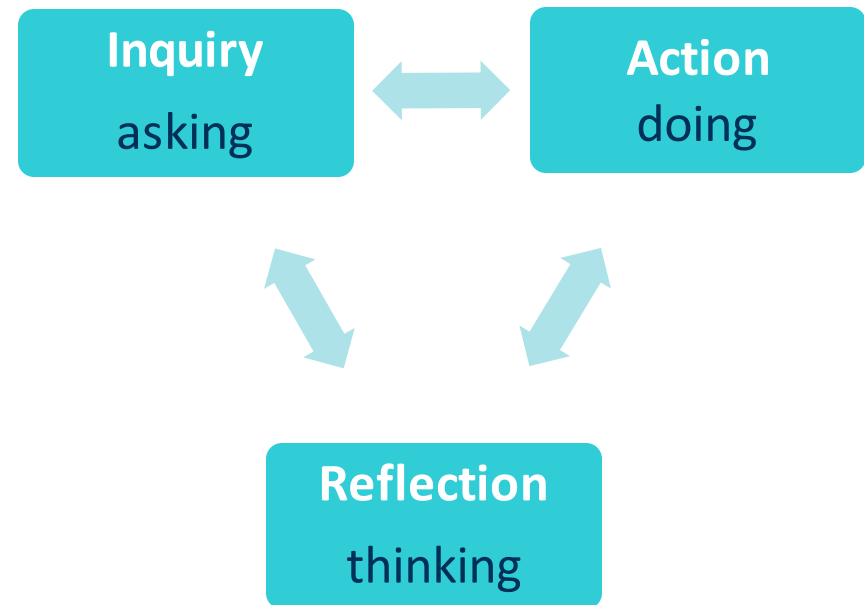
Typical Schedule

P	Monday	Tuesday	Wednesday	Thursday	Friday
1 08:45	[08:45 - 09:25] 1 Science G06BSci Daniel Glowinski J210 Physics Lab	[08:45 - 09:25] 9 Chinese B 678ChinB1 Miss Rachel Cui E101 Staff Work Room	[08:45 - 09:25] 17 Maths G06BMaths Florencio Llave Ricohermoso F207 Maths	[08:45 - 09:25] 25 PHE 6ABPHE Mr Tom Mccabe B103 Teaching Area	[08:45 - 09:25] 33 ATL G06ATLS Samuel Hyman F212 EAL / Chinese
2 09:25	[09:25 - 10:05] 2 Science G06BSci Daniel Glowinski J210 Physics Lab	[09:25 - 10:05] 10 Chinese B 678ChinB1 Miss Rachel Cui E101 Staff Work Room	[09:25 - 10:05] 18 Maths G06BMaths Florencio Llave Ricohermoso F207 Maths	[09:25 - 10:05] 26 PHE 6ABPHE Mr Tom Mccabe B103 Teaching Area	[09:25 - 10:05] 34 Science G06BSci Daniel Glowinski J210 Physics Lab
3 10:20	[10:20 - 11:00] 3 Humanities G06BHum Mr Jarrett Brown F208 English / I&S	[10:20 - 11:00] 11 English A G06EngA Katie Pass E104 Biology	[10:20 - 11:00] 19 Art G06BArt Kirsty Natasha Mary Huskisson J301 Art Studio	[10:20 - 11:00] 27 Music G06BMus Mark Femia J304 Music Room	[10:20 - 11:00] 35 Maths G06BMaths Florencio Llave Ricohermoso F207 Maths
4 11:00	[11:00 - 11:40] 4 Humanities G06BHum Mr Jarrett Brown F208 English / I&S	[11:00 - 11:40] 12 English A G06EngA Katie Pass E104 Biology	[11:00 - 11:40] 20 Art G06BArt Kirsty Natasha Mary Huskisson J301 Art Studio	[11:00 - 11:40] 28 Music G06BMus Mark Femia J304 Music Room	[11:00 - 11:40] 36 Maths G06BMaths Florencio Llave Ricohermoso F207 Maths
5 11:40	[11:40 - 12:30] 5 Design G06BDes Noor Qadri F112 Design / STEAM	[11:40 - 12:30] 13 Maths G06BMaths Florencio Llave Ricohermoso F207 Maths	[11:40 - 12:30] 21 Science G06BSci Daniel Glowinski J210 Physics Lab	[11:40 - 12:30] 29 English A G06EngA Katie Pass E104 Biology	[11:40 - 12:30] 37 Design G06BDes Noor Qadri F112 Design / STEAM
6 13:15	[13:15 - 14:05] 6 Chinese B 678ChinB1 Miss Rachel Cui E101 Staff Work Room	[13:15 - 14:05] 14 PHE 6ABPHE Mr Tom Mccabe B103 Teaching Area	[13:15 - 14:05] 22 Science G06BSci Daniel Glowinski J210 Physics Lab	[13:15 - 14:05] 30 Humanities G06BHum Mr Jarrett Brown F208 English / I&S	[13:15 - 14:05] 38 Design G06BDes Noor Qadri F112 Design / STEAM

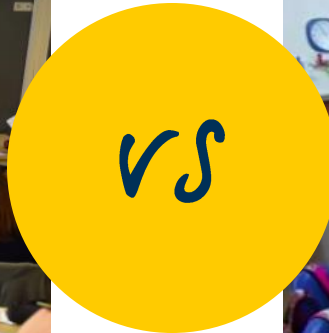
PSHE Year 7 Curriculum

Unit 1: Transition and Safety	Unit 2: Developing Skills and Aspirations	Unit 3: Diversity	Unit 4: Health and Puberty	Unit 5: Building Relationships	Unit 6: Financial Decision Making
Health and Wellbeing	Living in the Wider World	Relationships	Health and Wellbeing	Relationships	Living in the Wider World
-Transition to secondary school -Personal safety in and outside school, including first aid	-Careers -Teamwork and enterprise skills -Raising aspirations	-Diversity -Prejudice -Bullying	-Healthy routines -Physical and Mental Wellbeing -Puberty	-Self-worth -Positive relationships (including friendships and romantic)	-Saving, -Borrowing -Budgeting and making financial choices

The Inquiry Process



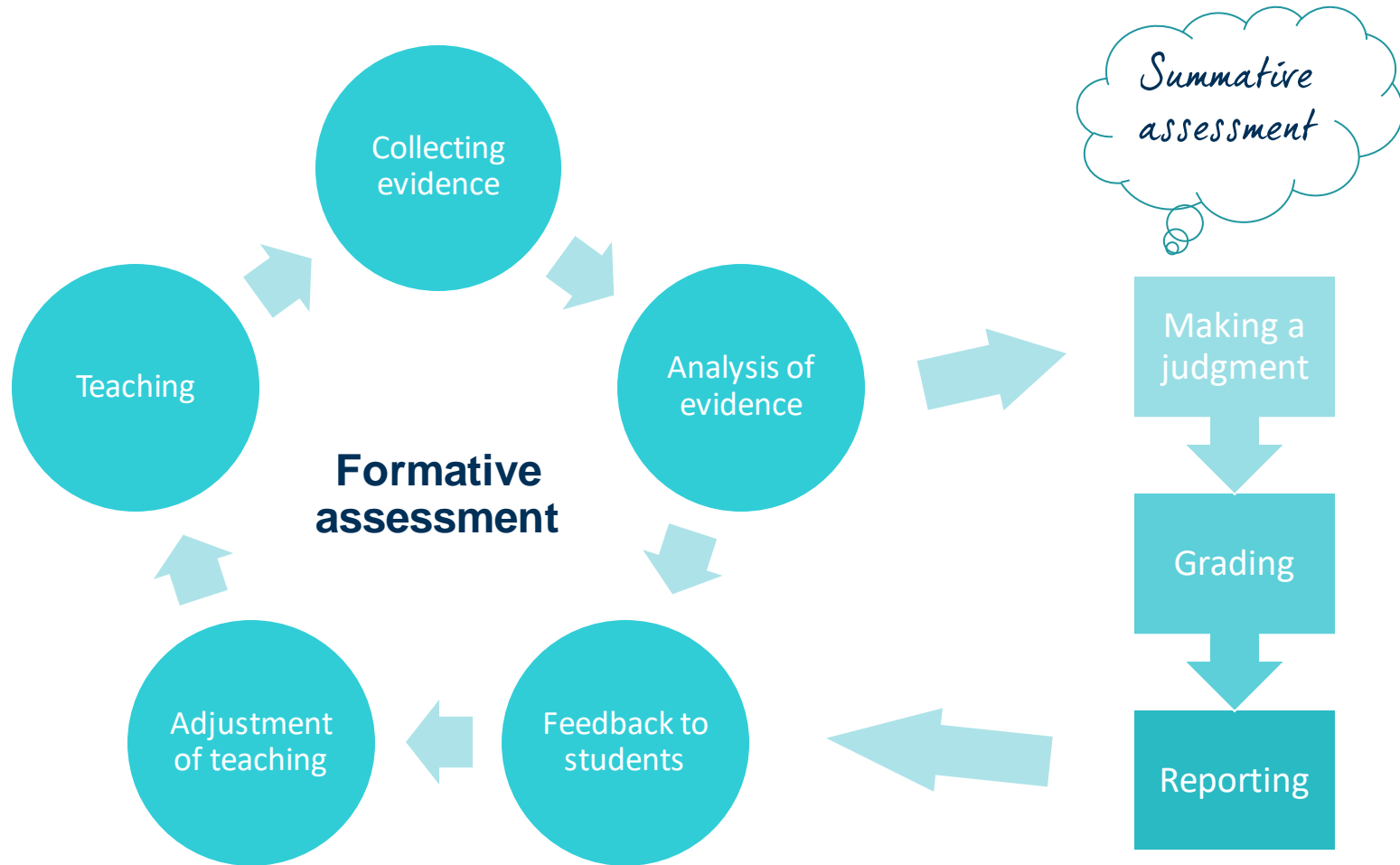
Content



Inquiry



How is *assessment* made in the MYP?



MYP general grade descriptors

To arrive at a criterion levels total for each student, teachers add together the student's final achievement levels in all criteria of the subject group.

Schools using the MYP 1–7 scale should use the grade boundary guidelines table that follows to determine final grades in each year of the MYP. The table provides a means of converting the criterion levels total into a grade based on a scale of 1–7.

Grade	Boundary guidelines	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

Final Grades

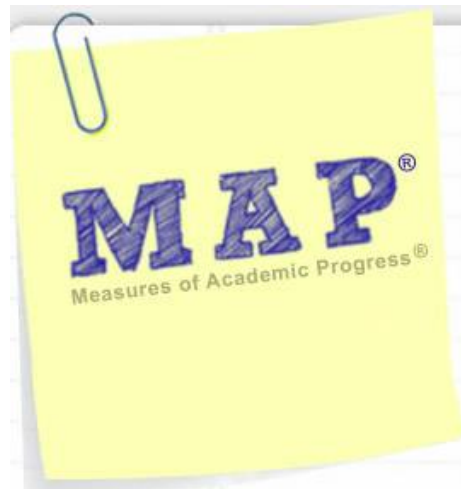
- 1-7 (1 is lowest, 7 is highest)

4 Criteria

- 1-8 (1 is lowest, 8 is highest)
- 32 total points

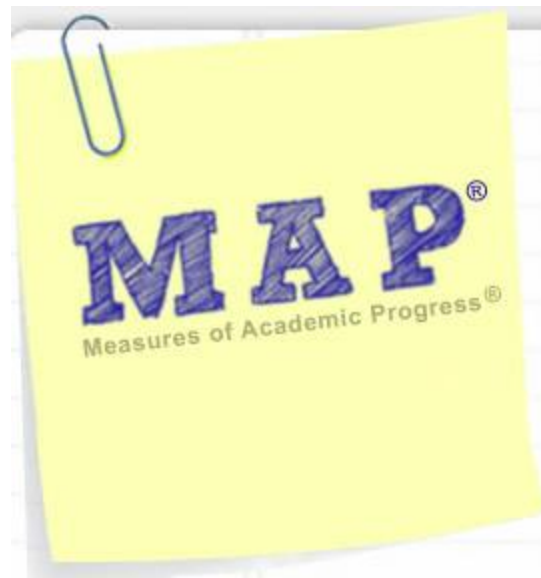
MAP Testing- What is it?

- Measure of Academic Progress
- Tests Math, Reading and Language Usage
- Tests students' current ability; questions vary based on students' answers
- Test two times a year- once in fall and once in spring
- Many schools internationally use this as an indicator of student progress
- Y7-11

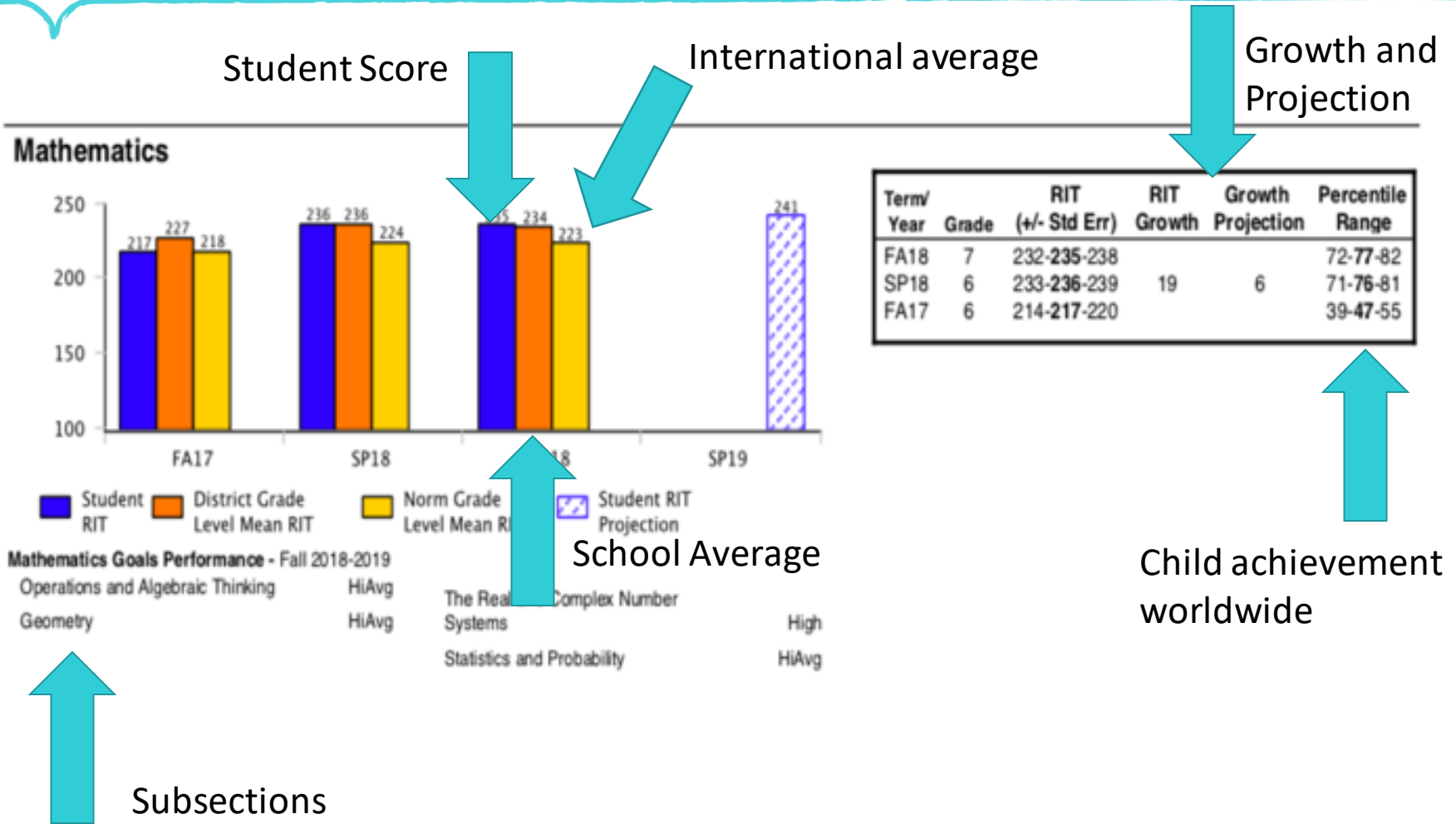


MAP Testing- is NOT...

- A ranking system
- Testing all aspects of learning
- A complete analysis of the child's growth
- A summative assessment
- Not something to cram/study for

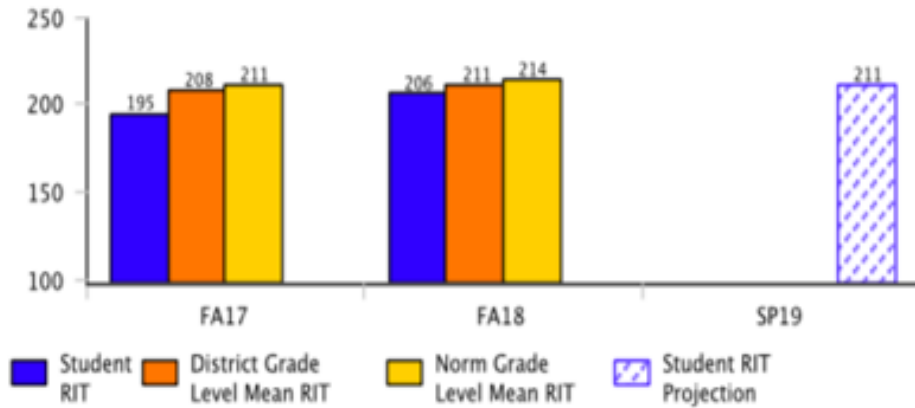


MAP Testing Math Example



MAP Testing Reading Example

Reading



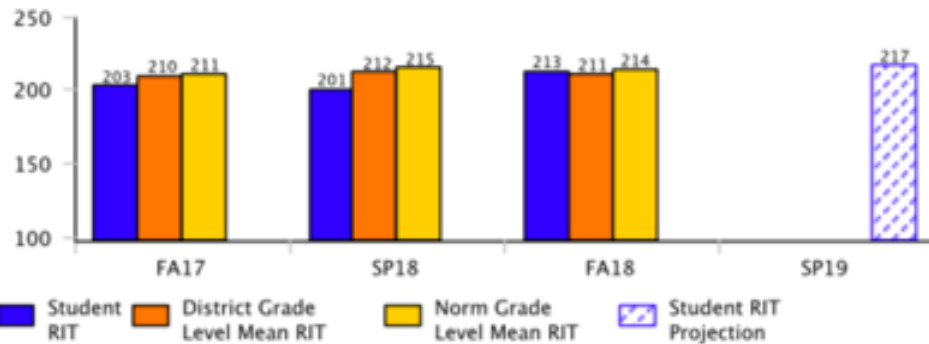
Term/Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA18	7	203-206-210	-	-	22-29-37
FA17	6	192-195-199	-	-	9-13-19

Reading Goals Performance - Fall 2018-2019

Literary Text: Key Ideas and Details	LoAvg	Literary Text: Language, Craft, and Structure	
Informational Text: Key Ideas and Details	Avg	Informational Text: Language, Craft, and Structure	Low
Vocabulary: Acquisition and Use	LoAvg		LoAvg
Lexile® Range	685L-835L		

MAP Testing Language Usage Example

Language Usage



Term/Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
FA18	7	210-213-216	-	-	39-47-56
SP18	6	198-201-204	-2	5	10-15-20
FA17	6	200-203-206	-	-	20-27-35

Language Usage Goals Performance - Fall 2018-2019

Writing: Write, Revise Texts for Purpose and Audience	Avg	Language: Understand, Edit for Grammar, Usage	Avg
Language: Understand, Edit for Mechanics	Avg		

LEXILE Range

SeeReader Content Level	Readability Year Level	Word Count	Text Lexile Range
Pre-A (0)	Early Year 2	300-500	230-360
A, HiA*(1)	Later Year 2	600-800	330-480
B, HiB*(2)	Year 3	800-1200	400-640
C, HiC*(3)	Year 4	1100-1400	620-790
D, HiD*(4)	Year 5	1200-1600	770-870
E, HiE*(5)	Year 6	1400-1700	850-980
F (6)	Year 7	1500-1800	950-1030
G (7)	Year 8	1600-1900	1000-1080
H (8)	Year 9	1700-2000	1060-1160
I (9)	Year 10	1800-2100	1100-1220
J (10)	Year 11	1900-2200	1150-1340
K (11)	Year 12	2000-2300	1180-1360
L (12)	Year 13	2100-2400	1230-1380
M (13)	Further Education	2200-2500+	1260-1380+

260L The Cat in the Hat
 330L Frog and Toad Together
 350L A Snowy Day
 380L Junie B. Jones is (Almost) a Flower Girl
 500L Judy Moody Saves the World
 560L Sarah, Plain and Tall
 680L Charlotte's Web
 720L Nancy's Mysterious Letter
 770L Walk Two Moons
 820L Maniac McGee
 940L Harry Potter and the Chamber of Secrets
 950L Bud, Not Buddy
 1000L The Hobbit
 1010L The Pearl
 1290L A Brief History of Time
 1360L Robinson Crusoe
 1410L Profiles in Courage
 1480L The Declaration of Independence
 1560L The U.S. Constitution

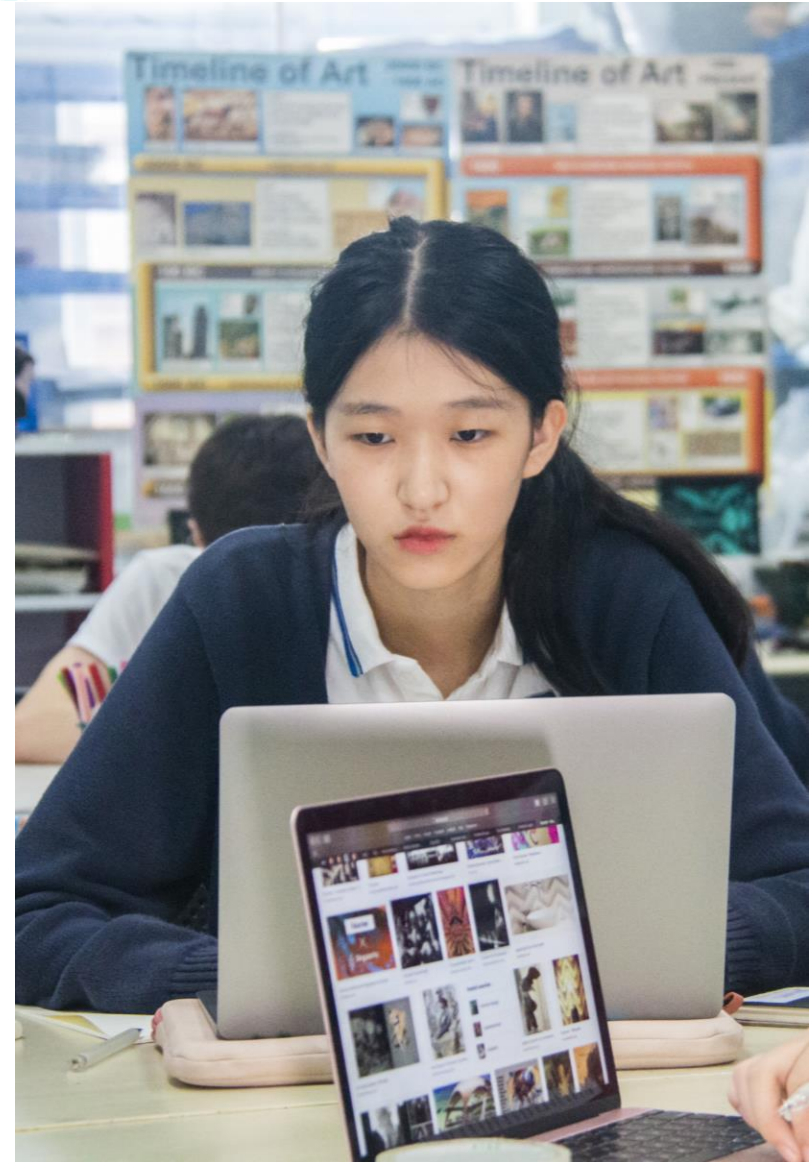
Positive and Negative Behavior

- Safe
- Responsible
- Respectful



Managebac

- What is it?
- Subject Classes
- Calendar
- Receiving Messages
- Getting Reports



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Thank you!