

**Use this sheet after a parent information evening.** School staff should complete every grey field and check the details for the learner's programme and cohort before sharing.

|                             |                                              |
|-----------------------------|----------------------------------------------|
| <b>School and programme</b> | School: _____ Programme: PYP / MYP / DP / CP |
| <b>What this means here</b> | Subjects, timetable or pathway:<br>_____     |
| <b>Named contact</b>        | Coordinator: _____ Contact route:<br>_____   |

## Four IB terms in plain English

|                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• <b>Inquiry:</b> A planned investigation using subject knowledge, evidence, discussion and reflection.</li> <li>• <b>Approaches to Learning:</b> Thinking, communication, social, self-management and research skills taught alongside content.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Criterion-related assessment:</b> Work is judged against stated expectations, not by placing learners in a class rank.</li> <li>• <b>Moderation:</b> A check on how staff apply standards. Ask whether a task is teacher-marked, moderated or externally assessed.</li> </ul> |
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## How assessment works in our school

**Our reports use:** \_\_\_\_\_. The next report or review is: \_\_\_\_\_.

**Remember:** a percentage usually shows the proportion of available marks on one task. It is not automatically a rank, a final grade or a direct equivalent in another qualification system.

## What families can do

|                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• <b>Ask:</b> What are you learning? What evidence did you produce? What is your next step?</li> <li>• <b>Support:</b> Help protect time, organise materials and encourage the learner to seek help early.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Keep ownership clear:</b> Do not complete, rewrite or over-direct work that must show the learner's own thinking.</li> <li>• <b>Check locally:</b> Ask the school about subject choices, support, deadlines, recognition and cohort-specific rules.</li> </ul> |
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## Next dates, questions and access

|                               |                                                      |
|-------------------------------|------------------------------------------------------|
| <b>Next event or deadline</b> | Date: _____ Where or link:<br>_____                  |
| <b>Private question route</b> | Name or role: _____ Reply by:<br>_____               |
| <b>Language and access</b>    | Interpreter, spoken guide or usable format:<br>_____ |

## Questions to take to the school

|          |
|----------|
| 1. _____ |
| 2. _____ |