



**COLEGIO
COLOMBO
BRITÁNICO**

We Unite Peoples and Cultures
Through Education

Institutional Educational Project

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INSTITUTIONAL EDUCATIONAL PROJECT, IEP



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1. INTRODUCTION

COLEGIO COLOMBO BRITÁNICO adopted the present Institutional Educational Project (PEI) with its educational community, for the educational service of initial and formal education at the Preschool, Basic, and Middle (Upper Secondary) levels with an academic character, in accordance with the provisions of Article 73 of Law 115 of 1994, Article 14 of Decree 1860 of 1994, and other concordant regulations.

2. GUIDING STATEMENTS

2.1 HISTORICAL BACKGROUND

The Colegio Colombo Británico (CCB) was founded in 1956 thanks to the initiative of a group of citizens who were educated in England. They wanted a Catholic school for the city that would provide its students with the advantages of English as a second language, a co-educational system ensuring equal opportunities for men and women, the development of critical thinking, and the guidelines of English education, adapted to local conditions and responding to the needs and requirements of the Cali community. The process was supported by the British Council. Throughout the years since its foundation, the growth, consolidation, and success of this school have been reflected in the graduating classes and the performance of its alumni.

In its philosophy, the school has maintained respect for tradition while simultaneously accepting the changes proposed by the requirements of the times, framed within a solid education in the values of respect, tolerance, solidarity, responsibility, honesty, and justice.

Currently, the institution offers the four programmes of the International Baccalaureate Organization: The Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), and the Career-related Programme (CP). The implementation of these programmes enriches the quality standards established by the MEN (Ministry of National Education).

The fundamental pillar of the school has been character education and academic excellence.

(For more information, consult the book "CCB Entrelazando Pueblos y Culturas 1956-2006" in the School Library)

2.2 SPIRITUAL FOUNDATION

At Colegio Colombo Británico, a curricular design has been developed that addresses the spiritual dimension of its students from the earliest ages, grounded in the recognition of the family as the main bulwark and responsible party for the care and guidance of our students.

The mandatory presence of an area for Ethical and Human Values Education and an area for Religious Education (Articles 23, 24, and 25 of Law 115/94) is consistent with the recognition of values as an expression of the human being's spiritual dimension. This has tasked international schools with broadening the spectrum of conceptual, procedural, and pedagogical possibilities to articulate study plans that are consistent not only with the philosophy of the International Baccalaureate and the inherent demands of teaching and learning processes, but also with the Catholic orientation that defines the roots of the majority of the school's families.

Consistent with the above, Colegio Colombo Británico has designed a curriculum for Religious Education which promotes, in addition to respect for and the preservation of good customs and values, a more integrative and universal perspective to understand other religious experiences, seeking.

thereby fostering a fraternal and respectful dialogue among the different traditions or ways in which the religious expression of peoples is manifested.

From a legal standpoint, the curriculum is framed within the perspective of Article 68 of the Constitution, as an offering to all, respecting religious freedom.

In relation to the above, Colegio Colombo Británico has established that the objective of the Religious Education area is the study of God, Man, nature, the world, and the Church.

This curriculum aims to invite the student to live a particular experience that projects itself onto the community and helps them form as a citizen of the world, with spiritual principles and values.

2.3 APPROACHES TO LEARNING (ATLs)

At CCB, we understand that preparing our students for the future requires more than academic excellence. For us, what is even more important than academic grades is the formation of life skills. After all, our mission states that we "Prepare minds and hearts to face the challenges of the future." Therefore, our purpose is to ensure that our students leave school with their skills—both hard and soft—intact, and with voices to change the world. As an IB World School, we teach life skills to our students, and this is included in our report cards.

The IB calls these skills "Approaches to Learning" (ATLs), and has separated them into five different categories:

- Thinking skills
- Communication skills
- Research skills
- Social skills
- Self-management skill

In line with our commitment to a holistic education through our IB Programmes, we have integrated these skills into teaching across all our sections, from Early Childhood to Secondary, with a specific focus each academic year. Our report cards reflect the importance of these skills, dedicating a section to assess student progress in these approaches to learning according to the four-level grading scale of the Ministry of National Education. If our students can develop their life skills, academic success will follow.

2.3 MISIÓN

We prepare minds and hearts to face the challenges of the future.

2.4 VISIÓN

To be part of a community of members who transform and positively impact the fields they practice.

2.5 MOTTO

"Gentes Moresque Docendo lungimus" (included in Latin in the School's logo). We unite peoples and cultures through education.

2.6 ETHOS - ETHOS - Distinctive Character of the CCB Educational Community

Excellence

Understood as empowering each student to reach their greatest potential in a holistic way.

What do we do? We motivate students to take responsibility for their learning and reflect on their successes and challenges, with the purpose that they always seek ways to improve their performance, whatever the field in which they are learning or engaging.

High-Quality Teaching and Learning

The mission of Colegio Colombo Británico (CCB) is to prepare minds and hearts to face the challenges of the future. The purpose of CCB is for students to develop **international-mindedness** and global citizenship through a bilingual education that allows them to see the world from multiple perspectives, respecting and celebrating diversity.

To achieve this, CCB strives to foster balanced and holistic students who will become lifelong learners with creative minds. We do this with inclusive teaching strategies, based on **inquiry** and concepts, to provide learning experiences that are flexible, collaborative, holistic, and student-centered. By developing and strengthening their critical thinking, self-management, and **agency** skills, our students take ownership of their learning and seek knowledge and understanding beyond merely having "the answer." We provide learning experiences that promote the development of international-mindedness, as well as social and environmental responsibility. The **IB Learner Profile** is integrated holistically into all aspects of the CCB student's life: academic, artistic, sporting, and community service.

Throughout their learning process, they become lifelong learners by being prepared to face the challenges of the future. CCB students are exposed to meaningful learning and experiences in real-world contexts; these authentic experiences allow them to develop the skills to be critical, flexible, and reflective thinkers, as they become meaningful learners with voice, ownership, and choice

British Tradition

What do we do? We maintain links with Great Britain and its representatives in Colombia; we implement the **House System**, we hold agreements to offer students the possibility of studying in private schools and universities in the United Kingdom, and we celebrate aspects of British culture

Holistic Development

What do we do? We promote a balance between intellectual, physical, spiritual, emotional, social, and artistic development, as well as the constructive use of leisure time.

Good Human Beings

What do we do? We foster emotional and social development, moral conscience, the strengthening of values, and positive conduct.

We promote healthy lifestyle habits, self-care, and care for others and the environment as fundamental pillars of quality of life.

Wellbeing Culture

At CCB, we understand that building a culture of wellbeing for all members of the educational community is the foundation for high-quality teaching and learning.

The purpose of our wellbeing culture is to create a school environment where personal relationships and learning processes promote and sustain positive effects on the physical, mental, and social health of the members of the educational community.

The institution has a network of policies and programmes that foster the safeguarding of students. Safeguarding includes protecting minors from the risks of abuse and discrimination while simultaneously promoting their wellbeing.

Part of this network ensuring wellbeing includes the Inclusion Policies (*see PEI*), Child Protection Policies (*see Child Protection Handbook*), and School Coexistence Policies (*see School Handbook, section 3.5*), which establish as institutional policy the recognition and valuing of diversity, the pursuit of equity, and a solid commitment to the prevention of discrimination in all its forms.

As an educational community, our mission prioritizes the relationships that children and adolescents experience at school, as this is the basis for building trust in oneself and in the environment. We seek to empower members of the educational community to assume an assertive stance regarding safeguarding concerns and the promotion of wellbeing.

The ultimate goal of this culture of wellbeing is to prepare students to face the challenges of the future and create a better and more peaceful world that values diversity.

Catholic Vocation, with respect for other faiths

What do we do? We promote the values of the Catholic tradition throughout the course of their schooling, offering Religious Education classes, preparation for the sacraments of First Communion and Confirmation, and celebrating the most important events of the Catholic Church's liturgical calendar, involving the entire CCB community. We educate students to appreciate and respect the contributions of community members who profess different religions and beliefs.

Global Citizenship

A global citizen is someone who explores and engages with the world around them. We recognize that fostering **international-mindedness** is a continuous learning process.

As a school that embraces diversity, we practice and embrace universal values, the Universal Declaration of Human Rights, and the United Nations Convention on the Rights of the Child. Through a deep understanding of their local context and in connection with global perspectives, we encourage our students to develop and live the attributes of the International Baccalaureate (IB) **Learner Profile** and the fundamental values of CCB. Additionally, a global citizen demonstrates these qualities in virtual contexts through the application of digital citizenship skills.

Engaged in constant **conceptual inquiry**, our students develop skills and explore knowledge by considering and contrasting the ideas and beliefs of others, accepting difference and diversity to enrich their understanding of the world and its cultures. Through this process, we want our students to find creative solutions to build a harmonious future for themselves, those around them, and humanity.

Instrumental to this constant process are a principled and collaborative disposition of the entire community, a coherent curriculum aimed at building sustainable and peaceful societies, the assertive use of English as a second language and French as a third language, and a committed membership with international collaborative organizations, school networks, and educational exchange programmes (Round Square, LAHC, VHS Learning).

Social and Environmental Responsibility

What do we do? Members of the CCB Community engage in work and activities with communities where they demonstrate solidarity and empathy.

We strive for the protection of the environment through curricular and extracurricular activities.

We educate students to appreciate and respect the environment.

Bilingualism and other languages

What do we do? We actively experience and promote the use of English and Spanish in the school context and support those who opt for learning French as language acquisition. We learn the language, through the language, and about the language. We strengthen the use of English as a second language through academic integration programmes with total immersion in England and exchange programmes with English-speaking countries. We also strengthen French as a third language with classes, immersion programmes, and exchanges.

Leadership and Collaborative Work

What do we do? We carry out the formation and education process by fostering collaborative work among members of the educational community. Students have the opportunity to develop leadership skills, understanding that different roles can be assumed in collaborative work.

Lifelong Learners

¿Qué hacemos? What do we do? We strive to ensure that members of the educational community enjoy the learning process so that they retain the desire to learn for the rest of their lives.

We involve students in meaningful learning experiences that foster inquiry, critical thinking, and initiative taken to action.

We offer training plans for teachers and employees, and organize workshops and conferences for parents.

2.7 VALUES

The fundamental values of CCB are:

Respect: We recognize and accept differences in the way others think, feel, be, or act, without any distinction regarding religious and political beliefs, lifestyles, gender, ethnicity, sexual orientation, abilities, and social or professional status. A respectful person always recognizes the right of others to be different. Respect is lived and manifested towards everything surrounding us: other people, the physical surroundings, material things, and the environment. Respect is nurtured in interpersonal relationships, paving the way for rational dialogue and the calm addressing of arguments, as well as the recognition that one may be wrong.

All members of our school community shall be examples of prudence and respect, making wise decisions in everything they say, do, and think.

In accordance with this principle, the School will not discriminate against anyone based on the aforementioned differences in any school processes, use of facilities, or provision of services.

Honesty: Reflected in a constant commitment to the truth in all acts of life. Honesty strengthens personal credibility and allows for the construction of environments where respect and trust are the basis of interaction.

All members of our school community must act in accordance with the principles and values of the School, possessing the strength to persevere and tell the truth even in difficult situations.

Academic integrity is one of the fundamental principles upon which an academic community is built. (See 3.6 and PEI, Annex 5 Academic Integrity Policy).

Responsibility: Means being able to assume and bear with seriousness all acts of existence. Responsibility is manifested in the continuous and positive exercise of individual, social, civic, school, family, and labour rights, and in the permanent evaluation of the results that may derive from them.

All members of our school community must choose the right path instead of the easy path, demonstrating perseverance, willpower, and self-discipline.

Solidarity: Implies a clear awareness of the needs of others; members of our community attempt to put themselves in other people's shoes to better understand them and act accordingly. This applies not only in the economic field—where community members recognize social inequalities and commit to acting to remedy them—but also in a broader sense, identifying with others and with the sense and objective they hold in common.

All members of our school community shall support and value justice and equality, and show consideration for others within a context of peaceful coexistence in an international community.

The **Head of School** shall ensure the existence of programmes that promote the appropriation of the school's fundamental values; and the adults of the CCB Community (Senior Leadership Team, teachers, administrative and support staff, and parents) must demonstrate respect for and adherence to CCB's fundamental values through their attitudes and behaviour.

To ensure that fundamental values permeate the daily life of students, the school will encourage and create suitable spaces for the debate of cases and common problems where values are at stake. It is the task of everyone—directors, teachers, and students—to define these values and bridge the gap between discourse and actions.

Tolerance: The attitude of a person who respects the opinions, ideas, or attitudes of others even if they do not coincide with their own.

Justice: A moral principle that inclines one to act and judge by respecting the truth and giving everyone their due.

Resilience: The ability of a person to adapt to adverse situations and see the positive side of a situation or event. Being able to draw something positive from difficult situations.

2.8 PHILOSOPHY

Colegio Colombo Británico bases its philosophy on institutional values and the attributes of the IB community profile.

- It recognizes, respects, and appreciates cultural, religious, ethnic, intellectual, and social diversity.
- It develops moral, social, and intellectual autonomy as an integrated process through meaningful learning.
- It generates the necessary conditions for students to reflect on the way they learn.
- It stimulates investigative, critical, and analytical thinking, as well as the development of creative capacity.
- It offers diverse scenarios for the identification and development of student talents.
- It fosters healthy lifestyle habits and self-care as fundamental pillars of quality of life.
- It works as a team with the family and the community in the mission of educating the student.
- It is committed to the preservation and care of ecosystems belonging to the environment.
- It develops an awareness of the human condition that unites us, in order to identify social problems and act collaboratively towards their solution.

2.9 COMMITMENT TO REGULATORY COMPLIANCE

The School shall carry out all its educational and administrative activities in strict observance of Colombian law, and will endeavour to ensure that such commitment becomes an example for the entire community. The foregoing is without prejudice to the exercise of remedies and other rights granted by Law, in the exercise of the constitutional right to due process and the right to defence.

Members of the educational community accept the rules established in the School Handbook (Manual de Convivencia), understanding that they must be complemented and interpreted in accordance with the regulations established in:

- The Colombian Constitution
- National Legislation
- The United Nations Convention on the Rights of the Child (Law 12 of 1991)
- The United Nations Universal Declaration of Human Rights

Furthermore, members of the educational community adhere to the rules established in the following documents published on the CCB website:

- Code of Ethics and Corporate Governance
- Child Protection Handbook (Safeguarding)
- Biosecurity Protocols
- Internal Work Regulations
- Individual Employment Contract

Copyright

In furtherance of its commitment to the observance of the law, the School promotes respect for copyright and intellectual property in general by all members of the community. To this effect:

- It shall obtain user licences for all computer programmes ("software") and other forms of intellectual property used.
- It shall take appropriate measures to prevent the installation of unlicensed computer programmes (software) and files on school equipment.
- It promotes respect for intellectual property by all stakeholders and members of the community.
- It facilitates access to legal software for employees and students (through means such as information campaigns and the signing of special agreements with providers).
- It shall not disseminate or use intellectual property works in an unauthorised manner.
- It shall take pertinent measures to prevent and sanction plagiarism and piracy by teachers, students, and administrative staff (*see PEI Annex 5 and section 3.6 of this School Handbook: Academic Integrity Policy*).

2.10 QUALITY POLICY

As a CIS-accredited school, committed to continuous improvement and the permanent enhancement of the education offered to its students and the services provided to the educational community, Colombo Británico summarizes its quality guidelines in the following policy:

Colegio Colombo Británico offers a holistic, bilingual, and multicultural education, through:

- The development of integrated national and international curricular programmes that stimulate the pursuit of excellence.
- The application of strategies for the acquisition and strengthening of English as a second language.
- The identification and stimulation of student talents.
- Education in values.
- Catholic orientation, with respect for other faiths.
- The appreciation of and identification with Colombian culture.
- The influence and experience of British culture.
- The development of **international-mindedness** and intercultural respect, through teamwork among members of the educational community, for the fulfilment of the mission to which the institution is committed and the continuous improvement of its processes.

2.11 STRATEGIC IMPERATIVES (QUALITY OBJECTIVES)

➤ Imperative: Strive for excellence.

- **Objective:** Maintain Council of International Schools (CIS) accreditation.
- **Objective:** Reach/exceed the world average in all subjects of the Diploma (DP) and Career-related (CP) Programmes.
- **Objective:** Increase the percentage of students in the DP and the percentage of graduates with the IB Diploma.

- **Objective:** Maintain a high average in the *Saber 11* test.
- **Objective:** 100% of classes at the School apply student-centred active pedagogy.
- **Objective:** Relaunch the Restorative Practices Programme.
- **Objective:** Reach the equivalent of US standardized scores in MAP tests for grades 1 to 8.
- **Objective:** Become a more inclusive school.

➤ **Imperative: Develop international-mindedness.**

- **Objective:** Achieve DELF proficiency certification.
- **Objective:** Maintain the current percentage of graduates studying abroad.
- **Objective:** Increase the percentage of students who have at least one international experience at CCB.

➤ **Imperative: Promote social and environmental responsibility in the CCB Community.**

- **Objective:** Achieve 100% student participation in social and environmental responsibility actions.

➤ **Imperative: Strengthen the sense of community**

- **Objective:** Strengthen official communication channels and face-to-face participation.
- **Objective:** Create a survey to evaluate the CCB sense of community.
- **Objective:** *We Are One*: strengthen the decision-making process as a whole and the synergies between sections and areas.
- **Objective:** Relaunch the **Essential Agreements**, including that parents opt for dialogue to resolve conflicts.
- **Objective:** Train and guide the Parents' Council.
- **Objective:** Strengthen the **House System**.

➤ **Imperative: Ensure that human talent/staff is motivated and competent.**

- **Objective:** 70% of Secondary classes taught in English by 2025.
- **Objective:** Increase international staff teaching in English from 17% to 25% by 2025 (school-wide).

➤ **Imperative: Ensure financial sustainability and administrative management.**

- **Objective:** Grow gradually.
- **Objective:** Maintain a 2% surplus from tuition/matriculation income.

➤ **Imperative: Ensure adequate physical and technological infrastructure.**

- **Objective:** Develop Infrastructure.

2.12 IB LEARNER PROFILE ATTRIBUTES

2.12.1 The aim of all programmes of the International Baccalaureate Organization (IBO) adopted by Colegio Colombo Británico is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

Members of the CCB educational community strive to be:

Inquirers We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring We show empathy, compassion, and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers We approach uncertainty with forethought and determination. We work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced We understand the importance of balancing different aspects of our lives—intellectual, physical, spiritual, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

(Taken from the document "What is an IB Education" by the International Baccalaureate Organization, published in June 2015)

2.12.2 Creating a Culture of International-mindedness (Interculturality)

The formal leadership team plays a significant role in envisioning, creating, articulating, and exemplifying a culture of international-mindedness. This includes:

- Ensuring that international-mindedness is integrated into the school's values through guiding statements and policies.
- Fostering the participation of all members of the learning community in school decision-making.
- Providing opportunities for the learning community to exemplify, develop, and demonstrate aspects of international-mindedness.

The informal leadership team facilitates the adoption of a culture of international-mindedness by creating a learning environment that:

- Conveys diversity through the use and display of languages, images, and books.
- Challenges assumptions through **inquiries** that respect diversity (e.g., writers from diverse cultures, pioneers of both sexes, inventors of diverse backgrounds, public figures, or representatives of local and global communities).
- Reinforces the desired values, dispositions, and **behaviours** in the classroom and other school environments.
- Provides ongoing opportunities to discuss and reflect on cultural, linguistic, ethnic, and social diversity.

3. OBJECTIVES

3.1. GENERAL OBJECTIVES

In accordance with the provisions of Article 13 of the General Law of Education (Law 115), and given that the guidelines contemplated therein align with its specific principles and purposes, Colegio Colombo Británico adopts the objectives set forth in the Law as the general objectives of its educational mission, complemented by its own internal objectives. The primary objective of each and every educational level is the holistic development of students through structured actions aimed at:

1. Fostering the development of personality and the capacity to assume rights and duties with responsibility and autonomy.
2. Promoting personal, spiritual, and social growth by creating spaces for reflection and the conscious practice of values.
3. Promoting practices of civic participation and organization in order to achieve the internalization of the following principles and values: solidarity, tolerance, justice, democracy, social coexistence, and cooperation.
4. Educating for a sexuality that promotes self-knowledge and self-esteem, the construction of sexual identity within mutual respect, gender equity, affectivity, and preparation for a harmonious and responsible life.
5. Developing creative, critical, reflective, and analytical capacities that **favour** economic, social, artistic, scientific, and technological advancement, and enable genuine respect for human rights.
6. Creating and fostering a local and national identity within the framework of **international-mindedness**, valuing respect for and inclusion of different cultures and ethnic groups.
7. Developing multilingualism by fostering social and academic communicative competence in Spanish, English, and French.
8. Developing actions for school, professional, and vocational guidance, through a curriculum in which the educational policies of the Ministry of National Education and the pedagogical guidelines of the International Baccalaureate Organization (IBO), and others that may be complementary, are harmonized.
9. Creating strategies and opening suitable spaces to promote the individual expression of ideas and the creativity of school community members.
10. Fostering a spirit of **defence**, conservation, recovery, and sustainable use of natural resources, through the care and protection of the environment.
11. Developing awareness regarding physical, mental, and emotional health care, fostering healthy lifestyle habits.
12. Promoting physical education, sport, recreation, and the appropriate use of leisure time.
13. Fostering in the educational community the desire to continue learning throughout their lives.

3.2. SPECIFIC OBJECTIVES

3.2.1 REGGIO EMILIA APPROACH

All year groups in the Early Childhood Section follow a socio-constructivist pedagogical orientation to learning and are inspired by the philosophy originating in Reggio Emilia, Italy, the principles of which are:

1. To view the child as a cognitive contributor, a competent communicator, and a constructor of their own knowledge.
2. To consolidate the importance of human relationships and the practice of listening.
3. To build a curriculum that includes valuing diversity.
4. To provide a quality space and environment that acts as the "third teacher" and generates meaningful learning experiences.
5. To document the child's development.
6. To validate the "Hundred Languages of the Child," that is, the multiple ways in which they express their emotions and the understandings they construct about the world.
7. To offer continuous and effective professional development to teachers, motivating them, in turn, to be sensitive to the culture of childhood.
8. To promote the participation of the family and society in the children's educational process.

3.2.2 PRIMARY YEARS PROGRAMME (PYP)

The PYP is offered to all children from Nursery to Grade 5.

The pedagogical model of the enhanced version of the PYP revolves around three pillars:

- **THE LEARNER:** Describes the outcomes that the IB has for each student, and those that each one pursues for themselves. The aim of the PYP is for students to develop as internationally minded citizens who demonstrate the attributes of the IB **Learner Profile** and who acquire the knowledge, conceptual understandings, skills, and dispositions to make a difference in their own lives, in their communities, and in the world at large.
- **AGENCY** The enhanced version of the PYP places greater emphasis on valuing students as agents of their own learning. **Agency** is the power to take meaningful and intentional action, and acknowledges the rights and responsibilities of the individual, while facilitating voice, choice, and ownership for all members of the learning community.

The understanding of the learner is the foundation of all learning and teaching, and influences how student agency is supported, and how the learning community takes into account the rights, responsibilities, and identities of children.

Agency is manifested when students collaborate with teachers and members of the learning community to take ownership of what, where, why, with whom, and when they learn. This offers authentic opportunities to demonstrate knowledge, skills of the **Approaches to Learning** and attributes of the **Learner Profile**, as well as to reflect on them.

- Students who demonstrate agency have **voice, choice, and ownership**; they are prone to taking action, they influence and direct learning, and they contribute to and participate in the learning community.
- **Action, agency, the Learner Profile, and international-mindedness** work together to strengthen students' confidence in their capacity to effect positive change in the world.
- **Student-initiated action** is considered a dynamic outcome of **agency**, and an essential part of the learning process that can arise at any time.

Demonstrations of action can include:

1. **Participation:** Being actively involved in the learning community and showing commitment to contributing as individuals and as members of a group.
2. **Advocacy:** Taking action individually or collectively to publicly support positive social, environmental, or political change.
3. **Social Justice:** Taking action for positive change relating to human rights, equality, and equity. Concerned with the advantages and disadvantages within society, and with social well-being and justice.
4. **Social Entrepreneurship:** Supporting positive social change through innovation, resourcefulness, and sustainable business practices.
5. **Lifestyle Choices:** Making positive lifestyle changes in response to learning (e.g., consumption habits or the impact of choices).

EARLY YEARS

- The enhanced version of the PYP extends Early Years to cover ages 3 to 6, underscoring the importance of this foundational period and highlighting that even the youngest students are capable people with **agency**.
- There are four fundamental pillars in the education of Early Years children within the PYP: **play, relationships, learning spaces, and symbolic exploration and expression**.

1. **Play:** In the early years of the PYP, teachers support play through the following actions:

- Creating and maintaining engaging learning spaces.
- Scheduling uninterrupted time for play, both indoors and outdoors.
- Observing the children's thinking processes, interests, and emerging theories, and responding to these in ways that extend learning.
- Monitoring and documenting children's learning and development during play, and providing learning experiences that offer appropriate **scaffolding** for each individual and for small groups.

2. **Relationships:** Teachers support the development of relationships through the following actions:

- Regular conversations with parents.
- Acknowledging and respecting the individuality of each child.

- Engaging with each child throughout the day, holding conversations, listening, and documenting the evolution of their questions, and acknowledging their efforts and achievements.
- Recognizing opportunities for children to learn **self-regulation** during play, and offering help and feedback when necessary.
- Planning uninterrupted time for play in engaging learning spaces.

3. Learning Spaces: Teachers build safe, stimulating, and inviting learning spaces through the following actions:

- Providing a range of open-ended materials (multi-use materials).
- Organizing and reorganizing materials as an invitation to learning.
- Creating areas for role-play, block play, mark-making (scribbling) activities as preparation for writing and expression through the arts, among others.
- Considering a range of choices and opportunities for group and individual play.
- Including children in the design and construction of play areas.
- Creating documentation displays that reflect the children's learning process.

4. Symbolic Exploration and Expression: The development of language and mathematical knowledge is interwoven and deliberately explored through strategies such as:

- Organized games and movement exploration.
- Rhymes, poems, and stories.
- Play.
- Conversations.
- Drawing and mark-making.
- Problem-solving and reasoning.
- Counting activities, and working with patterns and sequences, dramatization, and dramatic play.

These deliberate experiences, based on the children's interests, support and directly affect future formal learning of language and mathematics.

LEARNER PROFILE

- The attributes of the **Learner Profile** provide all members with a common language to describe and reflect upon the school culture, communications, feedback, and expectations. They must be integrated into the **Programme of Inquiry**, as well as into all aspects of school life.
- The Learner Profile remains fundamental to learning and teaching in the PYP. Greater clarity regarding the communication of the Learner Profile attributes will ensure that attention is focused on monitoring and documenting student development over time, rather than on **summative assessment**. The PYP “attitudes” are now included within the descriptors of the Learner Profile.

THE EXHIBITION

- The Exhibition moves from being guided to being **student-led**, given the School's deeper experience with the PYP, along with the higher expectation that students work independently.

- The Exhibition at CCB is carried out alongside the **Programme of Inquiry**, with a more flexible timeframe, to cater to student needs.
2. **LEARNING AND TEACHING** This section summarises the distinctive features of the PYP within the framework for learning and teaching.
- The PYP continues to promote a **concept-driven** approach to learning and teaching.
 - Effective teaching “is implicitly **transdisciplinary**” (Albright, 2016). Several elements of the enhanced PYP combine to bring transdisciplinary learning and teaching to life, emphasising the close relationship between disciplinary and transdisciplinary learning.
 - Authentic learning is not restricted by the boundaries of traditional subject areas but is supported by them and enriched by their integration.

In the interest of coherence with other IB programmes, the original set of transdisciplinary skills is now renamed “**Approaches to Learning**” (ATL).

- **Inquiry** remains an authentic way for students to explore and understand the world, as it nurtures their curiosity as they acquire new and deeper knowledge, and embark on a lifelong learning journey.
- **Approaches to Learning** are relevant across the entire curriculum and are fundamental for exploring subject knowledge within the context of transdisciplinary themes.

The five **Approaches to Learning** that begin development in the PYP and are transversal to all IB programmes are:

- Thinking skills
- Research skills
- Social skills
- Self-management skills
- Communication skills

The IB **Approaches to Teaching** and **Approaches to Learning** work together to develop these relationships. While the approaches to learning support and engage students in *how* they learn, the six IB **Approaches to Teaching** guide and focus the work of educators to meet the aspirations of an IB education.

Reflection is fully integrated into all learning and teaching to reinforce the continuous inquiry process. The remaining seven **Key Concepts** continue to be planned within the Programme of Inquiry.

ASSESSMENT

Students are enabled to develop their **assessment capabilities**, to monitor their own learning and adapt it, which improves their self-efficacy, resilience, and well-being.

Four essential dimensions of assessment (monitoring, documenting, and measuring learning, as well as reporting on learning) support the acquisition of knowledge and skills, the development of deep conceptual understandings, and the self-regulation of learning.

Assessment in the Early Years: Early Years teachers observe children closely in order to:

- Gain a clear picture of each child and their interests.
- Identify what children think and learn, and how they do it.
- Assess the effectiveness of the learning environment in relation to children's learning.
- Plan individual and small-group learning activities.

When observing, teachers document what children say and do. By listening carefully to the dialogue between them, teachers gain information about their interests, existing knowledge, level of engagement, and social skills.

Teachers share these observations with the children themselves and their parents. By collaborating with colleagues, they **analyse** group interactions, discover strengths, identify learning goals, and reflect on the effectiveness of teaching practices.

LANGUAGE

- Language is integrated into “the learner”, “learning and teaching”, and “the learning community” to foster a school culture of language learning and **international-mindedness**.
- **Multilingualism** (the use of two or more languages) is promoted and supported through the development of multilingual learning environments and communities that affirm student identity and **agency**.
- Student **language profiles** are developed to support learning and teaching.
- Linguistic integration is carried out dynamically through **translanguaging** (See *Annex 2 Language Policy*). This is the process in which students flexibly draw upon various known languages and combine their elements to meet communicative and social needs.

3. THE LEARNER COMMUNITY This section emphasises the importance of the purpose of learning and the role of the learning community in helping to achieve the aims of an IB education.

- The learning community recognises that education is a social endeavour that benefits all its members, individually and collectively.
- An inclusive learning community: lives together and addresses different ways of knowing and being. Prioritises people and their relations. Assumes shared responsibility for learning, health, and well-being.
- All members of the learning community have **agency**; they see themselves as partners in the success and strengthening of this community, and they take action to bring about positive change.

International-mindedness

International-mindedness is a worldview in which people see themselves as connected to the global community and assume a sense of responsibility towards its members.

- The **Learner Profile** and **Approaches to Learning (ATL)** provide the fundamental dispositions and skills for the development and demonstration of international-mindedness.
- The learning community envisions, creates, articulates, and models a culture of international-mindedness.
- Internationally minded students take action to generate positive change.

Leadership in the PYP

- Effective leadership in the Primary Years Programme (PYP) recognises the **agency** of all members of the learning community to assume formal and informal leadership roles in order to promote the school's mission.
- To create the culture and conditions necessary for everyone to assume leadership roles, leadership teams establish a common purpose, fostering shared responsibilities and developing leadership capacity within the learning community.

A Collaborative Approach to Transdisciplinary Learning

Schools offering the PYP are committed to supporting collaboration to improve **transdisciplinary learning** experiences and student outcomes.

- Teachers collaborate within and outside of their grade-level teams, the school, and the learning community regarding learning that takes place inside and outside the **Programme of Inquiry**.
- Students demonstrate **agency** and the capacity to take action regarding their own learning through collaboration with teachers and peers.
- Collaborative teaching practices between classroom teachers and specialist teachers can occur in diverse ways, including independent, co-constructed, and supported learning experiences.

Creating Learning Environments

A learning environment includes multiple learning spaces: natural or built, indoor or outdoor, and formal or informal.

- Students actively participate in the design and **co-construction** of learning spaces, including the learning opportunities that take place within them.
- Learning spaces are flexible, inviting, and engaging.

Technology in the PYP Technology includes both digital and non-digital tools, as well as resources that facilitate and expand learning possibilities.

- Schools provide students with diverse, authentic, and purposeful opportunities to learn **technology**, learn **about** technology, and learn **through** technology.
- The learning community supports students in becoming responsible and ethical **digital citizens**.

(Taken from: "The Primary Years Programme: From Principles into Practice", resources.ibo.org)

3.2.3 MIDDLE YEARS PROGRAMME (MYP)

The MYP is offered from Grade 6 to Grade 10, with the following specific objectives:

1. To promote an active attitude of **lifelong learning** where the self, critical thinking, empathy, and compassion are developed to be active and caring members of the CCB community, at a local, national, and global level.
2. To promote **inquiry, action, and reflection** independently and in groups within the teaching and learning process, so that as students deepen and develop their **conceptual understanding**, they can use it to face challenges, innovate, and solve problems.
3. To foster the exploration of **local and global issues** that enrich the inquiry process to establish meaningful connections, allowing for the development of personal awareness, **intercultural understanding**, and **international-mindedness**, to be sensitive to others and committed to taking action to create a better world.
4. To foster self-knowledge as a learner through the gradual development of **Approaches to Learning (ATL)** skills (social, thinking, research, communication, and self-management) and through continuous reflection to adopt an active attitude towards learning.
5. To provide opportunities for students to develop community awareness based on meaningful **service** experiences inside and outside the classroom, in which they can understand their responsibility and take action with the purpose of making a positive difference in the lives of others and the environment.
6. To foster the exploration of multiple forms of communication in diverse languages such as Spanish, English, and French to broaden their possibilities for interpersonal communication and the development of **intercultural understanding**.
7. To **favour** the development of **IB Learner Profile** attributes in students as they adopt a lifelong learning attitude, capable of applying their knowledge and skills critically and creatively and acting with commitment as global citizens.
8. To provide opportunities for the social and emotional well-being of students through individual and group reflection, healthy interaction with others, and problem-solving.
9. To promote the development of attitudes, knowledge, and skills related to the management of the body, as a means for the promotion of health, healthy habits and lifestyles, self-concept, self-esteem, as well as the appropriate use of leisure time.
10. To facilitate the transition from the **PYP** to the **MYP**, from a **transdisciplinary** model to a model that deepens at a disciplinary and **interdisciplinary** level through concepts.
11. To offer support to address the individual needs of students, valuing their diversity in learning styles, the development of learning skills, and language proficiency.
12. To articulate the MYP curricular **programme** in accordance with the final objectives of the **DP** subjects and the MEN (Ministry of National Education) requirements, to prepare students with the necessary **rigour**.

3.2.4 DIPLOMA PROGRAMME (DP)

The Diploma Programme is offered to students in Grades 11 and 12, with the following specific objectives:

1. To provide the necessary foundation for students to continue their university studies and be autonomous **lifelong learners**.
2. To foster respect for and knowledge of other cultures, in order to create a **better and more peaceful world**.
3. To promote participation in **service** activities oriented towards building an awareness of social and environmental responsibility, addressing local, regional, and global issues.
4. To develop analytical, critical, and creative thinking skills, as well as argumentation skills, creating an awareness of **learning to learn**.

5. To strengthen communicative skills to read, understand, write, listen, speak, and express themselves correctly, according to the context and purpose of the message, in both languages (Spanish and English).
6. To strengthen **writing process** skills: the capacity to draft essays critically and independently, submitting drafts and respecting the norms of **Academic Integrity** through the systematic use of an appropriate method for citing bibliographic references.
7. To strengthen **research skills**: the capacity to conduct authentic research through the gathering, evaluation, and appropriate use of materials from different sources.
8. To deepen understanding in fields of knowledge according to the interests and capabilities of the student.
9. To foster the development of moral, ethical, social, and environmental conservation awareness.
10. To facilitate the development of capacities for logical reasoning, through the mastery of logical, analytical, numerical, and mathematical systems used in the interpretation and solution of problems in science, technology, and daily life.
11. To understand and know different means of artistic expression and to value their creation and cultural legacy.
12. To foster the practice of physical education, sport, recreation, and the appropriate use of leisure time, in general, to **favour** the holistic development of the individual.
13. To promote education in road safety.

3.2.5 CAREER-RELATED PROGRAMME (CP)

The Career-related Programme is offered to students in Grades 11 and 12, with the following specific objectives:

1. To develop a range of broad academic and professional competencies and deepen their understanding in specific areas of knowledge through the **Diploma Programme courses** they study.
2. To develop flexible strategies for the acquisition and deepening of knowledge in diverse contexts.
3. To prepare for effective participation in the changing world of work.
4. To foster aptitudes and habits of mind that allow them to maintain a **lifelong learning** attitude, with the willingness to consider new perspectives.
5. To engage in learning that develops their capacity and will to generate positive change.

Essential Qualities of the Career-related Programme (CP)

The following are the essential qualities of the Career-related Programme:

1. Balance between the breadth and depth of learning.
2. Flexibility of choice, which includes a combination of the **core requirements** and the preferences of the school or the students.
3. A **localisation** that recognises locally defined **career-related studies**, locally defined **Language Development** courses, and locally defined pathways for students.
4. The creation of partnerships between schools and universities/higher education centres.
5. Close collaboration among all teachers participating in the programme for planning and assessment.
6. Strong emphasis on learning that fosters **intercultural understanding**.
7. Development of critical thinking, inquiry, and research skills.
8. Active student participation in self-assessment and reflection.
9. Sustained experience of participation and **service** in the community.
10. Rigorous assessment through a combination of both internal and external assessment procedures.

11. Varied and dynamic teaching, supported by appropriate teacher professional development.

4. PEDAGOGICAL GUIDELINES

4.1. PEDAGOGICAL APPROACH

Our programmes are founded on the principles of **constructivism**, **conceptual pedagogy**, and **inquiry**, to achieve meaningful and enduring learning.

We **favour** the generation of a healthy teacher-student bond and the implementation of **restorative practices** as a strategy for conflict resolution and the development of autonomy.

Colegio Colombo Británico fuses the **Ministry of National Education (MEN)** programmes and the **International Baccalaureate (IB)** programmes into a unique curriculum.

The Institution holds an Operating License via **Resolution No. 4143.010.21.0.07033 of December 30, 2020**, with official recognition to offer educational services under the **National Bilingual** modality, issued by the Municipal Education Secretariat of Santiago de Cali, for the following levels:

Early Childhood: Initial Education, Preschool (6 grades).

The main legal foundations for preschool education in Colombia are found in the **Political Constitution of 1991**, the **General Education Law 115 of 1994**; **Decree 2274**, **Law 1804**, **Decree 1075 of 2015**, and **Decree 1411 of 2022**, through which the regulations regarding the provision of initial education services are established.

Primary: Basic Primary Education (4 grades).

Secondary (Bachillerato): Basic Secondary Education (5 grades) and Middle Education (2 grades).

Colegio Colombo Británico has been a full member of the **International Baccalaureate Organization**, based in Switzerland, since 1976; therefore, it is considered an **IB World School with Code 0033**.

Consequently, our graduates can obtain **two diplomas** upon completing Grade 12, after adhering to 14 years of formal education and fulfilling the requirements of both the Ministry of National Education (*Bachiller Académico* / Academic High School Diploma) and the **International Baccalaureate Diploma Programme** or the **International Baccalaureate Career-related Programme**.

The pedagogical strategy of the CCB stems from the harmonization between the guidelines of the IB and the MEN, two dynamic proposals that have in common the **centring** on human development processes under a **holistic approach**. Our curricula are balanced, with **horizontal alignment** and **vertical progression**, emphasizing the development of attitudes, values, concepts, knowledge, and skills, which can be evidenced in **action**.

4.2. PEDAGOGICAL PROGRAMMES

For the Tiny Cubs and Toddlers grades, we adopt the curricular guidelines of the MEN regarding the dimensions of development: Socio-Affective, Communicative, Cognitive, Physical and Aesthetic.

We adopt the curricular guidelines of the International Baccalaureate Organization (IB) with a Reggio Emilia approach that aids conceptual development, for:

1. **Primary Years Programme** (grades Nursery to 5): Scope and Sequence documents for the areas of Language, Mathematics, Science, Social Studies, Personal, Social and Physical Education, and Arts (annex 5 - published on Toddle).

The School designed its own document for the area of Religion following the guidelines of the Catholic Episcopal Conference (see annex – PYP Religion Programme - see annex 6- published on Toddle). See Annex 7 – Programme of Inquiry – published on Toddle.

2. **Middle Years Programme** (grades 6 to 10): Guides for Language 1, Language 2, Individuals and Societies, Sciences, Mathematics, Arts, Design, Physical Education Annex 8- published on the website or Toddle. The School designed its own document for the area of religion following the guidelines of the Catholic Episcopal Conference (see annex 9 – MYP Religion Programme - published on the website or Toddle). The School adopted the standards of the Citizenship Competencies subject of the Ministry of Education (see www.mineducacion.gov.co/1621/articles-75768_archivo_pdf.pdf). See Link for MYP information – Interactive: http://www.colombobritanico.edu.co/index.php?option=com_content&view=article&id=14093&Itemid=375
3. **Diploma Programme (grades 11 and 12)**: Guides for Language A, Language B, Individuals and Societies, Sciences, Mathematics, Arts, Theory of Knowledge, Extended Essay and CAS (Creativity, Activity and Service) (Annex 10 - published on the website or Toddle). The official guides are published on the teacher resource centre of the International Baccalaureate organization.
4. **Career-related Programme (grades 11 and 12)**: The Career-related Programme requires students to study, at a minimum, two Diploma Programme courses, together with the unique core components of the Career-related Programme and a career-related studies programme.

A summary of these documents is published on Toddle for parents' reference. The academic programme will be published on Toddle or the Website.

5. STUDY PLANS

5.1.SYLLABUS (PENSUM)

It is the structured scheme of weekly hours allocated to the development of teaching-learning activities for each area or subject in the academic schedule in accordance with current regulations.

5.1.1 EARLY CHILDHOOD AND PRIMARY

Areas and subjects	Early Childhood*			Primary				Language of instruction		
	Pk	K	1st	2nd	3rd	4th	5th	English	Spanish	French
Natural Sciences and Environmental Education	2	2	2	3	3	3	3	18		

Mathematics	5	5	6	7	7	7	7	44		
Language (Spanish)	5	5	5	5	5	5	5		35	
English	5	5	5	5	5	5	5	35		
French	-	-	-	-	-	-	2			2
Social Studies / Citizenship Competencies / Peace Studies	2	2	2	3	3	3	3	18		
Religious Education - Spanish	1	1	1	1	1	1	1		7	
Ethics and Human Values Education - Civility * (Personal and Social Education) English	2	2	1	1	1	1	1	9		
Arts Education										
Visual Arts	1	1	1	1	1	1	1	7		
Music	1	1	1	1	1	1	1	7		
Dance	1	1	1	1	1	1	1	7		
Drama (Theatre)	1	1	1	1	1	1	1		7	
Physical Education, Recreation and Sports - Spanish	3	3	3	2	2	2	2		17	
Technology and Informatics* English	1	1	1	1	1	1	1	7		

TOTAL	30	30	30	32	32	32	34	152	66	2
TOTAL								69%	30%	1%

Note: Periods in Early Childhood and Primary are 45 minutes long..

5.1.2 LOWER SECONDARY

In secondary school, periods are one hour long and are planned within a 6-day cycle.

Lower Secondary									
Areas and Subjects	6th	7th	8th	9th	10th	English	Spanish	French	
Natural Sciences and Environmental Education	4	4	4	-	-	12			
Biology	-	-	-	2	2	4			
Chemistry	-	-	-	2	2		4		
Physics	-	-	-	2	2		4		
Technology and Informatics / Design	2	2	3			5	2		
Mathematics	4	4	4	5	5	13	9		
Spanish	4	4	4	5	5		22		
English	5	5	5	5	5	25			
French	3	3	3	2					11

Social Studies / Peace Studies								
Individuals and Societies / Peace Studies	4	4	4	4	4	16	4	
Religious Education	1	1	1	1	1		5	

Advisor: Ethics and Human Values 2 2 2 1 1 4 4
Education - Civility*

Arts Education								
Visual Arts	0	2	2			4	0	
Music / Band	2	2	0			2	2	
Drama (Theatre)	2	0	1			3		
Physical Education, Recreation and Sports	3	3	3	3	2		14	

Personal Project 1 1

ELECTIVE SUBJECTS 9 AND 10 (*)				9	6	3	3	3
Technology and Informatics: Choice between: Product Design, Digital Design, Computer Science				6		- 12		
Arts: Visual Arts, Drama, Music, Music Ensemble				12	12	6	-18	
French				3	3			6

Creative Writing: (2 groups) (English)				3	3	6		
Creative Writing (Spanish) (2 Groups)				3	3		6	
Virtual High School (online courses) - (2 groups) English				3	3	6		
TOTAL	36	36	36	36	36	94,2	75,2	10,6
Percentage						52,33%	41,78%	5,89%

Note: Periods in lower secondary are 60 minutes long in a 6-day cycle.

*Grade 9 and 10 student must choose 2 elective subjects each year. These subjects are taken during the whole year.

5.1.3 UPPER SECONDARY

Upper Secondary Grades 11 & 12				
Subject/Language/Grade/Groups	English	Spanish	Total Eng	Total Spa

Studies in Language and Literature - DP Group 1

English Language and Literature HL (11:6, 12:6)	5		60	
Language and Literature SL (English) (11:2, 12:1)	4		12	
Language and Literature HL (Spanish) (11:1, 12:1)	5			10
Language and Literature SL (Spanish) (11:4, 12:6)	4			40
Language Acquisition - DP Group 2				

English - Language B (11:1, 12:1) 5 10

Social Studies - Individuals and Societies - DP Group 3

Business Management (11:4, 12:4) 5 40

Psychology - (11:2, 12:2) 5 20

Global Politics (11:1, 12:2) 5 15

History (11:1, 12:1) 5 10

Economics (11:2, 12:2) 5 20

Philosophy (11:2, 12:2) 5 20

Natural Sciences and Environmental Education - DP Group 4

Biology HL (11:1, 12:2) 5 -10

Chemistry HL (11:1, 12:1) 5 10

Chemistry SL (12:1) 4 4

Physics SL (11:1, 12:1) 4 8

Design Technology HL (11:1, 12:1) 5 10

Design Technology HL (11:1, 12:1) 4 4

Computer Science - English (11:1, 12:1) 5 10

Environmental Systems and Societies SL (Also group 3) (11:3, 12:3) 4 24

Environmental Systems and Societies HL

5

Mathematics - DP Group 5

Mathematics: Analysis and Approaches HL G11:1

5

5

Mathematics HL - G11: 1 G12:1

5

5

5

5

Mathematics SL – G11: 6 groups. G 12: 2

4

4

36

20

The Arts - DP Group 6

Visual Arts HL – (11:2; 12:2)

5

20

Music HL / SL

5

MEN Requirements

Physical Education, Recreation and Sports – (11:4 ; 12:4)

2

16

ICFES Sciences (11:5, 12:5)

1

10

Social Studies: Colombian and Latin American Studies / Peace Studies - Spanish (11.5 12.5)

2

10

DP Core Subjects

TOK – Theory of Knowledge – (11:6 12:6) (2 hours/week)

2

10

4

20

Extended Essay	1	1	1	1
CAS Programme		2		2
TOTAL Hours Offered	48	52		258
TOTAL Periods/Cycle/Student (average)	36	36		
Percentage			52.87%	47.13%

Note: Students taking the Diploma Programme in Grades 11 and 12 must choose a total of 6 Diploma Programme subjects, from groups 1 to 5; they can choose two subjects from group 1 (instead of one subject from group two) and they can choose one subject from group 6 or choose two subjects from group 3 or 4. Three or Four Diploma Programme subjects must be taken at Higher Level (HL) and two or three subjects at Standard Level (SL).

All students take the core subjects: Theory of Knowledge (2 hours per week), Extended Essay, and the CAS programme.

Additionally, all students must take the following subjects to fulfil the Colombian Baccalaureate requirements: Physical Education (2 hours per week), Social Studies (2 hours per week). In the Group 4 Natural Sciences and Environmental Education schedule, they study science concepts for the ICFES exam one period per week.

The ratings obtained by students in the subjects ICFES Sciences, Social Studies, and Physical Education form part of the average that students receive during each term and affect the Honour Roll. The Extended Essay and CAS subjects do not form part of the average nor do they affect the Honour Roll.

The groups of subjects offered in the DP may vary according to the choices of students entering Grade 11.

Note: Students taking the Career-related Programme in Grades 11 and 12 must choose a minimum of 2 subjects at Standard Level (SL) or Higher Level (HL) from the Diploma Programme from groups 1 to 6; English A or English B must be part of the chosen subjects.

All Career-related Programme students take the core subjects: Personal and Professional Skills, Reflective Project, Language Development, and the Service Learning Programme.

Career-related Programme students will also take subjects at Universities that are part of the Career-related Studies, a mandatory component of the programme.

Additionally, all Career-related Programme students must take the following subjects to fulfil the Colombian Baccalaureate requirements: Spanish, Mathematics, Physical Education (2 hours per week), Social Studies (2 hours per week); Natural Sciences and Environmental Education study science concepts for the ICFES exam one period per week.

The ratings obtained by CP students in the subjects: Mathematics, Spanish, ICFES Sciences, Social Studies, Physical Education, Personal and Professional Skills, Reflective Project, Language Development, and Career-related Studies, form part of the average that students receive during each term and affect the Honour Roll.

The partial and final ratings obtained by CP students in the Career-related Studies subjects at the universities form part of the average and affect the Honour Roll. The equivalencies of the grade obtained at the university and the CCB grade will be obtained in the following manner:

CCB Grade	Nota EFP & DL Universidad	Percentage
7	4.5-5.0	90-100
6	4.0-4.4	80-89
5	3.5-3.9	70-79
4	3.0-3.4	60-69
3	2.0-2.9	40-59
2	1.0-1.9	20-39
1	0.1-0.9	1-19
0	0.0	0

Summary Table: Contact with Spanish, English, and French			
	English	Spanish	French
PreK-5 (Early Childhood and Primary)	152	66	2
MYP (Lower Secondary)	94,2	75,2	10,6
DP (Upper Secondary)	38,1	33,9	0
Total Hours	244,3	175,1	12,6

Percentage	60%	37%	3%
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5.2. STUDY PLANS

The Study Plans (planners) for each subject are found on the Toddle platform for PYP, MYP, DP, and CP.

Achievements and achievement indicators for all subjects are communicated to parents and students (in Early Childhood and Primary) and to students (in Secondary) at the beginning of each unit.

6. ASSESSMENT POLICY - INSTITUTIONAL EVALUATION SYSTEM.

6.1. FUNDAMENTALS OF ASSESSMENT

In accordance with Decree 1290 of April 12, 2009, issued by the Ministry of National Education, Colegio Colombo Británico defines the institutional evaluation system for students, presented below, the publication of which aims to ensure that the educational community knows, understands, internalises, and puts into practice the assessment process adopted by the School.

The Policy is coherent with the School's philosophy and is in consonance with the guidelines established by the International Baccalaureate Organization, as well as the guidelines established by the Ministry of National Education.

The purpose of assessment is to serve as a basis for learning and teaching. It involves the gathering and analysis of information regarding student learning to inform the teaching practices used. It identifies what students know, understand, and can do at different stages of the learning process.

Students at CCB have the possibility to develop their assessment capabilities, track their own learning, and adapt it, which improves their self-efficacy, resilience, and well-being.

There are five categories of interrelated skills (Thinking, Communication, Social, Self-management, and Research) that aim to help students of all ages become self-regulated learners who know how to ask good questions, set effective goals, and work towards their aspirations with the determination necessary to fulfil them. The mentioned skills are based on the principle that learning to learn is fundamental to student education. These skills also help students develop a sense of agency, by encouraging them to view their learning as an active and dynamic process (IBO, 2017). It is also intended that these Approaches to Learning (ATL) skills be considered closely related to the attitudes and dispositions identified in the IB Learner Profile. At CCB, we strive for the transversal development and progression of ATLs throughout the three programmes.

At Colegio Colombo Británico, we are guided by the four essential dimensions of assessment (monitoring, documenting, and measuring learning, as well as reporting on results) which favour the acquisition of knowledge and skills, the development of deep conceptual understandings, and the self-regulation of learning.

6.2.CHARACTERISTICS OF ASSESSMENT AT CCB

In the IB, quality assessments are considered:

- **Relevant**, because they support learning objectives and curricular goals.
- **Meaningful**, because they assess what is important to measure, not just what is easy to measure.
- **Authentic**, because they present situations that students may encounter in the real world.
- **Of universal design**:
 - Because they are relevant to the construct, by assessing what we intend to assess.
 - Because they are varied, by using a wide variety of tasks and activities to support diverse students and all types of learning.
 - Because they are multimodal, by encouraging students to express their skills and knowledge in multiple ways.
 - Because they are fair, by not entailing an unintended advantage or disadvantage for any student.
 - Because they are inclusive, by allowing the meaningful participation of all students.
- **Engaging**, because they extend learning and take into account the broader competencies of students and higher-order cognitive skills.
- **Valid**, because they balance important principles, such as construct relevance, fairness, manageability, reliability, and comparability, to achieve the intended purpose of the assessment.
- **Fit for purpose**, because they are designed, implemented, and interpreted coherently to meet the intended objectives.
- **Consistent with the IB educational philosophy**, because they support it and are in consonance with the approaches to learning and the IB learner profile.

To promote effective assessment, Colegio Colombo Británico implements the following strategies:

- Recognises and respects cultural and individual diversity through the offering of diverse assessment scenarios.
- Contributes to the development of the IB learner profile, adopted by the CCB.
- Promotes meaningful and enduring learning.
- Supports and motivates learning through continuous feedback.
- Favours active learning.
- Fosters a positive attitude towards others, the environment, and learning, avoiding assessment having a punitive sense.
- Promotes the continuous improvement of the educational endeavour.

At CCB, assessment is conceived as a process through which the extent of the objectives and goals proposed by the institution is established; this process shows:

- The cognitive, personal, and social development of students, within the framework of the basic learning rights they are studying.
- The acquisition of knowledge, understanding of concepts, mastery of skills, development of attitudes, and the students' decision to act.
- The development of metacognition and the capacity for reflection.
- The efficacy, fulfilment, and continuous improvement of the institutional curriculum.
- The quality of the teachers' pedagogical practice in the exercises of: curriculum design, application, measurement, analysis, review, and redesign.
- The set of observations, records, and measurements inherent to assessment determines the effective fulfilment of the School's educational mission.

Likewise, it allows:

- To assess the extent and attainment of achievements, competencies, and knowledge by the learners.
- To determine the promotion or non-promotion of learners in each grade of basic and middle education.
- To design and implement strategies to support learners who have difficulties in their studies.
- To supply information that contributes to the academic self-evaluation of the institution and the permanent updating of its study plan.

6.3. TYPES OF ASSESSMENT

Assessment plays a fundamental role in supporting and measuring learning. This is why effective feedback plays a determinant role in the students' learning process.

The three assessment practices (Learning and teaching, 2019)

INSTITUTIONAL ASSESSMENT SYSTEM

	Assessment for learning	Assessment of learning	Assessment as learning
Purpose	Also known as formative assessment. Its objective is to inform teaching and promote learning.	Also known as summative assessment. Its objective is to certify and communicate the results of learning progress.	As part of the formative process, its objective is to help students adopt an attitude of lifelong self-regulated learning.
Timing	It is carried out throughout the learning process. It is iterative and interactive.	It is normally carried out at the end of a unit, a year or course, a developmental stage or a programme.	It is carried out throughout the learning process. It is iterative and interactive.

Characteristics	Student participation • Quantitative and qualitative data • Written and oral objects • Observations and comments • Questionnaires • Dialogues or meetings between teachers and students • Context-based • Informal • Indication of the process • Indication of the application of knowledge and skills	Student Participation • Quantitative data • Questionnaires, exams, standardised tests • Indication of the acquisition of knowledge and skills or their mastery • Based on teacher judgement • Normative or criterion-based	Students are active agents in their own learning by developing and using metacognitive strategies to: • Plan learning objectives • Monitor objectives • Reflect in order to modify their learning and adapt it
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Assessment can be categorised into three groups, taking into account its purpose:

6.3.1 Assessment for Learning

This type of assessment focuses on the student, is forward-looking, and involves the entire learning community. It is a collaborative effort that begins with the assessment of prior knowledge to determine what students already know and what they are capable of doing with additional guidance (Griffin, 2014). Using data from diagnostic assessment, teachers design opportunities for students to check and revise their models, and help them establish connections between their previous and current perceptions.

Assessment produces evidence of student learning. Monitoring, documenting, and measuring learning continuously, and the subsequent analysis of assessment data, allow for the appreciation of students' understanding, knowledge, skills, and dispositions. Assessment is a means for teachers to personalise learning and for students to adapt based on emerging data and feedback from teachers and peers.

6.3.2 Assessment as Learning

Assessment as learning encourages learners to adopt an attitude of lifelong self-regulated learning and assume responsibilities, while developing enthusiasm and motivation for their learning. By encouraging students to actively design, manage, and measure their own learning, they develop the skills necessary to use assessments in order to self-assess, reflect, and make adjustments to their future learning. (IBO, 2017)

6.3.3 Assessment of Learning

Assessment of learning is a fundamental part of learning. At appropriate moments in the inquiry, it provides students the opportunity to measure the acquisition of knowledge, the development of conceptual understanding, and skills during the inquiry.

6.4. ROLES IN ASSESSMENT AT CCB

The roles of the different members of the school community are described below, having as a reference what is stipulated in the School Handbook (*Manual de Convivencia*) in numerals 2, 7 and 8 in which their rights and duties are described.

6.4.1 Student Role

6.4.1.1 Student Role in Early Childhood - Primary (PYP)

Using specific language to describe, discuss and assess their learning, students demonstrate assessment capability by doing the following:

- Collaborate with teachers to design their own learning objectives and success criteria.
- Be able to self-assess and discuss their progress in relation to learning objectives.
- Select evidence, such as samples of their learning, that best demonstrate the intended learning objectives.
- Develop metacognitive skills to reflect on their learning and plan next steps.
- Use feedback and various strategies to adapt their learning and identify where and when to make improvements.
- Make use of technological skills to record and reflect on their learning.

6.4.1.2 Student Role in Secondary (MYP, DP and CP)

- Know the assessment criteria and rubrics that are used to assess their work.
- Perform self-assessment of their work regarding their conceptual understanding, acquired knowledge, and the development of Approaches to Learning skills.
- Develop self-management strategies for the planning and completion of their long and short-term work, through organisational systems such as calendars and agendas in which they record the submission dates of their subject assignments.
- Create a routine at home or allocate hours to elaborate or finish their tasks or assignments, to study or read.
- Communicate to their teachers a planned absence or when a personal situation may interfere with the submission of an assignment or their class attendance (e.g., sports trips, medical appointments, family problems or extracurriculars like MUN, etc.).
- Find out about assigned work or tasks independently when absent from classes. If a student knows they will be absent, it is recommended to find out in advance the work they must do beforehand and plan submission dates with teachers using the official Secondary form.
- Students who choose the CP must fulfil the requirements of the Diploma Programme courses, the core components specific to the programme, and the Career-related Studies.

6.4.2 Role of the LSP Team

The function of the LSP (Learning Support Programme) Team is fundamentally aligned with the Inclusion Policy, which attends to diversity and inclusion in the learning of all students at CCB; in such a way that when different types of accommodations are established, ranging from time extensions to those requiring curricular modifications, the Inclusion and Assessment policies must be aligned to guarantee a suitable process aimed at helping to remove the barriers the student has in their learning process. The articulation of the assessment and inclusion policy is described in section 8.

6.4.3 Teacher Role

6.4.3.1 Teacher Role in Early Childhood - Primary (PYP)

Teachers inquire into student learning as a way to assess their own practices as educators and adapt them taking into account the information gathered during the process of assessment and reflection on their practice. They continuously adapt their teaching to provide better support for individual and group learning.

To conduct effective assessment, teachers must:

- Provide assessment methodologies consistent with the learning worked on and with the characteristics of the students taking them, taking into account both content and process.
- Ensure they know the level of awareness and understanding of their students' learning.
- Continuously establish evidence of what students can do, say, write, create, and demonstrate.
- Gather evidence that allows the student's learning progress to be established.
- Use learning evidence to plan the next stages of learning with students in both group and individual performances, respecting their process, interests, skills, and pace.
- Provide spaces for students to practice their skills and to perform self-assessment and peer-assessment exercises of their learning.
- Take actions that allow for the further development of learning.
- Identify learning progression across multiple contexts or units of inquiry.

In Primary, it is also the teacher's role to empower the student regarding their learning process so that they can make decisions and determine the steps to follow. Written and oral feedback from teachers provides the student with an opportunity to analyse their performance from different perspectives.

6.4.3.2 Teacher Role in Secondary (MYP, DP and CP)

Communicate with clear instructions the criteria, rubrics, and specific clarifications for each task regarding how they will be assessed.

Offer opportunities for self-assessment and peer-assessment during class work.

In each group's class, calendars must be kept updated so that other teachers and students can see the workload at each level. Teachers must be aware of the amount of work students are required to complete at home, so as not to overload them with activities.

Teachers must be receptive to concerns raised by students regarding deadlines for major assignments and consider the size and requirements, such as submissions for other subjects. The final decision will be at the teacher's discretion provided it does not exceed the dates and conditions of the DP, CP, and the Secondary Section.

Teachers must use their professional judgement when a student experiences a situation that prevents them from submitting their work on time. The renegotiation of deadlines may be considered according to each case and the severity of the situation. Accommodation plans will be documented by the LSP team in collaboration with teachers.

Promote student achievements and success, structuring and scaffolding support for student learning, knowledge acquisition, and content understanding through the use of varied assessment strategies. It is important to give students sufficient opportunities to develop any necessary skill, in addition to the construction of topics and concepts, before being assessed.

6.4.4 Role of Parents

6.4.4.1 Role of Parents in Early Childhood - Primary (PYP)

Parents and legal guardians must understand the learning objectives their children attempt to reach and the progress they are making, in order to support learning and extend their children's understanding and skill development at the different stages of their preschool and primary development.

This is why they are expected to:

- Inform themselves about the philosophy and the pedagogical model within which the School functions.
- Know and understand the learning and teaching objectives within the PYP framework shared by the school.
- Support the different strategies to offer timely support in achieving the goals set throughout their children's learning process.
- Contribute to their children's joy of learning and their growth as successful students by exchanging ideas with the learning community.
- Accompany and actively participate during the different instances of their children's educational process, for example, monitoring meetings, parent workshops, Student-led Conferences, orientation meetings, academic and artistic presentations, among others.

6.4.4.2 Role of Parents in MYP

MYP students are developing their **self-management** skills during the programme years. Parents help their children best by providing a suitable study environment and encouraging a routine at home where they can do their tasks and work.

Parents can provide support by monitoring the execution of their work and providing organisational strategies so that students achieve planning short and long-term tasks within a calendar. To promote the development of student autonomy, parents must never do tasks/assignments for their children or provide for others to do them for them.

6.4.4.3 Role of Parents in DP and CP

DP and CP students are responsible for their academic process. It is advisable that students communicate directly with their teachers to resolve their concerns. If they feel these have not been resolved, they can contact the head of department.

Parents must review the academic system to consult grades, comments, and messages. Parents must have meaningful conversations about their children's academic progress and provide the environment and resources necessary to encourage study at home.

Parents are responsible for accompanying their children in decision-making regarding the choice of the programme they want to take and the DP subjects and CP Career-related Studies.

In the CP, parents must guarantee that students can take the Career-related Studies (CRS) at the universities with which the CCB has established agreements.

In both MYP and DP and CP, some parents hire private tutors to support a student's learning process. These tutors must support the development of skills and student understanding. They must not do or help elaborate student tasks or assignments.

The teacher may use other assessment tools such as an oral defence to corroborate student understanding. If there is intervention by a private tutor in the completion of academic work, the school's **academic integrity policy** may be contravened.

No MYP, DP, or CP teacher may be a tutor for their own students or for relatives of students to whom they teach.

6.5 . DIMENSIONS OF ASSESSMENT

6.5.1 Monitoring and Tracking

Within CCB, in this dimension, information is provided that is used to plan the next stage of the learning process. It is inextricably linked to learning and helps teachers and students identify what students already know and are capable of doing. It relates directly to teaching and both processes combine perfectly to achieve the proposed objectives.

Its objective is to foster learning through frequent and periodic information on obtained results, which contributes to students extending their knowledge and understanding, feeling stimulated to continue learning, reflecting on their process, developing the capacity to self-assess, and recognising the criteria with which achievements are measured.

Given the relevance of feedback in the students' learning process, it is necessary that it be carried out in a precise, specific, timely, and fair manner.

In the case of a student with learning barriers, assessment must be carried out taking into account the accommodations and curricular adaptations determined by the **Learning Support Programme (LSP)** team or those described in the **Individual Plan of Reasonable Adjustments (PIAR)** (see annex 7), when applicable (see chapter 8. Inclusion Policy).

6.5.1.1 Monitoring and Tracking in Early Childhood and Primary (PYP)

Monitoring and tracking in Early Childhood is carried out based on the detailed observation of children to:

- Count on a clear image of each child and their interests.
- Identify what children think and learn, and how they do it.
- Assess the efficacy of the learning environment in relation to children's learning.
- Plan individual and small group learning activities.

When observing, teachers document what children say and do.

By listening attentively to the dialogue between students, teachers seek to obtain information about their interests, existing knowledge, degree of participation, and social skills. Teachers share these observations with the children themselves and their parents. By collaborating with colleagues, they

analyse group interactions, discover strengths, identify learning objectives, and reflect on the efficacy of teaching practices.

Furthermore, the process aims to:

- Empower the student regarding their learning process so that they can make decisions and determine the steps to follow.
- Provide written and oral feedback from teachers and peers to give the student an opportunity to analyse their performance from different perspectives.
- Provide spaces for continuous reflection and opportunities for self-assessment that allow the student to make the necessary adjustments to their process to be able to access the achievements proposed by each area.
- Plan formative learning proposals that favour the development of skills and competencies.
- Design summative assessments that allow the student to account for their progress in relation to achievement indicators.
- Use constant and detailed observation of each student to allow the team of teachers to jointly develop strategies that help with the accompaniment of each student's process.
- Document the learning process to make it visible to the educational community and use it as a tool for tracking and metacognition.
- Offer the student opportunities to exercise their **agency** within the assessment process. For example, giving them **voice and choice** in the creation of assessment criteria.

6.5.1.1.1 Assessment Strategies (PYP)

Strategies are the methods or approaches that teachers employ to gather information about student learning. This information is recorded through various tools, which are the instruments used to collect the data. In Early Childhood and Primary, the following are used:

- **Observation:** All students are observed frequently and regularly. The teacher adopts different observation angles: a global point of view (for example, when observing the whole class) or a specific one (for example, when observing a single student or a single activity). They may act as a participant observer (observing from within) or a non-participant observer (observing from the outside).
- **Performance Assessment:** Goal-oriented tasks that include authentic and meaningful challenges and problems assessed with well-defined criteria. In these tasks, the problem can be approached in various ways and rarely has a single solution. They are generally multimodal in nature and require the use of many skills. Audio and image recordings are often useful in this type of assessment.
- **Process Assessment:** All students are observed frequently and regularly. Typical and non-typical behaviours are recorded, performing multiple observations to increase reliability and synthesising information from different contexts to increase validity. A system of notes and records is designed to reduce the time needed for these processes. Checklists, inventories, and narrative descriptions (such as learning journals) are common methods for performing observations.
- **Selected Responses:** One-dimensional exercises for a particular case. The most well-known examples of this form of assessment are "tests" and question-and-answer exercises.
- **Open-ended Tasks:** Situations where a stimulus is presented to students, and they are asked to provide an original response. The response may include a short piece of writing, a drawing, a diagram, or a solution. The work, along with the assessment criteria, can be included in a portfolio.
- **Portfolios:** These are collections of student work designed to demonstrate their achievements, growth, critical thinking, creativity, and reflection. A portfolio should be considered a sample of the work of an active mind.

- **Learning Logs:** These are written student reflections on a specific activity regarding their learning process. This record is made regularly to facilitate the understanding of the concepts being worked on.

6.5.1.1.2 Tools for Monitoring and Tracking (PYP).

- **Checklists:** These are lists of information, data, attributes, or elements that must be present in the work being evaluated. A marking scheme (answer key) is a type of checklist.
- **Anecdotal Records:** These are brief notes based on observations the teacher makes of the students. Specific and more extensive observations can be used for later analysis. These records must be collected and organised systematically.
- **Continuums:** These are graphic representations of the developmental stages of learning. They show a progression of the student's achievements or identify where they are in the process.
- **Documentation:** This is the consolidation of observations made by PYP teachers; it provides evidence of children's individual and collective processes and constitutes an assessment tool.
- **Thinking Routines:** These are patterns by which teachers operate, used repeatedly to manage the achievement of specific tasks and objectives. Their goal is to make thinking visible and help guide the learners' thought processes. They are strategies that allow student thinking to be extended and deepened. They are based on Harvard's Project Zero.

Additionally, for cases requiring extra support, special tracking is carried out through the following Tracking Documents:

- **PIAR – Individual Plan of Reasonable Adjustments** (See Annex 7).
- **SPM: Student Progress Meeting:** These are periodic meetings aimed at monitoring performance and learning, as well as proposing intervention strategies in different areas of development to strengthen children's learning processes.

In Early Childhood, the emphasis of student support is on teamwork. For this reason, these meetings are attended by the Section Assistant (who leads), the classroom teachers, the Spanish teacher, and professionals (Psychologist, Neuropsychologist, Occupational Therapist, and Speech Therapist) from the **Learning Support Programme (LSP)** team. They provide strategies to strengthen these processes through both instruction and assessment. Likewise, strategies are proposed to encourage families to participate in them.

6.5.1.2 Monitoring and Tracking in Secondary (MYP, DP and CP)

In Secondary, we value the prior knowledge and understanding that students bring to the classroom. **Diagnostic or prior assessment** is conducted at the beginning of a learning process and allows the teacher to recognise the knowledge and skills students already possess. This enables adjustments in planning and directs the learning path according to student needs.

In the MYP, DP, and CP, specific assessment tasks are defined according to the nature of each subject, including:

- **Compositions:** Musical, physical movement, or artistic.
- **Creation of solutions or products** in response to problems.
- **Essays.**
- **Exams.**
- **Quizzes.**
- **Practical work.**
- **Research.**
- **Interpretations.**

- **Presentations:** Verbal (oral or written) and graphic (using various media).

Assessment tasks are organised according to **rubrics** with different criteria provided by the MYP, DP, and CP programmes for the various subjects.

Teachers design a variety of these assessment tasks to allow students to improve their learning and project themselves toward achieving their potential. These tasks are carefully planned so that students acquire knowledge, form understandings, and reflect on their performance and skill development to become more successful and better learners.

We use a variety of assessment strategies during the learning process. While the following list is not exhaustive, the strategies are not exclusive; they can be used together to obtain a more balanced view of student achievements.

Students in the **CP** will adopt the specific strategies of the **Career-related Studies (CRS)** courses they select at the University. The school will establish a direct bridge with the University to monitor the academic processes of CP students.

6.5.1.2.1 Assessment Strategies

Strategies are the methods or approaches that teachers employ to obtain information about student learning. This information is recorded through various tools, which are the instruments used to collect data.

The following list of assessment strategies is classified among *for*, *of*, and *as learning*.

"The following list of strategies is not exhaustive, and the strategies are not mutually exclusive; indeed, it is recommended that they be used in combination to achieve a more balanced view of performance" (*Middle Years Programme: From principles into practice*, p.94).

- **Observation:** All students are observed frequently and regularly. The teacher adopts different observation angles: a global point of view (e.g., observing the whole class) or a specific one (e.g., observing a single student or activity). They may act as a participant observer (observing from within) or a non-participant observer (observing from the outside).
- **Selected Responses:** Allows teachers to ask specific or general questions to identify understanding of the analysed topics. This strategy is particularly useful during a unit as **assessment for learning**, as it is quick to implement and provides instant feedback for both teachers and students. Common examples include short-answer exercises and "mini-quizzes."
- **Open-ended Tasks:** Situations where a stimulus is presented to students and they are asked to provide an original response. The response may include a brief piece of writing, a drawing, a diagram, or a solution. The work, along with the assessment criteria, can be included in a portfolio.
- **Performance Assessment:** This strategy provides teachers with the opportunity to develop tasks that allow students to demonstrate a range of knowledge, skills, understandings, and attitudes developed in the classroom. They allow students to apply learned skills and demonstrate understanding in real-world contexts. These may be a composition, a research report, a presentation, or a proposed solution to a given case. They serve two purposes: building student understanding and making that understanding visible for assessment.
- **Process Journals:** Reflection is a fundamental element of effective learning. The use of process journals (required in some subject groups, such as Arts or Design) allows students to communicate about their learning processes and can be used to achieve meaningful reflection. Regularly recorded reflections on fundamental facts or important activities can lead

to a deeper understanding of concepts. For example, process journals allow students to detail their **Service and Action** and reflect on its impact.

- **Portfolio Assessment:** Portfolios can be used by both students and teachers to record learning achievements and express identity. Both choose particular pieces of work or include observations and evidence from other assessment strategies to demonstrate levels of understanding and knowledge, as well as skills. Portfolios are a useful tool for involving students in their own learning and the assessment of that learning. Different types of portfolios (virtual and physical) can be utilised.

6.5.1.2.2 Monitoring and Tracking in Secondary

The following tools can be used to gather evidence of student achievement levels and document their learning:

- **Anecdotal Records:** These are brief notes based on observations of students. Records of this type—whether for a whole group, small groups within a class, or individuals—can be highly useful for teachers to identify areas of understanding or where it has not yet been achieved. These records must be compiled systematically, documented, and organised; teachers may consider different ways of doing this, including the use of **ICT** (Information and Communication Technologies). They can also be used as part of the reflection process and as an element of assessment of learning. They are a fundamental element for planning the subsequent stages of the learning process.
- **Continuums:** These provide a visual representation of the stages of learning and can be very useful for both students and teachers when used for skills development. They show a progression of achievements and allow for the identification of what a student has achieved in relation to the learning process.
- **Exemplars (Samples):** Student work can be used as concrete benchmarks to assess other pieces of work. Generally, an assessment table will have at least one exemplar for each achievement level, which can then be used as a reference for the specific task. Schools are encouraged to select exemplars that are appropriate and usable within their particular context. Following a standardisation process by teachers, work produced by students within a unit can serve as an exemplar for the study of the same unit the following year, provided they are suitable and anonymity is maintained. Furthermore, they can be used by students in self-assessment processes.
- **Checklists:** These are lists of attributes or elements that must be included in the result of a assigned task. A marking scheme for a written test is a type of checklist. They are very useful when used as a formative element, as they can be used by both the student and the teacher. They also have the potential to be used in self-assessment and serve as support for the development of **Approaches to Learning (ATL)** skills.

6.5.1.3 Feedback

Feedback has the fundamental purpose of giving students the opportunity to improve their learning process. It can take different forms, such as a conversation with a teacher, a written note, a peer assessment, etc. Teachers are encouraged to provide feedback constantly—for example, through written or oral comments, or voice notes.

Teachers must return work to students and provide timely feedback. It is important that students have the opportunity to learn from mistakes made in previous submissions—identified through feedback—before completing a final activity on the same topic. The feedback provided by teachers is carried out according to these criteria and their specific aspects. Feedback must be delivered on time and in a meaningful way to allow students to progress in their learning process.

6.5.1.4 Attendance at Support Sessions

Students are encouraged to attend support sessions to achieve improvements in their learning process when required. Support hours may include, but are not limited to, the following activities:

- Helping students develop or strengthen their skills.
- Clarifying conceptual understandings.
- Providing a useful space for the completion of an assigned task that students have found difficult and require teacher guidance for.
- Completing work pending due to an absence.
- Resubmitting or recovering a task in agreement with the teacher.

While teachers may require and summon a student to a support session, the primary goal is for students to have the **agency** to request a support space themselves when they realise they have a difficulty or when they need or desire help. The teacher shall notify both the students and parents.

Teachers must prioritise support spaces for those students who require additional individual support. It must not be considered a space to replace the inappropriate use of class time.

6.5.1.5 Additional Actions for Improving Student Performance During the School Year

Monthly class meetings (**Student Progress Meetings** and **Teaching Teams**), section-specific teaching team meetings, and the **Evaluation and Promotion Commission** meetings serve as the formal instances for analysing students' academic performance. These meetings are used to formulate tracking actions aimed at continuous improvement, which are connected both to academic quality indicators and to the individual and group monitoring of students.

The following are the procedures carried out to track the academic, social, and affective development process of the students:

6.5.1.5.3 Student Progress Meetings (SPMs) and Teaching Teams

Monthly student monitoring meetings (**SPMs: Student Progress Meetings**) are held for each group. In these meetings, decisions are made to define intervention strategies that respond to the diversity of students in the classroom. Should a specific support plan be required, the **Individual Plan of Reasonable Adjustments (PIAR)** form must be completed (See: Chapter 6 and Annex 7). These meetings are attended by:

- **Early Childhood (EC) and Primary:** Group directors (classroom teachers), Spanish teachers, and support professionals (**LSP**), presided over by the Section Head or Assistant.
- **Secondary:** All teachers of the group and support professionals, presided over by the Section Head or their delegate. They meet periodically throughout the school year to monitor the students' progress.

6.5.1.5.4 Handover Between Sections

In the final month of the school year or during the first month of school—at the discretion of each section—handover meetings are held to transition students from each group to the next grade level. The purpose is to share information regarding their diversity and to define the supports that should be offered or continued. These meetings take place in various formats:

Teacher-to-Teacher Handover: Consists of meetings between teachers from the previous academic year and teachers for the upcoming year. The group is officially handed over, with an emphasis on students who were subjects of observation and support during the year.

- **In EC (Early Childhood):** These are called **Teacher-to-Teacher reports**. At the end of the school year, Classroom Teachers (CRTs) complete the "Teacher-to-Teacher Confidential Report" form, which is shared with the incoming CRTs at the start of the next year and filed in the student's folder.
- **In Primary:** These meetings occur at the end of the school year between CRTs to report on: group strengths and weaknesses across areas, general student behaviour or special cases, relationship dynamics with parents, and the skills and content covered and achieved. The Spanish Department holds a separate meeting following the same guidelines.
- **In Secondary:** These meetings are held at the end of the year and the beginning of the next to report on group characteristics and special cases.

Case Handover: At the start of the school year, the support team provides a timely handover to the corresponding teachers of the next grade regarding accompaniment processes mentioned in the Teaching Teams. Similarly, cases requiring a **PIAR** (Individual Plan of Reasonable Adjustments—see Annex 7) are transitioned, emphasising interventions performed, necessary supports (internal and/or external), and recommendations.

Participants must present the "Case Tracking for Analysis" form (see Annex 20). In EC, this form results from **Teaching Team Meetings (TTM)**, while in Primary and Secondary, it stems from the support team's periodic meetings.

Between Sections: This is equivalent to the case handover described above but is managed by the support teams of each section as follows: EC to Primary, and Primary to Secondary. These meetings are also attended by:

- **From Primary:** The four Grade 2 CRTs and the Spanish teacher.
- **From Secondary:** Teachers of Spanish, English, and Mathematics (or area coordinators), and the Grade 6 Coordinator.

Handover of Special Cases: For transitions between sections involving a child whose process is recorded in a **PIAR**, a meeting is held with: Section Heads and Deputy Heads, the support team, Grade and Area Coordinators, the responsible CRTs, and the specialist teachers assigned to the grade.

Psychology Case Handover: Conducted between psychology departments to share relevant psychological and family information needed to support the process holistically (beyond academics). Only members of the psychology team attend.

Curricular Feedback Meetings Between Grades:

- **In EC:** After the six-week settling-in period, Grade and Area Coordinators meet with the previous grade's team to share observations from the start-of-year protocols and grade characterisation. These are held before the end of the year, allowing the current grade team to make recommendations to the previous team for curriculum and skills alignment.

- **In Secondary:** These take place at the start of the school year during department and grade meetings. Additionally, the student transition and the curricular development of skills for the MYP/DP or CP programmes are analysed.

Antes de terminar el mes de octubre, se lleva a cabo una reunión de retroalimentación entre secciones para compartir información de cómo se ha visto el principio del año en términos académicos y en cuanto a Personal and Social Education (PSE), para los estudiantes que cursan el primer grado de cada sección, a saber, grado segundo en Primaria y grado sexto en Bachillerato. A estas reuniones de retroalimentación asisten:

Grade 2 Transition:

- **From EC:** Section Head and Assistant, Grade 1 Coordinator, Grade 1 Spanish teacher, Psychologist, and English, Maths, and ICT Coordinators.
- **From Primary:** Section Head, Grade 2 Coordinator, Grade 2 Spanish teacher, and English and Maths Coordinators.

Grade 6 Transition:

- **From Primary:** Section Head, Grade 5 Coordinator, Grade 5 Spanish teacher, and English and Maths Coordinators.
- **From Secondary:** Section Head or Assistant, Grade 6 Coordinator and teachers, and the MYP Coordinator.

At various points during the school year, several activities are carried out to follow up on these transitions. These include:

- **Teaching Team Meetings:** A meeting is held per grade at the end of each academic period, involving all grade teachers, support professionals, and the Section Head and/or Assistant. In this meeting, the situations of students who will be brought before the Evaluation and Promotion Commission are analysed.
- **Evaluation and Promotion Commission:** This commission is convened by grade and is composed of the Section Head, a parent representative for the grade, the Grade Coordinator, and the Section psychologists. In this forum, strategies proposed by the teaching team are reviewed, and new ones are established if deemed necessary.
- **Parent Meetings:** Whenever necessary, meetings are held with parents to analyse and establish responsibilities within the process, optimising the support required by their child. During these sessions, the implementation of previous agreements and interventions is reviewed.
- **External Professional Follow-up:** Follow-up meetings may be held with external professionals who are supporting student processes outside the school. These are led by the member of the support team most closely related to the specific referral and the relevant teaching group.

6.5.2 Documenting Learning

6.5.2.1 Strategies and Tools in Early Childhood and Primary (PYP)

6.5.2.1.1 Documentation Strategies:

In Early Childhood and Primary, the strategies described in point 5.1.1.1 under "Monitoring and Tracking" are used to record documentation. These are:

In Early Childhood, a **pedagogical documentation** exercise is developed based on the **Reggio Emilia philosophy**. This is conceived as a narrative element that gathers testimonies and perspectives on the teaching and learning processes of both children and teachers. It is classroom-based research that makes processes, hypotheses, experiences, and dialogues visible. It is materialised through photographs, texts, audio, and videos that include all those events captured by the teacher's sensitivity.

6.5.2.1.2 Documentation Tools in Early Childhood and Primary (PYP)

These tools are used to obtain evidence of achievements and allow for the documentation of the students' learning process.

- **Assessment Rubrics (Assessment Tables):** These are a set of established criteria used to grade students across all subject areas. The descriptors guide the assessor on which characteristics or signs to look for in the student's work and provide a predetermined scale to grade that work. These can be developed by students in addition to teachers.
- **Photographic and Audiovisual Records:** These are photos and videos that evidence the students' continuous learning process. The following characteristics are taken into account:
 - The student should be in the foreground.
 - They must explicitly show what the student is doing.
 - They should capture the specific moment of the task or instruction.
 - They should evidence the dynamics of interactions between group members.
 - Photos are described using the students' oral reflections, which facilitates the interpretation of the record.
- **Digital Portfolio:** Refers to collections of student work designed to demonstrate their achievements, growth, critical thinking, creativity, and reflection.
- **Learning Log (Work Journal):** Refers to the student's written reflections on a specific activity regarding their learning process. This record is made regularly to facilitate the understanding of the concepts being explored.

6.5.2.2 Documentation of Learning in Secondary

Evidence of learning is collected in a variety of physical or digital media according to the type of task and the nature of the subject.

Documentation of learning must evidence correspondence with the subject's objectives and/or assessment criteria or skills.

The teacher must plan the stages of documenting learning, which are: thinking strategically about what will be documented and why, how to record the moment, and what to do with these records.

Prior assessment has the purpose of knowing and valuing the knowledge, conceptual understandings, and/or skills that students have before or during the unit in order to adapt the teaching/learning process. Some strategies to document this part of the process could be: brainstorming, Think-Pair-Share, quizzes, class discussions, entrance or exit tickets, among others.

At different moments of the learning process, evidence can be gathered through the following strategies and tools:

- Assessment tasks with teacher feedback.
- Student reflections.

- Feedback via comments on **Toddle** or on work, and voice records via "voice notes".
- Process journals / Work journals.
- Digital portfolios.
- Grade records in **Toddle**.
- Exemplars or work samples.
- Checklists.
- Rubrics.
- Anecdotal records.
- Individual personal development plan for each student.

Teachers must record their grades in **Toddle** frequently during the period to allow the student and parents to visualise the academic process. When the teacher grades tasks and assignments, they must upload the grade to Toddle immediately and keep it updated.

Portfolios are a reflection tool for students, giving them the possibility to set their personal goals.

6.5.3 Measuring Learning

6.5.3.1 Assessment Criteria

The criteria governing assessment are composed of the objectives corresponding to each of the IB programmes, which also contain the basic standards, guidelines, and regulations issued by the **MEN** (Ministry of National Education) where applicable.

Assessment criteria are shared with parents at the beginning of the school year in Secondary. In Early Childhood and Primary, they are shared with parents at the beginning of each term.

At the end of the term, the **achievement levels** reached by students are defined according to the subject assessment criteria. This is obtained from the evidence teachers have gathered throughout the period. Grades are based on the levels achieved in each assessment criterion.

- In the **DP**, the programme's final grade descriptors will be used, including **TOK** (Theory of Knowledge) and the **Extended Essay**.
- In the **CP**, this process must be transparent and communicated to parents and students.

At the end of each Term in Early Childhood, Primary, or Secondary, the entire teaching team, together with the Section Heads, will analyse the trends in students' academic results in the various subjects. This generates improvement opportunities and interventions that allow for the support of academic processes and curricular review with the support of the **LSP** team.

CCB offers an inclusive educational context that recognises diversity and guarantees equitable and full access to the pedagogical proposal. For those students with barriers in the teaching-learning process, it is necessary to make accommodations and be flexible with the timeframes granted to reach the established achievements during the process, according to the recommendations established in the **PIAR** (Individual Plan of Reasonable Adjustments, see Annex 7). At the end of the school year, they will be assessed using the assessment criteria established for the grade they are attending.

The **Inclusion Policy** (Chapter 7) should be consulted for further information.

Within the reports, student performance for each subject is shown using **assessment scales** appropriate to each of the International Baccalaureate programmes or the nature of the section, which have their respective equivalence in the **national scale**.

6.5.3.1.1 Assessment Criteria in Early Childhood (PYP)

In the Early Childhood section, this assessment scale is used in conjunction with the Curricular Objectives, which are aligned with IB and **MEN** (Ministry of National Education) criteria:

CCB SCALE	M.E.N. SCALE	DESCRIPTOR
A	Superior Performance	Exceeds the proposed level of achievement, meeting all requirements and surpassing the stated expectations.
B	High Performance	Reaches the proposed level of achievement, meeting all requirements.
C	Basic Performance	Reaches the proposed level of achievement, meeting the majority of requirements.
D	Low Performance	Does not reach the proposed level of achievement, given that they do not meet many of the requirements.

6.5.3.1.2 Assessment Criteria in Primary (PYP)

In the Primary section, this assessment scale is used in conjunction with the Curricular Objectives, which are aligned with IB and **MEN** (Ministry of National Education) criteria:

IB SCALE	CCB BAND	MEN SCALE & DESCRIPTOR
7	90-100%	Superior Performance: Exceeds the proposed level of achievement, meeting all requirements and surpassing the stated expectations.
6	80-89.99%	
5	70-79.99%	High Performance: Reaches the proposed level of achievement, meeting all requirements.
4	60-69.99%	Basic Performance: Reaches the proposed level of achievement, meeting the majority of requirements.
3	40-59.99%	

2	20-39.99%	Low Performance: Does not reach the proposed level of achievement, given that they do not meet many of the requirements.
1	1-19.99%	

6.5.3.1.3 Assessment Criteria in MYP

The following table presents a summary of the MYP assessment criteria for the different subject groups.

SUBJECT	CRITERIA			
	A	B	C	D
Language and literature	Analysing	Organising	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
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 mathematics in real-life contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP Projects	Planning	Applying skills	Reflecting	
Interdisciplinary learning	Evaluating	Synthesising	Reflecting	

Teachers exercise their professional judgment to make decisions about student achievement levels, using descriptors to identify the achievement level that best describes the student's work in comparison with the established assessment criteria. When grading, student achievement levels must be determined precisely and fairly using a variety of grades for each criterion, **without averaging**.

6.5.3.1.2.1 Determination of achievement levels during the period

Each subject has 4 assessment criteria and eight achievement levels grouped into 4 score bands at levels 1-2, 3-4, 5-6, and 7-8. Each level is accompanied by its qualitative descriptors. Each achievement level describes student performance in ways that teachers can use to determine the extent to which each objective has been achieved. This can be visualised in the assessment rubrics for each MYP subject.

In the specific objectives and assessment criteria for each subject group, **command terms** are found. These help students understand and know what to do in different assessment tasks. For example, knowing the difference between knowing how to "describe, explain, or analyse" or between "discuss or evaluate." These command terms are used to give instructions, ask students questions, pose problems, and elicit responses in class. For students, understanding the difference between the meanings of command terms allows them to understand how to reach the different achievement levels in the rubric and be more successful in their performance.

Final determination of achievement levels on the 1-7 scale

CCB adopts the method by which the International Baccalaureate assigns achievement levels, both for grading periods and for the final end-of-year assessment. As stated in the document *MYP: From principles into practice*:

"To determine the final achievement levels for each student in each criterion at the end of the year or a grading period, teachers must gather sufficient evidence from a range of assessment tasks to enable them to make a professional and informed judgment. All units include summative tasks that are assessed against one or more MYP criteria to ensure continuity in assessment and to provide feedback to students on their performance against MYP objectives. Unit planning and assessment tasks must ensure that all criteria are addressed over time to provide balanced and sufficient evidence for determining final achievement levels." (IBO, *MYP: From principles into practice*, 2021, p. 101).

All **strands** (aspects) of an objective must be addressed to determine a final achievement level. Based on this, teachers must have a minimum of two or more tasks (formative and/or summative) per strand when grading a strand. A criterion must not be graded based on a single task. A teacher must evaluate all evidence, whether formative or summative, for this purpose.

At the end of the school year, a final grade is given for the entire year. For this assessment, teachers must use professional judgment to determine the achievement level according to assessment criteria A, B, C, and D for their MYP subject. At the end of the period, these final achievement levels in criteria A, B, C, and D are converted into **final grades of 1-7** using the grade boundaries table found in *MYP: From principles into practice*, p. 102.

If the teacher considers it necessary, they may consult and agree upon the final grade decision with the Area Coordinator or the Programme Coordinator.

In the MYP programme, for grades 6 to 10

6.5.3.1.2.2 General Final Grade Descriptors

IB SCALE	IB BAND	IB DESCRIPTOR	MEN SCALE & DESCRIPTOR
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.	Superior Performance: Exceeds the proposed level of achievement, meeting all requirements and surpassing the stated expectations.
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.	Superior Performance: Exceeds the proposed level of achievement, meeting all requirements and surpassing the stated expectations.
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.	High Performance: Reaches the proposed level of achievement, meeting all requirements.
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.	Basic Performance: Reaches the proposed level of achievement, meeting the majority of requirements.

3	10 - 14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasional significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills and requires support even in familiar classroom situations.	Low Performance: Does not reach the proposed level of achievement, given that they do not meet many of the requirements.
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. Is generally inflexible in the use of knowledge and skills and infrequently applies knowledge and skills.	Low Performance: Does not reach the proposed level of achievement, given that they do not meet many of the requirements.
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. Is very inflexible, rarely using knowledge or skills.	Low Performance: Does not reach the proposed level of achievement, given that they do not meet many of the requirements.

Note: The final assessment is expressed in the following terms, where **Basic** means that the student has achieved the basic standards required by the Ministry of National Education, according to **Decree 1290, Article 5**. The Assessment of Curricular Objectives is aligned with IB criteria and is expressed on a scale of performance levels numbered from 1 to 7.

6.5.3.1.2.3 Equivalence of Virtual High School (VHS) Results with MYP Bands

Assessment for subjects taken through **Virtual High School (VHS)** is awarded in percentages. To establish equivalence with our MYP assessment band system, the grade correspondence has been assigned as follows:

VHS Grading Scale	CCB MYP Band	CCB % Equivalence
VHS % Range	CCB % Equivalence	(rounded)

F	0 - 59	1	3.1-18.7	3-18
		2	18.8- 31.1	19-30
		3	31.2 – 46.7	31-46
D	60 – 69	4	46.8 – 59.3	47-58
C	70 – 79	5	59.4 – 74.9	59-74
B	80 – 89	6	75 – 87.4	75-87
A	90 - 100	7	87.5 - 100	88-100

6.5.3.1.3 Assessment Criteria in DP and CP

Grading in the DP aims to provide students with a clear understanding of their progress relative to **DP and CP expectations** and their **predicted grade** for official assessment. Consequently, students must evidence progress in the acquisition of knowledge, concepts, and the strengthening of skills throughout the two years of the programme, demonstrating mastery in **Year 2**.

Teachers may assess work using **qualitative and quantitative processes**. Regardless of the process used, the assessment criteria for tasks must be clear and communicated to the student at the beginning of the process.

Final subject assessment grades will always be awarded on a **1–7 scale**, with a **minimum passing grade of 4**. Assessment is expressed according to the criteria established by the IB for each subject and their corresponding descriptors (see **Annex 24**).

If the teacher considers it necessary, they may consult and agree upon the final grade decision with the Area Coordinator or the Programme Coordinator.

IB SCALE	CCB BAND	MEN SCALE & DESCRIPTOR
7	90-100%	Superior Performance: Exceeds the proposed level of achievement, meeting all requirements and surpassing the stated expectations.

6	80-89.99%	Superior Performance: Exceeds the proposed level of achievement, meeting all requirements and surpassing the stated expectations.
5	70-79.99%	High Performance: Reaches the proposed level of achievement, meeting all requirements.
4	60-69.99%	Basic Performance: Reaches the proposed level of achievement, meeting the majority of requirements.
3	40-59.99%	Low Performance: Does not reach the proposed level of achievement, given that they do not meet many of the requirements.
2	20-39.99%	Low Performance: Does not reach the proposed level of achievement, given that they do not meet many of the requirements.
1	1-19.99%	Low Performance: Does not reach the proposed level of achievement, given that they do not meet many of the requirements.

In **DP and CP** courses, CCB grades must match or fall within a range of **one point** of the predicted IB grade to ensure students receive an adequate understanding of their current level of overall performance. **CCB final grade reports** (Grade 11 and Grade 12) must demonstrate that student grades in each subject are consistent (**+/- 1 point**) with the international grades determined by the IB DP or CP.

In addition to summative assessment tasks similar to those designed by the IB, teachers will conduct **formative assessment tasks** and class activities. These help provide feedback to students and guide them toward greater mastery of the skills and knowledge necessary for further learning in their subjects. These activities and assessment tasks will form part of a student's CCB semester grades and may carry a weight of between **20% and 40%** of the academic term grade.

Tasks that are **purely practical**, where the authenticity of the work cannot be verified, must not be weighted more than **10%** of the total grade for the academic term.

At the beginning of each academic term, DP and CP teachers will provide students with a **course overview** that includes:

- The main assessment tasks assigned during the period.
- A suggested calendar of dates.
- A description of the final grade breakdown that will determine their scores at the end of the term.

Official **Internal Assessment (IA)** tasks for the DP and CP, as well as **Mock Exams** in Grade 12, will utilise specific grade boundaries for each activity, which will be shared with students prior to the completion of the task.

Student attitudes, study habits, and **Approaches to Learning (ATL)** skills do not form part of the academic subject grade. They must be reflected in the ATL skills selected for the term and their respective assessment.

No student shall be exempt from summative examinations.

SUBJECT WEIGHTINGS FOR ACADEMIC AVERAGE IN DP AND CP

Para los grados 11 y 12, en el Programa del Diploma, debido al número variable de asignaturas entre unos y otros estudiantes, el rendimiento académico se calculará con base en el promedio ponderado de la valoración final de cada período de sus asignaturas, con un peso de 1,25 para asignaturas HL, 1,1 para asignaturas SL y con un peso de 1.0 para Ciencias ICFES, Ciencias Sociales y Educación Física. No serán parte de esta sumatoria Ética y Valores, Monografía y CAS

For Grades 11 and 12 in the Diploma Programme (DP): Due to the variable number of subjects between students, academic performance will be calculated based on the **weighted average** of the final grade of each term for their subjects, using the following weights:

- 1.25 for HL (Higher Level) subjects.
- 1.1 for SL (Standard Level) subjects.
- 1.0 for Science ICFES, Social Studies, and Physical Education.
- **Excluded:** Ethics and Values, the Extended Essay, and CAS will not be part of this summation.

For Grades 11 and 12 in the Career-related Programme (CP): Academic performance will be calculated based on the **weighted average** of the final grade of each term for their subjects, using the following weights:

- 1.15 for the chosen Diploma subject related to their Career-related Study.
- 1.1 for Spanish, Mathematics, and English.
- 1.30 for the two subjects taken at the University.
- 1.0 for the Personal and Professional Skills (PPS) course and the Reflective Project.
- 1.0 for Science ICFES, Social Studies, and Physical Education.
- **Excluded:** Ethics and Values and Service Learning will not be part of this summation.

6.5.3.4 Pruebas SABER (Standardised State Exams)

All Grade 11 and 12 students will take the **SABER** tests.

Results from **mock exams** form part of summative or formative grades, depending on decisions made by the departments, and this will be communicated to students prior to the exam. Grade 11 and 12 students taking mock exams receive a grade according to the bands (see the bands table). Grades are mainly used as a reference in the "**Science ICFES**" subject and in **Social Studies**.

Note: The grades obtained by students in Science ICFES, Social Studies, and Physical Education form part of the average students receive during each term and affect the **Honour Roll**.

Bands for grading the Saber 11 exam and ICFES mocks taken by Grade 11 and 12 students:

The grade students obtain in both the Saber exam and the mock exams **must not exceed 30%** of the subject grade. The following table shows the grades assigned based on each mock exam presented.

BANDS: Mock Exams and ICFES Evaluations		
AREA	Mock Exam Percentage	Phidias Scale (1–100)
MATHEMATICS (All components)	90-100	90-100
MATHEMATICS (All components)	80-89	80-89
MATHEMATICS (All components)	70-79	70-79
MATHEMATICS (All components)	60-69	60-69
MATHEMATICS (All components)	60-64	60-64
MATHEMATICS (All components)	40-59	40-59
MATHEMATICS (All components)	20-39	20-39
MATHEMATICS (All components)	1-19	1-19
LANGUAGE & LITERATURE (Spanish)	95-100	100
LANGUAGE & LITERATURE (Spanish)	94-90	90
LANGUAGE & LITERATURE (Spanish)	80-89	80
LANGUAGE & LITERATURE (Spanish)	69-79	70
LANGUAGE & LITERATURE (Spanish)	60-68	60
LANGUAGE & LITERATURE (Spanish)	45-59	50
LANGUAGE & LITERATURE (Spanish)	30- 44	30
LANGUAGE & LITERATURE (Spanish)	29-20	20
LANGUAGE & LITERATURE (Spanish)	1-19	10
ENGLISH	90-100	100
ENGLISH	89-80	80
ENGLISH	79-70	70
ENGLISH	69-60	60
ENGLISH	59-50	50
ENGLISH	49-40	40
ENGLISH	39-30	30
ENGLISH	29-20	20
ENGLISH	19 o menos	10
SOCIAL STUDIES	85-100	100
SOCIAL STUDIES	84-75	90
SOCIAL STUDIES	74-69	80
SOCIAL STUDIES	68-59	70
SOCIAL STUDIES	58-50	60

SOCIAL STUDIES	49-45	50
SOCIAL STUDIES	44-30	40
SOCIAL STUDIES	29-20	20
SOCIAL STUDIES	19 o menos	10
SCIENCE COMPONENT (All)	85-100	100
SCIENCE COMPONENT (All)	84-75	90
SCIENCE COMPONENT (All)	74-69	80
SCIENCE COMPONENT (All)	68-56	70
SCIENCE COMPONENT (All)	58-50	60
SCIENCE COMPONENT (All)	49-45	50
SCIENCE COMPONENT (All)	44-30	40
SCIENCE COMPONENT (All)	29-20	20
SCIENCE COMPONENT (All)	19 or less	10

6.5.3.5 Standardisation

Standardisation in MYP, DP, and CP

When approaching assessment, we must strive to be consistent, fair, inclusive, and transparent in our practices. Standardisation is a practice that helps us ensure fairness in our grading; we compare and analyse assessment practices among different members of each department to ensure we unify our assessment approach. Teachers should standardise at least one piece of work annually.

Examples of standardisation:

Within a grade level:

- Comparing the results of an assessment task between members who share classes in a particular subject/grade. This helps align the approach to assessment practices between members of a subject/grade.
- Teachers sharing a subject within a grade must standardise at least **two assessment tasks during the year**: one during the first semester and the other during the next.
- In the case of the **DP or CP**, if a teacher is the only one teaching the subject at the school, they could engage in a standardisation process with teachers from other schools.

With different grade levels:

- Comparing the assessment method when using MYP rubrics; this can be done by comparing the results of an assessment task between members of different grades. This helps align assessment practices vertically within a subject.

With the entire department:

- Comparing the assessment method when using MYP rubrics; this can be done by comparing the results of an assessment task between members of the department to align practices vertically.

- Teachers within the department must standardise a minimum of **one piece of work as a department** at least once a year.

6.5.3.6 Late Submission Policy

This late submission policy is developed as a strategy to help students become self-regulated learners. Regarding the submission of work, it is important that students learn to hand in their work on time and develop **self-management skills**. Throughout their Secondary years, they must develop a learning culture to recognise how they learn, how to improve the quality of their work, and how to develop the agency and punctuality needed to better prepare for the rigour and independence required in the Diploma Programme, university, and life.

All assessment tasks/works, whether digital or physical, must be created in **Google Classroom / Toddle** so that students are clearly and timely notified of instructions, as well as submission dates and times, to support students in their self-management, organisation, and time management skills. In this way, a student can visualise all pending tasks/works on the main page and **Toddle calendar**.

To reinforce the creation of a culture of punctuality in the Secondary section, all teachers from Grades 6 to 12 will additionally report the student's achievement level regarding the **Approaches to Learning (ATL)** skill "**planning short- and long-term assignments and meeting deadlines**" in the final report of each period.

ATL Reporting Scale:

1. Low / Beginner
2. Basic / Learner
3. High / Competent
4. Superior / Expert

This allows parents and students to know the level of student agency and time management.

Objectives of the Late Submission Policy:

- Promote a culture of responsibility, agency, self-discipline, and punctuality within the Secondary section.
- Help students develop specific organisational self-management skills, such as time management.
- Provide students with incentives to successfully plan short- and long-term assignments and meet deadlines.
- Encourage students to plan strategies and take action to achieve personal and academic goals.
- Facilitate students' identification of their strengths and weaknesses, as well as personal learning strategies.
- Facilitate a means for students to practice analysing and attributing causes of failure.
- Prevent students from accumulating too many assessment tasks, thereby increasing the amount of time and energy dedicated to current class activities.

6.5.3.6.1 Late Submission Policy in the MYP Programme

Students must be given opportunities to achieve the highest level in assessments; therefore, teachers must develop rigorous tasks using a variety of assessment strategies. Students must know the mandatory MYP assessment criteria as well as task-specific clarifications before starting their assessments to foster greater success in their work and learning process.

To understand how to handle tasks received after the deadline, it is important to consider the nature or purpose of MYP assessment—which is to allow students to be successful in their learning—as well as the relevance of developing self-management skills throughout the MYP years.

Late submission policy: Grades 6, 7, and 8

If a student does not submit their work and there is no justified cause, the student must submit it the next day, no later than the end of the school day at 2:50 p.m. The maximum grade they can obtain is 6 out of 8 points in each of the criteria evaluated. After this, if it is submitted within a space of 3 more days from the submission date, the maximum grade that can be obtained is 4 out of 8 points in each of the criteria evaluated and the teacher will provide comments. If a teacher considers it pertinent, they may request that students attend reinforcement to complete the task.

If the task is not submitted after this time, the grade awarded will be zero, as there is no evidence for grading the student's work; the teacher, at their discretion, may offer comments.

Ideally, students should not reach this stage if they are consciously practising their self-management skills.

Late submission policy: Grades 9 and 10

If a student does not submit their work and there is no justified cause, the student must submit it the next day, no later than the end of the school day at 2:50 p.m. The task will be graded out of a maximum of 4 out of 8 points in each of the criteria evaluated and the teacher will provide comments. After this deadline, the grade awarded will be zero, as there is no evidence for grading the student's work, and the teacher, at their discretion, may offer comments when the student submits the task.

Ideally, students should not reach this stage if they are consciously practising their self-management skills.

6.5.3.6.2 Late Submission Policy in the DP and CP Programme

The DP and CP programme establishes strict guidelines regarding the number of times students can revise their work before its submission, as well as strict deadlines for the presentation of internal and external assessment tasks.

The IB provisions within section C3.6.1 "Eligibility for a grade" of the DP Assessment Guide specify that: "the candidate who does not submit work within the school's internal deadlines" and "the candidate who does not complete work due to lack of diligence or personal organisation" are considered "unacceptable reasons" for the work to be incomplete.

Therefore, the best thing for students is to allow them to gradually develop the necessary skills so that they get used to meeting strict deadlines, before making the transition to the Diploma Programme and the Career-related Programme.

If a student does not submit their work and there is no justified cause, the student must submit it the next day, no later than the end of the school day at 2:50 p.m., the task will be graded out of a maximum of 4 or 60%. After 24 hours have passed and within one week of the original due date, if the student

sends the assignment, the teacher will provide comments, but the grade will be zero. If a student submits an assignment after one week, the grade for the assignment will be zero and the teacher, at their discretion, may offer comments. Ideally, students should not reach this stage if they are consciously practising their self-management skills. All of the above, respecting the deadlines established by the school for the submission of international assessment work to the IB.

The deadlines for summative assessments and/or internal and external assessments are defined and known by students at least two weeks in advance. A student may request an extension a minimum of 48 hours before the due date of the summative and/or IB assessment. The teacher, the grade level coordinator, and/or the DP & CP coordinator must approve the extension request and, in writing, provide a new deadline.

6.5.3.7 Particular Aspects Regarding Tasks

Students must be offered ample opportunities during their learning process to be able to improve the quality of assessment tasks/work, seeking to access the highest level of achievement possible in the activity.

- Students should **not** have the opportunity to redo a task if they were provided with sufficient opportunities to demonstrate learning based on the feedback received for the task.
- A student being dissatisfied with the grade received is **not a justified cause** to receive a new assessment by redoing a task. Students must use class time effectively to seek support and feedback during the learning process. Students are encouraged to be receptive to comments provided on tasks with low scores to learn how to make improvements in future tasks. If a student wishes to improve their understanding or skills regarding a task or assignment, they may attend **reinforcement sessions** with the teacher, but the grade awarded will **not be modified**.
- In the event that a task has been poorly designed or was not adequately instructed, teachers may use their **professional judgment** and decide to offer **all students** the opportunity to redo the assessment.
- Teachers must enforce this policy constantly to maintain fairness and equality with students.
- According to the **Inclusion Policy**, teachers must be aware of students' learning barriers. The implementation of accommodations for students regarding the completion of their tasks/work and their learning process must be practised according to the recommendations of the **LSP (Learning Support Programme) Department**.
- If a student has a **justified absence** and the absences were approved by the Secondary Office, the teacher must give them the opportunity to submit pending tasks within the deadlines agreed upon with them. If the absence is **unjustified**, exams or work to be submitted on that day will be awarded a grade of **zero**. See details in the **Coexistence Manual (Manual de Convivencia)**, section 3.10.
 - If a student knows they will be absent, they must request the **Justified Absence Tracking Form** in advance, in which the activities the student must develop to catch up must be recorded by the teacher. It is the student's responsibility to comply with what was agreed, within the agreed deadline, and seek support if needed. The teacher may require that they attend reinforcement.
 - Upon returning to school after a justified absence, students must attend to commitments with all teachers of the classes from which they were absent, as well as check **Toddle** to catch up with their responsibilities. Students have **one day for every**

day of absence to reorganise submission deadlines for their pending work with their teachers. See **Coexistence Manual, section 3.10**.

- In the case of **prolonged justified absences**, the teacher, using their professional judgment, may decide which tasks the student must submit or replace them with other work that provides sufficient evidence of the skill/understanding being evaluated. International assessment tasks must be created and submitted respecting the conditions and dates of the **DP calendar** and the school calendar for their presentation by students. One condition is that the DP teacher must ensure the **authorship** of the work by the student; the task must be done in person in the classroom.
- It is the **student's responsibility** to ensure that, in the event that the submission is digital, the file allows for its correct visualisation on the platform. Students must follow the teachers' instructions for uploading the document to avoid difficulties. Based on the time the student has had for the completion of their work and according to the evidence of the process the teacher has had, the teacher may define whether the task is considered **not submitted** or graded with a value of **zero**.
- In the event that a submission identifies a violation of the **academic honesty/integrity policy**, the process established in the **Coexistence Manual numeral 4.3.2.2** must be followed.

6.5.4 Communication of Learning Results

6.5.4.1 Assessment Reports

CCB communicates the results of the academic process to parents through:

Settling-in Reports (Informes de Acogimiento): In the **Early Childhood** section, a report is delivered at the end of the settling-in period, after the first 6 weeks of the school year, referring to the adaptation process.

Progress Reports: In **Early Childhood**, a progress report is delivered at the end of the first half of each of the academic terms. In the case of **Primary**, this report is delivered in the first trimester and focuses on the adaptation process. In the case of **Secondary (Bachillerato)**, three progress reports are delivered at the end of the first half of each of the academic terms **only** for those students who are not reaching the expected achievements at that time. The subject teacher will write a comment reporting the student's process.

Academic Reports: At the end of each of the three terms in **Early Childhood and Primary**, parents or guardians receive a digital assessment report that accounts for the students' progress in the formative process in each of the subjects or dimensions (in the case of Early Childhood). This must include detailed information about the strengths and weaknesses the student has presented in any of the subjects, and will establish recommendations and strategies for improvement.

At the end of each of the three terms in **Secondary**, parents or guardians receive a digital assessment report that accounts for grades and comments according to the grading system of the **MYP, DP, or CP** programmes.

6.5.4.2 Socialisation of Learning

6.5.4.2.1 Student-led conferences:

Student-led conferences are meetings in which parents are invited to have an intimate gathering as a family where their child is the protagonist and shares their achievements as a learner at the

school. It is a moment for children to celebrate their agency and strengthen their self-confidence. In this way, they develop and demonstrate their ability to reflect, plan, and express themselves orally by leading the conference, as well as their self-esteem, self-confidence, and leadership.

6.5.4.2.2 Three-way Conferences

The student, their parents, and the teacher participate, and it is the moment in which the process carried out during the period is reflected upon. The student recognises their learning and opportunities for improvement.

6.5.4.3. Structure of Reports

The structure of reports varies from one section to another. In the PYP, MYP, DP, and CP, assessment reports do not result from averaging grades. They account for the student's learning processes evidenced in assessment tools and based on the criteria established by the IB and the standards of the Colombian Ministry of Education.

Information regarding student grades is stored on the **Toddle** platform for the entire school. Teachers use this tool to write their academic reports, and Section Heads and IB Coordinators have permanent access to the information. A copy of the reports rests in the students' individual folders in the corresponding archives of each section. Once the student graduates or withdraws from the Institution, their folder rests in the Rectory archive (Inactive Files).

6.5.4.3.1. Report Structure in Early Childhood Section (Tiny Cubs & Toddlers)

The monitoring process of each child is permanent and is carried out through the observation of their development, understood as a process of permanent reconstruction and reorganisation, where it is necessary to take into account the changes presented in their development, advances and setbacks, the particular characteristics of each child, and their individual rhythm when relating to themselves, to learning, to other children, and to adults.

REPORTS: Three Development Reports by Dimensions, a Settling-in Note at the end of the first week, and a Settling-in Report one month after the child's entry are delivered.

- **Development Reports by Dimensions:** This report shows the monitoring carried out by the teaching team regarding the children's development in Tiny Cubs and Toddlers. They are delivered at three moments during the year, with their corresponding meetings between parents and teachers; the last meeting of the year is tripartite.
- **Settling-in Report:** Delivered one month after the child's entry. It is a broad description of the particular traits of each child that have been observable to teachers, in relation to the dynamics proper to the start of the year: routines, socialisation, acceptance of change, and establishment of bonds with people in the school context.
- **Settling-in Note:** Delivered one week after the start. It is a brief description of the child's first days at school and includes aspects related to the children's ability to face the change of learning environment.

6.5.4.3.2 Report Structure in Early Childhood Section (NURSERY, PREKINDER, KINDER, and FIRST GRADE)

During the school year, a Settling-in Report, three Progress Reports, and three Term Reports are delivered:

- **Settling-in Report:** It is a description of the child's performance/report at the end of the settling-in period after the first 6 weeks of the school year, referring to the adaptation process.
- **Progress Reports:** A Progress Report is delivered at the end of the first half of each of the three academic terms, which accounts for the child's progress in relation to their personal and social development for the following curricular axes, determining if the corresponding achievement level is already reached or is still in process:
 - **Identity:** The way in which the child's self-concept and self-esteem affect their learning and the way they interact with others; the recognition of their strong points, limitations, and difficulties; as well as the ability to effectively face situations of change and adversity.
 - **Active Living:** The understanding of the rights and responsibilities the child has towards themselves and towards others regarding fostering well-being; making well-founded decisions and evaluating their consequences regarding safety; and the acquisition of habits that allow them to lead a healthy life now and in the future.
 - **Interactions:** Interaction with others, with other living beings, and with the environment in general; understanding similarities and differences, and respect for the latter; awareness of responsibility for the care of the environment.
- **Term Reports:** These show the child's performance in each of the developmental dimensions, approaches to learning, and conceptual understanding, through the following assessment scale, complemented with descriptive comments that allow for appreciation of progress in the child's integral formation.

6.5.4.3.3. Report Structure in Primary

Throughout the school year, one Progress Report and three Academic Reports are delivered.

- **Progress Reports:** A progress report is delivered at the end of the first half of the first academic term. This accounts for the student's progress, determining if their achievement level is "to be improved," "evident," or "very evident" in relation to the area of **Personal and Social Education** for the following curricular axes:
 - **Identity:** The way in which the child's self-concept and self-esteem affect their learning and the way they interact with others; the recognition of their strong points, limitations, and difficulties; as well as the ability to effectively face situations of change and adversity.
 - **Active Living:** The understanding of the rights and responsibilities the child has towards themselves and towards others regarding fostering well-being; making well-founded decisions and evaluating their consequences regarding safety; and the acquisition of habits that allow them to lead a healthy life now and in the future.
 - **Interactions:** Interaction with others, with other living beings, and with the environment in general; understanding similarities and differences, and respect for the latter; awareness of responsibility for the care of the environment.

- **Academic Reports:** These show the student's performance in each subject, accounting for conceptualisation and the development of transdisciplinary skills through the scale mentioned above.

6.5.4.3.4. Report Structure in Secondary

During the school year, three academic reports and three progress reports are delivered.

- **Progress Reports:** A progress report is delivered in Secondary at the end of the first half of each of the three academic terms, **only** for those students who do not reach the expected achievements at the moment, in specific subjects.
- **Academic Reports:** A report is delivered at the end of each term showing the student's performance at an academic level in the different subjects, including the assessment of Ethics and Values. It also accounts for the development of **Approaches to Learning (ATL)** skills in each subject, always including **self-management** and the **IB learner profile** when considered necessary.
- **Reports for Universities, Summer Camps, or other schools:** These reports are issued in English (transcripts) and Spanish with international or Colombian nomenclature, with special formats, following international nomenclature or Colombian nomenclature, as the case may be, for students applying to universities, summer programmes, or when transferring to another school.

6.5.4.3.4.1 ASSESSMENT OF ETHICS AND VALUES (CHARACTER AND CITIZENSHIP EDUCATION)

"Assessment in the field of ethical and moral education requires a special look and treatment, since the contents and dimensions it encompasses make it a *sui generis* field. It brings to the fore the human being as a whole in their cognitive, emotional, affective, social aspects, etc., and is the place where, therefore, all practices and dimensions of school life interrelate."

(Curricular Guidelines for Ethics and Human Values Education - Ministry of National Education, 1998)

The development of ethics and values in young people is a complex and integral process that implies the interaction of multiple factors, including the family, the school, the community, and personal experiences. At school, this process is built on a day-to-day basis within and outside the classroom from the different learning experiences with which they interact, allowing them to develop their **self-management, social, thinking, research, and communication skills**. These Approaches to Learning (ATL) skills are interconnected, and their development can be evidenced through academic tasks and the students' personal and social growth.

Within the **International Baccalaureate (IB)** educational framework, **Approaches to Learning (ATL)** stand out as key tools for the student's holistic development. They also offer a valuable means to assess growth and progress in ethics and values.

Through the promotion of **critical thinking, effective communication, collaboration, self-management, and research skills**, ATLs allow teachers to observe and measure how students apply ethical principles

in diverse situations. By integrating these competencies into daily activities and assessments, a more complete view of the students' character and values can be obtained, thus preparing responsible and ethically committed individuals for the challenges of the real world.

There are strong links between **social skills** and the **affective skills** associated with self-management. Inside and outside the classroom, students will have explicit opportunities to practice and develop social and collaborative skills through interactions with other people (adults and peers). They will also be able to develop the ability to understand other people's perspectives and establish effective relationships, giving them the capacity to regulate their own behaviours and emotions and thus develop self-management skills (organisation, affective, and reflection).

At an institutional level, specific skills are chosen for development at the school according to the needs observed in the student population. Currently, it has been decided to focus efforts on developing primarily the following skills: **Perseverance, Resilience, and Emotional Management**.

In **Secondary (Bachillerato)**, these skills related to ethics and values are worked on in depth. They are taught on different opportunities within the different subjects and **Advisory** spaces, providing opportunities to reflect on them.

Teachers establish indicators for the assessment of skills for Ethics and Values. They will observe on a day-to-day basis how the student is aligned with these. For academic reports, grade-level teachers will issue a grade of **1–7** for the assessment of Ethics and Values and will account for each student's process, taking into account the national scale and its equivalents:

- **1–3:** Low – Beginner (*Bajo - Principiante*)
- **4:** Basic – Learner (*Básico - Aprendiz*)
- **5:** High – Competent (*Alto - Competente*)
- **6–7:** Superior – Expert (*Superior - Experto*)

Jointly with the **Advisor**, they elaborate the comment that the Advisor will include in the report.

LEVEL	DESCRIPTOR
Low/1,2 y 3	Through their behaviour, the student sometimes demonstrates resilience, perseverance, and emotional management.
Basic/ 4	The student occasionally evidences resilience, perseverance, and emotional management through their behaviour.El estudiante
High/ 5	The student usually demonstrates resilience, perseverance, and emotional management through their behaviour
Superior/6, 7	The student always models and evidences resilience, perseverance, and emotional management through their behaviour. They are capable of intervening with peers when observing behaviours not aligned with said values.

6.6 SCHOOL PROMOTION

The Evaluation and Promotion Commission will be composed of:

- Teachers and support professionals (Psychology and LSP) of the corresponding grade.
- A representative of the parents. (The parent representative may not attend when they have kinship ties or provide external professional advisory services to the School or to any of the students being considered).
- The Rector (Head of School) or their delegate (Section Head, Assistant, or Psychologist), who will convene and preside over it.

Note: When a student fails a school year for the **second time** at CCB or when they have not observed good conduct, a spot will **not be offered** for the following school year.

6.6.1 Promotion Criteria in the Early Childhood Section

From Nursery to Prekinder: The transition of students from Nursery to Prekinder occurs when they turn **4 years old**. The teaching and support team reflects on the different aspects of their maturation and independence process, taking into account their evolution in each of the dimensions.

From Prekinder onwards: Article 10 of Decree 2247 establishes that:

"In the level of preschool education, grades or activities are not failed. The students will advance in the educational process, according to their capabilities and personal aptitudes."

For this reason, the School will not take unilateral decisions in this regard, although the Evaluation and Promotion Commission may **recommend** the non-promotion of a student in cases where it is considered necessary for the **benefit of the student themselves**.

6.6.2 Promotion Criteria in Primary

For a student to be promoted from one grade to another in Primary, they must meet the following requirements:

- **Not** having obtained a final grade of **Low performance** in **more than two subjects** in the 3rd term, namely: Spanish, English, Mathematics, Humanities (Social Studies), Natural Sciences, PSE (Personal and Social Education), Religious Education, Visual Arts, Music, Drama, Physical Education, and French (in 5th grade).
- **Not** having obtained a final grade of **Low performance** in **Mathematics AND one of the two languages** (Spanish or English) during **two or more consecutive grades**.
- In case of not having reached the achievements in two subjects at the end of the school year, they must pass **at least one of these** before the start of the next school year.
- Having achieved the recovery of pending subjects from previous years.
- **Not** having been absent **unjustifiably** for more than **10%** of the academic activities in each subject during the school year.

6.6.3 Promotion Criteria in Secondary

Final grades are reported according to the achievement levels described in section **5.3.1.2** (MYP Assessment Criteria) and **5.3.1.3** (DP or CP Assessment Criteria).

For a Secondary student to be promoted from one grade to another, and for a 12th grader to obtain the High School degree (*Bachiller*), they must meet the following requirements:

- **Attendance:** Not having been absent unjustifiably for more than **10%** of the academic activities in each subject during the school year.
- **Financial Clearance:** Have their **PAZ Y SALVO** (clearance) complete before leaving for the end-of-year holidays.
- **Pending Subjects:** Students are **not permitted** to be promoted to the next school year with subjects failed from the previous year.

Recovery Process (June - August):

- Students must pass the recovery of failed subjects at the year closing in June (**maximum 2 subjects**).
- The student will receive a work plan.
- In **August**, before starting the next school year, the student will present the recovery.
- **Failure to pass** any of these subjects implies the **failure of the school year**.

Subject Failure Limits: A student cannot be promoted if they obtain a final grade of **Low performance** in **three or more** subjects from the following list:

- Spanish (Castellano), English, Mathematics, Design, Individuals and Societies (I&S): Social Studies, Natural Sciences, Religious Education, Visual Arts, Music, Theatre, French, and Physical Education.

Grade-Specific Additions:

- **Grades 9 & 10:** The following subjects are added to the list above: Extended or Standard Mathematics, Biology, Physics, Chemistry, and Elective Subjects (French, Creative Writing, Technology & Informatics [Product Design, Digital Design, and/or Computer Science], Arts [Visual Arts, Music, Theatre]).
- **Grade 10:** Must have obtained a final grade of **Basic or higher** in the **Personal Project**. For promotion purposes at the end of the year, the Personal Project counts as a subject.

Grades 11 & 12 (Diploma & Career-related Programmes): The student must meet the following additional requirements:

- **DP Subjects:** Take 6 IB subjects chosen by the student + the TOK component.
- **CP Subjects:** Take a minimum of 2 IB subjects chosen by the student (including English A or B) + the Personal and Professional Skills (PPS) subject.
- **DP National Curriculum:** Take compulsory national curriculum subjects (Physical Education, Science ICFES, and Social Studies).
- **CP National Curriculum:** Take compulsory national curriculum subjects (Mathematics, Spanish, Physical Education, Science ICFES, Social Studies).
- **DP Core:** Comply with the progress stipulated in the DP core components: **TOK, Extended Essay, and CAS**. These constitute subjects considered for **NON-PROMOTION**.
- **CP Core:** Comply with the progress stipulated in the CP core components: **Service Learning, Language Development, PPS, and Reflective Project**. These constitute subjects considered for **NON-PROMOTION**.

- **CP Vocational:** Take the Career-related Studies at the universities with which the school has established agreements.

Note: In **Grade 12** (DP and CP), the **IB examinations** constitute the final exams of the year. In the case of students who, due to some circumstance, do not take this evaluation in one or more subjects, they must take the final exam designed by the classroom teacher, and this will be included in their third-term grades.

English Proficiency Graduation Requirement: All students, to obtain their *Bachiller* title at Colegio Colombo Británico, must have passed at least one of two standardized international English tests:

1. **MAP Test:** Pass the test corresponding to the end of **Grade 8** (Minimum score of **219** in Language Usage/Writing and **220** in Reading Comprehension).
 - *If not passed in Grade 8:* It must be retaken every year in Grades 9, 10, 11, and 12 until the established score is achieved in both exams (at the student's cost).
2. **TOEFL:** As an alternative, approve the TOEFL test with a minimum score of **80 points** (Level B2) (at the student's cost).

Grade 12 Recovery & Graduation Ceremony: If a student at the end of Grade 12 obtains a final grade lower than **four (4)** in one or two subjects or has not met the requirements mentioned above:

- They will have a recovery space of **53 additional days** to complete the requirements.
- If they fail to meet the requirements after this, they will have up to **six (6) months** to close the school year.
- **Consequence:** This means they **cannot participate in the graduation ceremony**, given that they have not met the necessary requirements for the degree.
- If, within this 6-month period, they reach the minimum achievement grade (4) and meet all requirements, they may obtain their *Bachiller* title.

6.6.4 Early Promotion

Students in **Grades 6 to 10** who did not meet the promotion criteria for the previous year may apply for early promotion. In **Grades 11 and 12**, only students who fail the recovery of **up to two subjects** may avail themselves of this right. Early promotion must be carried out following this procedure:

1. **Formal Request:** The interested student must make a formal request to the **Section Head** within the **first 15 calendar days** of the new school year.
2. **Commission Review:** Once the request is made, it will be reviewed by the **Evaluation and Promotion Commission** to define the conditions and requirements of the process. The student and their family will be notified.
3. **Deadline:** Given the intensity of the academic programmes, the student must meet the requirements for early promotion by **September 30th**.
4. **Teacher Deadlines:** The Teaching Team will define the deadlines for the student to catch up with the requirements for the next grade.
5. **Performance Condition:** During the early promotion process, the student will attend the grade they failed and must show **good performance (minimum 4)**, meeting all academic expectations.
6. **Compliance:** It is a condition that the student complies with the established dates for submitting work and presenting exams established as part of the early promotion process.
7. **Final Approval:** The Section Head will present the Early Promotion request to the **Board of Directors (Consejo Directivo)**. If approved, it will be entered into the school registry.

Note: The figure of Early Promotion will only be considered for **Grade 12 students** who fail the year and require more time to account for what corresponds to the evaluation criteria.

6.6.5 Reinforcement and Improvement Processes

The grade obtained in this reinforcement and improvement/recovery process **does not modify the grade on the report card**; it will be taken into account by the teacher when issuing the **Final Grade of the year**.

For **Grades 6 to 12**, reinforcement and improvement spaces will be permanent. However, once the period ends and the Teaching Team meets, teachers may send the reinforcement and improvement plan by email to parents and students for those students who did not reach the **minimum grade of 4** in the period. This means that the subject is **failed** in that period. A copy of said Reinforcement and Improvement plan will rest in the student's folder.

Schedule and Intensity:

- During the **two weeks following** the Teaching Team meeting, reinforcement and improvement spaces will be intensified, including Monday, Tuesday, Wednesday, and Thursday afternoons.
- If a student requires more time due to the number of subjects they must attend to, they will continue in the reinforcement and improvement space on **Tuesdays and Thursdays**.

Planning:

- Area Coordinators will define with their department how the reinforcement and improvement process will function, designing activities that privilege **conceptual understandings** and the **development of skills**.
- It is the **teacher's responsibility** to inform the student and parents about the result of the reinforcement and improvement process.

Recovery of Final Subject Grades

When the teacher issues the **Final Grade** of the school year process, they must take into account the result of the reinforcement and improvement processes that the student has completed throughout the school year.

Bachillerato (Secondary) Procedure: When a student fails **one or two subjects** at the close of the school year, they will have the opportunity to recover them in the month of **August**, before starting the next school year on dates defined by the school.

- **Work Plan:** For the recovery process at the close of the school year, the teacher in charge and the Area Coordinator will define a work plan so that a **formal evaluation** is carried out in August.
- **Formal Evaluation Definition:** All those strategies that, according to the nature of the subject and in a balanced and integral set of options, can account for the minimum level required by the subject for each grade.
- **Grading Criteria:** The defined evaluation will be graded according to the criteria and aspects of the rubric and also with the descriptors and achievement levels established therein.
- **Content:** This formal evaluation must contain **at least two different assessment strategies** that allow the student to demonstrate their understanding, according to the nature of the subject and the requirements of the IB programme.

Schedule:

- **General:** Students will be summoned for **two days** to complete this Final Grade recovery process in **August**, before starting the new school year.
- **Grade 12 Exception:** In the case of Grade 12 students, the recovery of the Final Grade will take place in the month of **May** once the IB exams finish, their school year closes, and before the Graduation Ceremony.

Grading of Recovery Activities: Recovery activities will be valued on a scale of **1 to 7**, and approval must be with a grade **equal to or higher than 4**.

In **DP and CP**, one of the grades will have a weight of **40%** and the other **60%**. In **MYP**, percentages are not used; it will be graded with the **MYP rubric**. In this process, the student must demonstrate that they have achieved at least a **basic level** in the subject, according to its general descriptors. Recovery activities will be assessed on a scale of **1 to 7** and their approval must be with a grade **equal to or higher than 4**.

In accordance with what is established in numeral **6.6.3** in the school promotion criteria, students must **approve all recoveries** to be promoted to the next school year.

At the close of the recovery, once teachers review the evaluations, the family and the student will be informed of the results of the recovery process.

NOTE: Parents **must not be present** during their children's recovery process.

6.7. ACTIONS TO ENSURE THAT SCHOOL LEADERS AND TEACHERS COMPLY WITH THE STIPULATED EVALUATION PROCEDURES, BOTH IN THE INSTITUTIONAL EVALUATION SYSTEM AND IN THE EDUCATIONAL PROJECT AS A WHOLE

CCB has a teaching competence evaluation system (**Danielson Framework**), which covers four fundamental sections for the optimal teaching-learning process: **Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities**. Each of these contemplates all the aspects required for the monitoring and evaluation of students that the teacher commits to carrying out. Given the continuous nature of evaluation at Colegio Colombo Británico, this monitoring will be done systematically and permanently.

The annual application of this evaluation instrument for school leaders and teachers, as well as classroom observation, participation in teaching teams, and accompaniment in their management, among others, will be the mechanism to guarantee compliance with the proposed evaluation system. Therefore, it is part of the functions of **Subject, Grade, and Area Coordinators, Heads of Department, Assistants, and Section Heads** to guarantee compliance with said procedures.

Teachers, in addition to being evaluated by their immediate superiors, are also evaluated by their **students**, starting from 2nd grade of primary, thereby achieving a more complete view.

There is an important link between the **Professional Development Programme** and the **Teacher Competence Evaluation** processes.

In addition to the above, so that school leaders and teachers can comply with the stipulated evaluation procedures, CCB is committed to:

- Strengthening **action-oriented programmes** to address barriers that arise in teaching-learning processes.
- Generating in the educational community an atmosphere of **respect and acceptance of difference** in order to achieve sensitivity towards diversity.
- Maintaining a continuous interest in **Professional Development Programmes**.

6.8. MECHANISMS FOR COMMUNITY PARTICIPATION IN THE CONSTRUCTION OF THE INSTITUTIONAL EVALUATION SYSTEM

The institutional evaluation system must be a **living instrument**, which, while regulating evaluation and monitoring procedures in the school, must be permanently evaluated in the fulfilment of its objectives. The different bodies of government and participation will be the instances that propose and/or approve adjustments in the permanent construction of this system, in accordance with their competencies.

6.8.1. Implementation, evaluation, and review of the evaluation policy

Frequent reflection on practices related to evaluation is necessary. **Section Heads** and **IB Programme Coordinators** will be responsible for implementing the evaluation policy with their team and carrying out teacher training.

The **teaching team**, collaboratively, will review the policy periodically, and the proposed adjustments or changes will be presented to the **Academic and Board Councils (Consejo Académico y Directivo)** for approval.

In addition to the collaborative work of the teaching team of the three academic sections, the following bibliographic resources were consulted for the elaboration of this document:

- International Baccalaureate Organization (2009) *Making the PYP happen: A curriculum framework for international primary education*, Cardiff, IB.
- International Baccalaureate Organization (2017), *Middle Years Programme Principles to Practice*, Cardiff, IB.
- International Baccalaureate Organization (2010), *Diploma Program Assessment Principles and Practice*, Cardiff: IB.
- International Baccalaureate Organization (2010), *Guidelines for developing a school assessment policy in the Diploma Programme*, Cardiff: IB.
- Douglas Reeves (2011), *Elements of Grading*, Solution Tree Press, Indiana, U.S.A.

6.8.2. Rights and duties of the members of the educational community in relation to the institutional evaluation system

For evaluation to fulfill its purpose of optimizing teaching and learning processes, the commitment of the different members of the educational community is required.

Rights and Duties of Parents regarding evaluation:

- **Rights:**
 - To know the Institutional Evaluation System.

- To accompany, collaborate, and support their child in the evaluation process, attending to the school's suggestions.
- To receive periodic reports.
- To receive a timely response to concerns and requests regarding evaluation.
- **Duties:**
 - To participate, through the instances of the school government, in the definition of the Institutional Evaluation System.
 - To monitor their children's evaluation process and analyze periodic reports.

Rights and Duties of the Student regarding evaluation:

- **Rights:**
 - To be evaluated in an integral manner.
 - To know the Institutional Evaluation System.
 - To know their evaluation results and the response to their concerns and requests in a timely manner.
 - To receive teacher advice and accompaniment to overcome their weaknesses.
 - To participate in teacher evaluation processes, in the modality established by the school.
- **Duties:**
 - To comply with their academic and coexistence commitments.
 - To comply with recommendations and commitments to overcome their weaknesses.
 - To assume active participation in the evaluation process.
 - To comply with the academic integrity policy.

Rights and Duties of the Teacher regarding evaluation:

- To know the Evaluation Policy and its criteria.
- To evaluate always in a manner coherent with the Evaluation Policy.
- To participate actively in the review and improvement of the Evaluation Policy.
- To standardize evaluation criteria.
- To be evaluated in an integral manner.
- To be recognized for their achievements.

Duties of School Leaders (Directivos Docentes) regarding evaluation:

- To socialize the Evaluation Policy and criteria.
- To guarantee compliance with the Evaluation Policy.
- To guarantee the coherent and objective application of evaluation criteria.
- To continuously train the educational community regarding evaluation.
- To timely provide adequate resources for the optimal implementation of evaluation (materials, software, hardware, and pedagogical interaction spaces within the academic day).

6.9. INSTANCES, PROCEDURES, AND MECHANISMS FOR ATTENTION AND RESOLUTION OF CLAIMS REGARDING EVALUATION AND PROMOTION

Concerns and claims that may arise from parents and students regarding evaluation and promotion matters will be attended to, analyzed, and resolved:

1. First Instance: By the Section Head, who may convene the Evaluation and Promotion Commission of the corresponding grade.

2. Second Instance: By the Academic Council.
3. Last Instance: By the Board of Directors (Consejo Directivo).

Claims corresponding to a specific evaluation must follow a regular channel: Teacher $\rightarrow$ Area Coordinator $\rightarrow$ IB Programme Coordinator $\rightarrow$ Section Head.

Deadlines:

Parents and students have a time of 5 business days to make any claim regarding what has been published in the report card, starting from the date of report delivery. After this date, no changes will be made to the report, with the exception of final end-of-year reports, for which there will be a deadline of one business day.

7. INCENTIVES AND RECOGNITION

CCB, aware of the importance that the recognition of achievements, overcoming weaknesses, success, and contributions to social well-being has in formation processes and, in general, in people's lives; and certain of the importance that the dissemination of the triumphs and successes of some has for others as a motive for emulation, has designed a system of incentives, which is perfected and enriched day by day.

In order for these achievements reached by the different members of our Educational Community to be divulged and known, it will be a commitment of parents, teachers, and students to inform the School's **Communications Team** of everything that, in the different areas of human performance, is a source of pride and merits publication.

7.1 ESTÍMULOS ESPECIALES

Special Incentives

The School delivers special recognitions through a resolution approved by the **Board of Directors**, following the guidelines of the School's Protocol Manual.

Honorary Distinctions To honor national and foreign persons and institutions in the following categories:

- **A.E.B. LAURENCE DECORATIONS**
 - **Maximum Category:** Persons who have exalted the homeland or the name of the institution and have distinguished themselves for their noted services to Colegio Colombo Británico.
 - **Honor to Merit:** Persons who have contributed significantly with their effort and dedication to the growth, development, and strengthening of CCB.

7.2 GRADO SIMBÓLICO

Symbolic Degree

The school will grant a **SYMBOLIC DEGREE** of *Bachiller Colombo Británico* to students who have completed all their schooling at CCB except the last two years, in the following cases:

- Scholarship at United World Colleges (UWC).
- Scholarship at IB Schools abroad to take the Diploma Programme.

It will also grant a **SYMBOLIC DEGREE** of *Bachiller Colombo Británico* in the following case:

- Posthumous Title.

7.3 Student Incentives

7.3.1 Incentives for Students in the Early Childhood Section

Motivation is achieved with the children of this section through positive reinforcement and recognition of individual and group achievements.

Intrinsic motivation factors are used, among which are the promotion of reflection and metacognition in the child; self-evaluation and the collection of evidence for their electronic portfolio; permanent attention to the needs and interests of the children that allow them to establish goals and objectives in accordance with them; and through continuous affective communication and the strengthening of the pedagogical bond.

7.3.2 Incentives for Primary and Secondary Students

Teachers continuously stimulate their students in order to make them aware of the value of learning for themselves, to be motivated to do so, and to value their understanding.

During the formation process, students are encouraged to perform meritorious actions in the academic, attitudinal, artistic, sports, and social orders. This incentive consists of verbal and/or written congratulations, a certificate of good behaviour, and publication of work on bulletin boards, literary sheets, newspapers, or the school yearbook.

When special artistic or sports aptitudes are detected in a student, the teacher supports them and informs their parents to jointly boost those potentialities.

During the school year, recognition is made to students who represent the School or stand out in academic, sports, cultural, and social activities. The triumphs achieved are noted in each student's file.

7.3.2.1 Estímulos para Estudiantes de Primaria:

7.3.2.1 Incentives for Primary Students

- **Academic Excellence:** Will be awarded at the end of the year to students in each classroom who stand out for their academic performance and good behaviour in the different subjects. Students are chosen by their teachers.
- **Profile Attributes Recognition:** Will be awarded in Grade Assemblies to students who best typify the attributes of the profile. Students are chosen by their teachers.
- **Ray Metherell Award (Lower Primary and Upper Primary):** Will be awarded at the end of the year to two students who distinguish themselves for their academic effort and good behaviour. The student is chosen by the Coordinators of each Grade, as appropriate.

7.3.2.2 Estímulos para los Estudiantes de Bachillerato.

7.3.2.2 Incentives for Secondary Students

In the end-of-year Assembly, with the endorsement of the teachers of each grade, students who stand out in each of the following categories will be recognized:

- **CCB Profile:** (1 per grade)
- **Companionship/Fellowship:** (1 per grade)
- **Sports Merit:** (Nominations by the Physical Education Department)
- **Artistic and Musical Merit:** (Maximum 2 per grade)
- **Leadership:** (1 per grade)
- **Academic Excellence:** (1 per grade)
- **Academic and Disciplinary Effort:** (1 per grade)
- **Social Action:** (1 per grade: Nomination by the CAS Department, Service Learning, or Community Project)
- **Ecological Merit:** (1 award, nomination by the *Corazón Verde* Organization)

Honour Roll: Students will be included in the "Honour Roll" at the end of each term when their accumulated academic performance places them in the **top 10%** of their grade. Those who occupy **1st place** in their grade in each trimester will have their name on the Honour Roll plaque in the main corridor for the following period. At the end of the school year, the Honour Roll is calculated with the grades of the **third trimester**, not with the final grade.

- **For Grades 6 to 10:** Academic performance will be calculated based on the sum of the final assessments of each period obtained in each of the subjects in the respective academic year. **Ethics and Values** will not be part of this sum.
 - *Exclusions:* Students who have had curricular adjustments to see fewer subjects cannot participate. Students who have failed 1 or more subjects in the period will not be part of the Honour Roll.
- **For Grades 11 and 12 (Diploma Programme - DP):** Due to the variable number of subjects between students, academic performance will be calculated based on the **weighted average** of the final assessment of each period of their subjects:
 - Weight of **1.25** for HL (High Level) subjects.
 - Weight of **1.1** for SL (Standard Level) subjects.
 - Weight of **1.0** for other subjects.
 - *Ethics and Values* is not included.
- **For Grades 11 and 12 (Career-related Programme - CP):** Academic performance will be calculated based on the **weighted average**:
 - Weight of **1.15** for the chosen Diploma subject related to their Vocational Training study.
 - Weight of **1.1** for Spanish, Mathematics, and English.
 - Weight of **1.30** for the 2 subjects taken at the University.
 - Weight of **1.0** for the Personal and Professional Skills (PPS) course and Reflective Project.
 - Weight of **1.0** for Science ICFES, Social Studies, and Physical Education.
 - *Ethics and Values* and *Service Learning* are not included.

Scholarships: The School will grant **partial scholarships equivalent to 20% of the tuition fee** for the following period to the student who obtains the highest summative score in each of the high school grades.

- When two or three students obtain the same score in each class, the scholarship benefit is divided among them.
- If there are more than three students occupying 1st place, each will be granted a partial scholarship equivalent to **5%** of the tuition fee for the following period.
- For the end-of-year Honour Roll calculation, this is calculated with the **3rd period average**, not the final grade average.

National Honor Society:

7.3.2.3 Incentives for Grade 12 Students

A. Awards at the Graduation Ceremony: At the end of the school year, during the graduation ceremony, the following recognitions are granted:

- **IB Profile Plaque:** Awarded to the student who best represents the attributes of the IB profile adopted by CCB. The student is named by vote of the Diploma teaching team. The winner's name goes on the IB Profile plaque in the main corridor. A 2nd place may be awarded if merited.
- **Academic Excellence Plaque:** Awarded to the two students who obtain the **first and second highest average** of the class throughout their entire high school career. The 1st place name goes on the excellence plaque in the main corridor.
- **Saber 11 Plaque (ICFES):** Awarded to the students who obtain the two highest scores in the State Tests (Saber 11), according to the official formula for obtaining averages. The 1st place name goes on the corresponding plaque in the main corridor.
- **Diploma for Perfect Scores:** For students who have obtained perfect scores in the Saber 11 Tests.
- **Leadership Plaque:** Awarded to the student who, through analysis by the Secondary teaching team, stands out for their spirit of convocation and social commitment.
- **"Álvaro Carlos Jordán" Plaque (Alumni Association):** Awarded by vote of the PE & Sports Department teaching team to the student with the best sportsmanship (one female and one male version).
- **High-Performance Athletes Plaque:** Awarded to students in this category who have excelled in sports practiced inside or outside the school, due to their level of competition, training, ranking, and sports achievements at a national or international level.
- **Sports Distinctions:** Diploma awarded by the PE Department to highlight the sports trajectory of high-performance athletes or those who distinguished themselves by excellent performance, maintaining training levels and participation until the end of the last school year.
- **Artistic Merit Plaque:** Two plaques awarded by vote of the Arts Department teachers to students who stand out throughout high school for their trajectory in:
 - Arts areas.
 - Music and/or Acting areas.
- **Green Heart (Corazón Verde) Plaque:** To the student distinguished for their commitment to the environment and who has advanced significant campaigns inside and outside the school that impact society.
- **Round Square "King Constantine" Medal:** Awarded to an exceptional student who has performed unusual and outstanding work within their local or school community and truly embraces the spirit of the Round Square IDEALS.
- **PTA Plaque:** Awarded to two students with the best spirit of collaboration and companionship. The **Collaboration Award** is defined by vote of the Secondary faculty. The **Companionship Award** is defined by vote of their Grade 12 peers.
- **Alumni ID:** Graduates receive the Pin and/or "Alumni" ID Card from the Association.
- **National and International Scholarships:** Recognition is made at the graduation ceremony for students who have obtained a university scholarship (national or international).

NATIONAL OR INTERNATIONAL SCHOLARSHIPS FOR SECONDARY STUDENTS

The procedure and criteria to nominate a CCB student for a scholarship are:

1. **Call for Applications:** Once an invitation to nominate students is received, a call for applications is produced and sent by email to all students and parents of the respective grade, according to the requirements of the university or organization. This call establishes criteria via a rubric and sets the deadlines to apply.

2. **Application:** Interested students must send a letter to Counseling expressing their interest and explaining why they are eligible.
3. **Selection:** Once the application deadline closes, the **Scholarship Committee**, formed by teachers of the respective grade, meets. A vote is taken, and minutes of the meeting are drawn up and archived in the Secondary office.
4. **Notification:** The favored students are notified, and instructions are given to continue with the nomination process.

B. In a Special Ceremony, at the beginning of the following school year, the following recognitions are delivered to Grade 12 students:

- **Plaque for the two highest scores obtained in the IB Diploma:** A Plaque is awarded to the students who obtained the two highest scores as a result of their examinations in the Diploma Programme. The name of the student who occupies the 1st place goes on the excellence plaque in the main corridor of the School.

- **Plaque for the highest score obtained in the IB Career-related Programme:** A Plaque is awarded to the student who obtained the highest score as a result of their examinations in the Diploma Programme subjects and the Career-related Studies. The name of the student goes on the excellence plaque in the main corridor of the School.

- **Diploma for the Best IB Extended Essay:** Inasmuch as within the International Baccalaureate Diploma Programme, the Extended Essay is an independent investigation which allows observing the level of appropriation of the IB profile attributes achieved by a student, the extended essays that reach a valuation of A in the international grading in each of the different subject groups will be awarded with a diploma:

- Group 1: Language A1
- Group 2: Language B
- Group 3: Individuals and Societies
- Group 4: Experimental Sciences
- Group 5: Mathematics
- Group 6: Electives (Theatre Arts, and Music)

- **Diploma for the Best IB Reflective Project:** Inasmuch as within the International Baccalaureate Career-related Programme, the Reflective Project is a large-scale work carried out over a prolonged period, in which students analyze, discuss, and evaluate an ethical dilemma related to their Career-related Studies, the reflective projects that reach a valuation of A in the international grading will be awarded with a diploma.

- **Diploma for the best Artistic Creation in the IB Diploma:** A diploma will be awarded to the student or students whose performance in the field of the arts is considered to be of a high technical, reflective, and committed level, according to the analysis carried out by the teaching team of the arts department.

- **Diploma for the best result in the Diploma in each subject.** It is awarded to the students who have obtained 6 or 7 in the international grading or A in the case of the extended essay and TOK.

Diploma for the best CAS project during years 1 and 2 of the Diploma. A diploma will be awarded to the student or group of students whose CAS project has positively impacted the greatest number of people whether in a particular community or in our educational community.

Diploma for the best Service Learning project during years 1 and 2 of the Career-related programme. A diploma will be awarded to the student or group of students whose Service Learning project has positively impacted the greatest number of people whether in a particular community or in our educational community.

8. INCLUSION POLICY

Inclusion as a commitment in school life: Towards diversity, equity, and non-discrimination.

From its declaration of principles, the school is committed to the formation of students in their human, ethical, and integral condition, valuing these dimensions as much as the acquisition of learning skills. This declaration is contemplated in the institution's **Ethos** under precepts that seek to generate healthier relationships with peers and the environment, transmitting the importance of assuming positions that validate diversity, equity, and non-discrimination as fundamental pillars of inclusion.

In this order of ideas, the first precept declared in the Ethos is Excellence, understood as the possibility that each person reaches their maximum potential regarding the singular expression of the relationship with their vital and school process; that is to say, far from a condition of excellence for all, the commitment is to excellence for each one, according to their own position in life.

Another of the institutional precepts to back the school's commitment to inclusion, read through diversity, equity, and non-discrimination, is the Culture of well-being, which is directly related to the safeguarding of students with a clear intention to favor their mental, physical, and social health.

Being good human beings, having an integral development, becoming global citizens, developing leadership and collaborative work, and being lifelong learners are other precepts that, from the ethos, strengthen a culture and a position in favor of inclusion in the school.

Thus today, the school must assume and ensure that inclusion is a mandatory responsibility for teachers and other educational agents, who must commit to the processes that favor equitable participation of the learning community and thus attend to diversity in all its expressions.

8.1. Legal and Institutional Framework

In the CCB we have built our Inclusion Policy adhering to the following:

a) The regulations of Colombian Law that regulate Inclusion in education, expressed in the following laws and decrees:

- **National Constituent Assembly of 1991, article 68.** On the education of persons with limitations and persons with exceptional talents.
- **Law 115 of Education, 1994. Title III article 46.** Emphasizes the modality of educational attention for the population with disabilities.
- **Law 361 of 1997, chapter II.** Integration of persons with limitations in regular classrooms.
- **Law 1098 of 2006 Code of Childhood and Adolescence. Article 28 and article 36.** Guaranteeing the development of children and adolescents based on equality, dignity, and non-discrimination.
- **Law 1346 of 2009, article 11.** On the right to Education with persons with disabilities.

- **Law 1618 of 2013.** Inclusion Law.
- **Decree 1421 of 2017.** Persons with disabilities and Exceptional Talents.

And being coherent with:

b) The IB principles regarding Inclusion, declared in:

- *Learning diversity and inclusion*, 2016.
- *Access and inclusion policy*, 2018.

c) The CIS declaration regarding “Well-being and Safety” through: Global Citizenship and I-DEA, understood as Inclusion through Diversity, Equity, and Anti-racism.

8.2. Fundamental Concepts

8.2.1. Subject of learning in inclusion from the perspective of teaching-learning approaches proposed by the IB

At the CCB, students have the opportunity to express, develop, and experiment with a set of skills to strengthen their school experience and maximize their integral performance in the school from the notion of “learning to learn”, starting from the cognitive, the social, and the affective.

We resume from the Ethos our understanding of excellence as the possibility that each person reaches their maximum potential regarding the singular expression of the relationship with their vital and school process; that is to say, far from a condition of equality in success for all, the commitment is to excellence for each one, according to their own position in life.

Five categories of interrelated skills are proposed, which have as their main purpose to foster in students their agency and inquiry to develop an international mindset that encourages them to view their learning and relationship with others as an active and dynamic process.

The five categories of skills that the IB proposes as approaches to learning through which we articulate the teaching-learning processes at the CCB are recognized as follows:

- **Thinking skills:** students learn to analyze ideas and explore creative alternatives to solve real problems and reflect from critical, creative, and ethical thinking.
- **Communication skills:** students use diverse media to express their ideas and share their thinking with others, privileging effective listening and the formulation of arguments.
- **Research skills (inquiry):** students have systems to solve and share their questions and understandings, from comparison, contrast, validation, and prioritization of information.
- **Social skills:** students develop empathy and resources to integrate successfully into the community, establishing and maintaining positive relationships, based on the recognition of the other, the possibilities of listening, and the assertive resolution of conflicts.
- **Self-management skills:** students learn to manage their emotions in order to recognize and withstand the difficulty emerging in daily life, inherent to the relationship with schooling. Also,

they develop resources for organization in learning, concentration, time management, and responsibility.

8.2.2. Barriers in the teaching-learning process

Barriers are understood at the CCB as the characteristics proper to the subject and the school context, which, entering into a relationship, can come to hinder the educational process, challenging the environment and the subject of learning to mitigate them to the extent of their possibilities.

In this order of ideas, we consider that "learning barriers can be found in the organization and resources of schools, their cultures and policies, the approaches to teaching and learning, the physical characteristics of their facilities, and the interactions that exist between the different members that make up the school community" (*Learning diversity and inclusion in IB programmes*, 2019). Thus, diversity could meet with a wide range of barriers related —among others— to gender, disability, sexual orientation, religion, socioeconomic factors, race, language, nationality, mental health, and learning styles.

8.3. Resources and Strategies for Inclusion

Starting from the recognition of diversity in learning, we consider that inclusion contemplates differences and diversity in various expressions of the school context and attends, from the conception of skills, to both those that must be developed and those that imply exceptional talents.

Bearing in mind that our pedagogical model corresponds to that built by the IB, we rely on institutional programs that adhere to its principles. This is how the LSP, the intervention of School Psychology (see annex 28: psychology program), the School Coexistence Program, and others work in an articulated manner to attend to the needs that are identified and the challenge that overcoming barriers implies.

8.3.1. Learning Support Program (LSP)

The Learning Support Program (LSP) is directed at the design and implementation of mechanisms that attend to barriers in the teaching-learning process. The program is open for all students, and all teachers are responsible for the implementation of strategies to attend to barriers that may arise. Depending on the particularity of each process, an attention mechanism is designed in which the following instances may intervene:

- Teachers
- Support teachers (see annex 22)
- Speech therapy and occupational therapy professional (present only in EC)
- Psychology professionals (see annex 22)
- Neuropsychology professionals
- Section Heads and Assistant
- Counseling program
- LSP Coordinator
- Parents or guardians
- External professionals

Each of these instances, whose role may not be exhausted in their function within the program, has different attention strategies according to their field of action, and the manner in which they are articulated and deployed will depend on the mechanism designed according to the nature of the present barrier. Therefore, it is possible that a barrier requires only the intervention of the teacher in the classroom, just as it is possible that it requires the articulated participation of all instances.

With the purpose of coordinating the processes required for the attention of barriers, each section has a Support Team made up of some of the aforementioned instances. The combination of the support team of each section is called the Vertical LSP Team. With a critical stance, of continuous reflection and interest in renewal, this team meets to review the inclusion policy, the program guidelines, and the practice thereof, with a view to continuing on the correct path toward the proposed horizon.

Differentiation is a fundamental tool to attend to barriers associated with learning rhythms, levels of readiness, and interests, among others. In the design of support strategies, it is important to determine what level of intervention is required according to its possible scope. By level, we understand the direction and coverage of the intervention: If the differentiation is susceptible to being utilized by the whole group (Level 1), if its objectives challenge a specific barrier of a small group (Level 2), or if definitely the support must be individual (Level 3), in which case, the PIAR (Individual Plan of Reasonable Adjustments, see annex 7), or PIAR named as such by the Ministry of National Education, is designed. The intervention that corresponds to the “triage” is generally led by the teachers of the LSP team who, in coordination with the classroom teachers, propose the support strategy.

All teachers must offer students differentiation in the following dimensions of the process: content, process, product, and learning contexts. Bearing in mind that the manner of differentiation is directly related to the moment of development to which it is directed and the barriers at play, it can be implemented within the classroom in the following ways:

a) Differentiation in content: What do we want to learn? With the support of LSP specialists, modifications can be proposed to the curricular objectives or indicators that guide the object of study and the evaluation of students. These modifications will be reflected in the evaluation so that it corresponds with the content that has been mediated.

b) Differentiation in the process: What is the best way to learn? Teachers and LSP specialists jointly design pedagogical accommodations (reasonable adjustments) to favor the teaching-learning process. Examples of differentiation in the process are: flexibility of execution time, implementation of additional visual and technological supports, use of concrete material, brief breaks during the day, intentionality in the formation of workgroups, instruction differentiated by performance levels, additional mobility within the classroom, assignment of predetermined roles, allowing the use of the mother tongue to develop ideas or conceptual understandings, segmented instructions, establishment of short goals, among others.

c) Differentiation in the product: How will we know what we have learned? Consistent with the above, the product is susceptible to being differentiated in response to the process and the support mechanisms implemented, whether they be modifications of the content or accommodations in the process, in resonance with what the evaluation policy guides in this regard. Examples of differentiation in the product: Alternative design consistent with the mediated objectives, fragmented tests, variation in the form of substantiation (oral, written, others), implementation of extended time, delimitation of

basic level questions to focus attention, use of a computer, presence of a reader or person who favors sustained attention, use of large print test books, realization of evaluation outside the classroom or in smaller groups, application of the evaluation in a space that permits movement, enabling short breaks and/or food intake, use of electronic devices for medical purposes.

Igualmente, es posible solicitar al IB, al MEN o al COLLEGE BOARD, acomodaciones para cada una de las evaluaciones estandarizadas que el CCB implementa, a saber:

IB. Exhibition (5°), E-Assessment, Personal Project (10°), DP (12°)

MEN. Prueba saber (3° 5° 9°), Prueba pre-saber, Prueba saber 11

COLLEGE BOARD. PSAT, SAP Pruebas para el ingreso a las universidades en USA.

Likewise, it is possible to request from the IB, the MEN, or the COLLEGE BOARD, accommodations for each of the standardized evaluations that the CCB implements, namely:

- **IB:** Exhibition (5th), E-Assessment, Personal Project (10th), DP (12th).
- **MEN:** Prueba Saber (3rd, 5th, 9th), Prueba Pre-Saber, Prueba Saber 11.
- **COLLEGE BOARD:** PSAT, SAT Tests for entrance to universities in the USA.

To do so, it is necessary to comply with the dates and protocols of each institution at the time of submitting the request. In each section, a person will be in charge of performing the respective registrations for these evaluations; prior to this moment, this person and the support team must agree with the section leadership on the list of students who require accommodations, and proceed as a team to gather the required documentation and write the justification for the request. The endorsement of parents and students must be obtained to make the registration with accommodations.

Finally, every request for accommodation for the COLLEGE BOARD and MEN must be backed by an individual attention plan for learning from the school (PIAR see annex 7), in addition to the clinical report that accounts for the affective, cognitive, or physical situation that is to be attended to, delivered to the school within the stipulated deadlines for such. This diligence is led by the counseling department.

d) Differentiation in learning contexts: In what environments do we learn? Differentiation can be implemented in the place where the teaching-learning process or the evaluation happens, in a way that attends to the barriers that may present themselves. Examples of differentiation in learning contexts: Interest centers, simultaneous stimulation of more than one sense (multisensory), modification of space based on students' interests (epigenesis), and integration of the immediate context into the classroom to generate learning experiences with organic and natural material (osmosis).

Other possible resources from the learning support program:

- **Reflexive teams:** These are spaces for dialogue convened by the psychology team to bring together the student with their teachers, with the objective of reviewing the elapsed process, locating the present moment of the same, identifying barriers, and jointly building ways to attend to them.
- **Assignment of academic peers** to support work within the classroom.

- **Additional intervention spaces** in charge of support teachers, within the classroom (co-teaching) or in small groups outside the classroom.
- **Sending of home plans:** “traveling suitcase”, take home folder, reading plan, or specific workshops for practice at home.
- **Reinforcement sessions** at the school after the school day, intended to strengthen processes.

8.3.2. Intervention in the psychosocial field: Psychology, Coexistence, and PSE departments

The institutional commitment to inclusion is articulated to processes from different instances that seek to favor the well-being of the community, with effects on emotional health, interactions, and the relationship with the environment, fundamentally of the students.

Within these processes are the interventions of the psychology team with its transversal program that aims to contribute to the psychological, personal, and social development of the community (see annex 28: psychology program). The program is sustained in different lines that attend to the needs of students according to their moment in development. In this way, strategies are designed that, from a joint conceptual position, explore the relationship with sexuality, with learning, with the norm, and with identity, proposing reflections that lead students to question their position regarding these different expressions, which have effects on their decisions, affecting the relationship with themselves and with others.

Thus, psychology interventions, both group and individual, are articulated to institutional processes such as restorative practices, learning support, child protection, and the coexistence committee; all of them oriented to guarantee school well-being and favor equitable and anti-discriminatory positions in recognition of diversity.

In the same way, the Coexistence Manual (Manual de Convivencia) in its numeral 3.5 defines the non-discrimination policy, in which it contemplates the position that the school assumes regarding expressions or manifestations of any person in the community that are detrimental to respect for difference and equity.

8.3.3. Other institutional alternatives to attend to diversity

The School, in harmony with the guidelines of the IB programs, provides diverse opportunities for students to choose contents such as lines of inquiry in PYP, Exhibition in PYP, Personal Project in MYP, Extended Essay in DP, and Reflective Project in CP. In the MYP program, students in grades 6 to 9 and 10 can choose two (2) elective subjects: Design (elective: product design, multimedia, and computer science), French, and creative writing. In the DP program, students choose 6 subjects, three at SL level and three at HL level. In the CP program, students choose 3 diploma subjects at standard level or higher level.

Another of the institutional strategies that favor positions and behaviors in favor of inclusion is the House system, which is directed at the entire community. It organizes all members by teams with the intention of increasing the sense of belonging with the institution, strengthening the bonds of fraternity between students, alumni, school leaders, teachers, and parents. Through the activities proposed for interaction, it seeks to consolidate the fundamental values and the attributes of the CCB / IB community

profile. As well as the constructive use of free time and prevention of addictive and/or abusive behaviors.

8.3.4. Participation of external supports to the school

Attending to some barriers may require support strategies external to the school, whether to obtain information that broadens the understanding of the situation or to sustain a complementary support process. In both cases, the designed mechanism may include an external referral for academic and/or therapeutic purposes, or the participation of a person who accompanies the school process:

a) External Referrals Every external referral must be the product of a participatory process that leads teachers and the support team to a consensus, motivated by the procedures to identify barriers. (See annex Procedure for external referrals).

b) School Companion (Therapeutic or teacher) Within the framework of the CCB inclusion policy, the role of the companion is conceived as a possible support strategy in those processes that present cognitive, physical, sensory, emotional, behavioral, or learning barriers that do not allow the student to have the school, socio-emotional, or autonomy performance necessary to develop their process by themselves according to their potential.

When the school identifies the need to include an accompanying teacher within the support, the family will be informed so that they carry out the search for the professional who performs this task. (See annex 29 school companion contracting protocol).

It is precise to refer that the School Companion hired by the family must adhere to the agreements proposed by the school from the differentiated intervention process that has been proposed for the student. For this, it is necessary that they attend follow-up meetings with teachers, the learning support team, the Section Assistant, and the Section Head, when they consider it opportune. Failure to comply with the established agreements and the functions specified in Annex 29 will result in the family being summoned to inform them of what happened and to take the respective measures. The family will be informed of the follow-up carried out by the school on the School Companion, through direct school-family communication.

8.4. Articulación con otras políticas institucionales

8.4. Articulation with other institutional policies

8.4.1. Admission and access policy

In consonance with the Inclusion Policy, the CCB declares in its Access and Admissions Policy that: The school “[...] has possibilities of access for all students who have met the admission standards of the school, independent of the variability of their profiles, regarding their learning conditions, mobility, race, sexual orientation, gender, civil status, nationality, beliefs, political positions, and religion.” (Annex 1 Access and Admissions Policy, PEI 2022).

To this extent, the support team participates in the processes through which a person is admitted as a student at the CCB, with the purpose of contributing to identifying possible barriers that will be necessary to attend to once admission is made. To this extent, it is possible that initial recommendations

for a support mechanism derive from these observations. Therefore, it is necessary that parents refer information to the team that may be relevant for the opportune identification and attention of barriers.

8.4.2. Evaluation policy (Articulation in development process)

8.5. Duties of the educational community regarding inclusion

In accordance with our declaration of principles, consigned in the Coexistence Manual and presented therein as the Ethos of the institution, one of our fundamental orientations is centered on establishing ourselves as a culture of well-being sustained in a relationship with others that contemplates inclusion, diversity, equity, and non-discrimination.

Therefore, it corresponds to all members of the educational community to assume a position in favor of the processes that defend these principles. Any intervention, interaction, training proposal, or pedagogical practice must recognize and validate the institutional commitment to well-being from the I-DEA.

To this extent, it is the duty of the entire CCB community to know the inclusion policy, accept and adhere to the procedures and decisions, both pedagogical and administrative, that are aligned with the values proper to this declaration.

9. TRANSVERSAL PEDAGOGICAL PROJECTS

9.1 Education for the Exercise of Human Rights

Education for justice, peace, democracy, solidarity, fraternity, cooperativism, and training in human values is worked on throughout the curriculum and on a day-to-day basis, fostering teamwork and conflict resolution, contributing to a continuous development of social skills and self-control. The School offers the study of the Constitution and civic instruction integrated into the curriculum. The transdisciplinary and disciplinary units of inquiry evidence the work carried out in the different sections.

The Project of Education for the Exercise of Human Rights seeks to promote the identification and solution of school conflicts in a peaceful manner through dialogue and the consolidation of tools and strategies for interaction and restorative practice.

This project is developed throughout the school year through the PSE (Personal, Social and Physical Education) area, particularly in the Interactions axis, and the work on the IB Profile attributes and in the Approaches to Learning related to social skills, these elements being immersed in the transdisciplinary units of inquiry. It is also reinforced in the interventions that teachers and the learning support team (LSP) carry out when conflicts are identified at an individual or group level through Restorative Practices.

To support the development of the project, the following activities are carried out:

- Permanent training for teachers in restorative practices.
- Reading, analysis, and discussion of texts in which conflicts related to the ages and context of the students are presented.
- Participation in the generation of essential agreements for interaction with the other.
- Generation of a safe environment that promotes democratic participation in these discussions.
- Exploration of possibilities for conflict solution and analysis of the consequences regarding the application of these possibilities.

- Intervention through the Restorative Practices protocol in group or individual conflicts that are generated.
- Introduction, analysis, and constant reference to the way in which conflicts can be solved by applying and developing the Approaches to Learning related to social skills and IB attributes.

The diverse activities that students develop allow for understanding in practice through their participation in the MUN Model, in the Student Council, in assemblies, and flag raisings where students share their inquiries with the Community.

The Middle Years Programme has the Individuals and Societies subject which encourages members of the learning community to respect and understand the world around them, and provides them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological, and cultural factors that have an impact on individuals, societies, and their environments. Furthermore, it invites those who learn, both students and teachers, to take into account local and global contexts. (Individuals and Societies Guide, 2014).

The study of Individuals and Societies helps students to develop their identity as individuals and responsible members of both their local communities and the global community. These explorations of what unites us as human beings present an intrinsic interest, and the disciplines of this subject group have the potential to generate in students a lifelong fascination for “the history of the human being,” while it continues to evolve in an era of rapid changes and an increasingly interconnected world. The studies of Individuals and Societies are fundamental for the development of empathy and international-mindedness, including the idea that “other people, with their differences, can also be right” (IB mission statement). (Individuals and Societies Guide, 2014).

9.2 Entrepreneurship Culture Pedagogical Project

The School promotes the entrepreneurial spirit among students to make them persons capable of innovating, generating goods and services, through the different scenarios offered. In the Early Childhood and Primary sections, the Programme promotes creative and critical thinking, which allows students to seek solutions to daily life problems. In Secondary, there are multiple opportunities for student initiatives to take place. Among these, we can mention CAS, Entrepreneur Day, and Student Council activities. The foregoing is done through associative work, recognition of responsibilities, and generation of solutions to everyday problems. In grades 11 and 12, optional subjects such as Economics and Business Management are offered.

In Secondary, work is done with students from sixth grade on the recognition of their talents and achievements as the basis of their life project. Likewise, they are supported and motivated to present projects that redound to the benefit of the community, such as ways to use free time, ideas to support other communities or their own. At the closing of the Middle Years Programme, students develop the Personal Project, an independent inquiry, which has the following objectives:

- Inquire autonomously and continuously within a global context.
 - Generate new creative ideas that deepen their understanding through detailed research.
 - Demonstrate the skills, attitudes, and knowledge necessary to carry out a project over an extended period.
 - Demonstrate the capacity to act responsibly through learning or as a result of it.
 - Value the learning process and feel pride in their achievements.

Entrepreneurship is promoted in multiple actions that are carried out, such as classroom projects, pedagogical field trips, social service, internships, and cultural activities. Support is offered to student

initiatives so that these can take place. We can mention the creation of clubs, CAS projects, Entrepreneur Day, and Student Council activities. The foregoing is done through collaborative work, the recognition of student responsibilities and interests, and the generation of solutions to everyday problems. In addition to the work carried out in the Middle Years Programme, in grades 11 and 12 optional subjects such as Economics and Business Management are offered.

9.3 Environmental Education Program

Through the different transdisciplinary units of inquiry in Early Childhood and Primary, the disciplinary and interdisciplinary units framed in the global contexts of the MYP and in the DP curriculum, work is done on the development of an awareness of the surrounding environment and the impact of the human being on it, the protection of the environment and preservation of natural resources both at a local and global level. As a result of these units, it is sought that students generate actions that help to prevent and propose solutions.

Especially in the Unit of Inquiry under the transdisciplinary theme “Sharing the planet,” themes such as solid waste classification at the source, tree planting, the biodiversity of our institution, the reuse of materials, and in general, raising awareness about the care of natural resources and living beings are worked on.

Upon finishing the Primary Years Programme, students have the possibility of carrying out an independent inquiry on a topic related to the care of the environment to be able to generate eco-friendly actions. In the MYP, upon finishing the middle years, students choose a topic of interest for the Personal Project in which they carry out an inquiry that leads them to generate actions in this regard and several of these projects are associated with the environment. In the DP curriculum, the Group 4 Project addresses environmental problems and in an interdisciplinary manner during pedagogical field trips students have the opportunity to carry out investigations that make them aware of the environmental situation.

From primary and secondary school, work is also done with the environmental club called *Corazón Verde* (Green Heart). Once a week more than 90 students meet to share their knowledge and generate ideas for campaigns and projects for the environmental problems that are occurring in the school. In addition to this, to educate and prepare the lower grades in environmental issues.

The social work committee - COS of the PTA, leads the institution's recycling project, reusing some School materials to be donated to the little schools they are supporting. Similarly, thanks to the money received from the sale of the school's usable materials, they contribute to the improvement of the environmental surroundings of the schools sponsored by the mothers. They also support the school environmental project - PRAE, preventing the institution's vegetable waste from ending up in the sanitary landfill, thus generating financial resources from the sale of fertilizer; with this, activities are carried out for CCB collaborators.

9.4 School Environmental Project (PRAE)

The PRAE are pedagogical projects that promote the analysis and understanding of local, regional, and national environmental problems and potentialities, and generate spaces for participation to implement solutions in accordance with natural and sociocultural dynamics; in such a way environmental education must be approached as an integral process, which starting from the reflective and critical knowledge of the biophysical, social, political, economic, and cultural reality, allows the human being to understand the relationships of interdependence with their environment, so that with the appropriation of the concrete reality, attitudes of valuation and respect for the environment can be generated in him and in his community. In this sense, the concept of environmental education is intrinsically linked to values,

behaviors, and attitudes that sensitize the individual to their environment and to the problem that affects it, thus giving them the possibility of modifying it when pertinent.

Environmental education must be planned and developed as a continuous learning process that can occur in different contexts: educational community, general community, business sector, environmental management by administrations, integration of education in development plans and projects, etc., so any action in environmental education must be approached considering different points of view and weighing the different factors that influence conflicts, without forgetting social, cultural, and economic aspects, as well as the values and feelings of the population, starting from an intercultural, interdisciplinary, and interdepartmental approach.

The different environmental meetings concretized in different scopes, both at a local, national, and international level, as well as the programs established by different international organizations coincide that environmental education is a basic element in the attainment of a sustainable development model, respectful of the environment and its resources. For this, environmental education must be established in a multidisciplinary and integrated manner in educational systems within the framework of a strategy proper to our country and pursue both environmental formation and the training of citizens to know and solve environmental problems.

The recommendations that have been pointed out at the municipal, national, and international level must be followed, taking advantage of the experience accumulated in the years of the path traveled by environmental education, knowing that this must intend the necessary and possible formation and training in the different social dimensions and that in its theoretical as well as practical aspects, Environmental Education is developed through ways and strategies that attend to both conceptual changes and new orientations in the attitudes and values that inspire human behavior regarding the environment. In synthesis, environmental education achieves that man becomes aware of the environment and takes an interest in it, so that he acquires the knowledge, attitudes, aptitudes, motivation, and will necessary to improve environmental conditions and problems from the individual and the collective.

The waste produced by human actions has become one of the main ecological problems, since it is precisely the accumulation of this waste that causes the modification of the environmental conditions of ecosystems. Improving its disposal, processing it to allow its reuse, or storing it safely are, among others, the alternatives that the human being has to minimize its impact.

As a purpose of its community and being one of the educational institutions most committed to the care of the environment, the Colegio Colombo Británico decides to design its School Environmental Project as a response to an adequately unresolved problem; this is divided into three fundamental axes which are: Composting of vegetable and organic material, creating the school garden and the institution's nursery.

The motivation to make the school garden has been created little by little seeing the need to find an adequate solution to the amount of solid vegetable matter that is produced in the school coming from the fall of leaves from our trees and the pruning of green areas, likewise for organic material (peels and skins of fruits and vegetables), coming from the institution's cafeterias, the idea is to use this organic matter in the creation of compost; to this created compost we give an excellent use as fertilizer in the school garden, nursery, and in the school gardens, in this way we minimize the environmental impact we are causing by sending all this material to landfills and at the same time we are saving on the payment of transport of this material, in addition to avoiding the purchase of organic fertilizer for our gardens. With the implementation of the school garden, we create special conditions for this to become a space for recreation, learning, and healthy coexistence; Sensitizing the educational community about the need to conserve and preserve the environment, giving adequate handling to our soils by developing field practices where areas of knowledge are articulated, making the learning of our students experiential and

significant by involving parents, teachers, and employees in the adaptation and work of the school garden.

9.5 Program for the Development of Healthy Lifestyles

In the Middle Years Programme, the Physical and Health Education subject aspires for students to understand and appreciate the value of being physically active, and acquire the motivation to make healthy decisions. Therefore, the IB Physical and Health Education courses favor the development of knowledge, skills, and attitudes that will contribute to students adopting a healthy and balanced lifestyle. The courses in this subject group represent the holistic character of well-being and promote it, by offering students opportunities to learn actively. In Physical and Health Education, students will explore a variety of concepts to acquire awareness of different perspectives regarding physical development and health, which will allow them to take founded decisions and foster positive social interactions. (MYP Guide, 2014)

Through Physical and Health Education, students learn to appreciate and respect the ideas of others, and acquire effective collaboration and communication skills. This disciplinary area also offers numerous opportunities to build positive interpersonal relationships, which can help students develop a sense of social responsibility. In the best of cases, Physical and Health Education courses generate in students the enjoyment, interest, and confidence in physical activity that they need to achieve and maintain a healthy and balanced lifestyle. Physical activity and health are fundamental for human identity and global communities. They generate meaningful connections between people, nations, cultures, and the natural world, and offer numerous opportunities to achieve intercultural understanding and a greater appreciation of the condition that unites us as human beings. (MYP Guide, 2014)

Additionally, the other subjects facilitate connections through 6 global contexts that are worked on in the different units of inquiry. The global context, Identities and Relationships, aims to strengthen the objectives of this project. This explores identity; beliefs and values; personal, physical, mental, social, and spiritual health; human relationships, including our families, friends, communities, and cultures; what it means to be a human being.

The general objectives of MYP Physical and Health Education are to foster and facilitate that students:

- Use inquiry to explore Physical and Health Education concepts
- Participate effectively in diverse contexts
- Understand the value of physical activity
- Achieve a healthy lifestyle and maintain it
- Collaborate and communicate effectively
- Build positive relationships and demonstrate social responsibility
- Reflect on their learning experiences (Physical and Health Education Guide, 2014)

9.5.1 Consumption Prevention Program

Led by the Psychology team (see annex 28), it seeks to generate questions in students regarding relationships with objects that may affect well-being and generate dependency. Intervention from prevention is directed at all students of the school. Although in secondary school, due to the singularity of adolescence, information on substances is included; the main focus of prevention is centered on the intention of building with students the possibility of withstanding emotional discomfort, the capacity for

waiting and postponement regarding desire, aspects that seek to strengthen their relationship with frustration. This process is possible from the early years starting from the encounter with adults who offer experiences of organization in their relationship with limits and the norm and a gaze of welcome and containment in their daily interactions. To this extent, each psychology intervention is guided by this view on prevention and is carried out through workshops, in accordance with the lines of intervention in the different population groups (students, parents, and teachers). A fundamental element that traverses this conception is the primordial place occupied by the educational bond between the student and the teacher, upon which a permanent reflection is sustained.

9.6 Education for Sexuality and Citizenship Construction

In the Colegio Colombo Británico we conceive sexuality as a subjective organization that crosses identity processes and is expressed in acts, in daily interactions, and in the singular way of relating to the world; in that way we consider it pertinent to open reflections around decision making, the way of conceiving the other, and the perception about themselves in relation to their identity; reflections oriented from a psychological gaze and as reference adults who account for life from our experience. In short, it is a transmission of what we are as subjects through the encounter with students, using themes related to their moment of development, to help them become aware of their place in the world.

One of the lines of intervention of the Psychology Program is Sexuality and Identity (see annex 28): Human sexuality is not the result of instinct and therefore does not function with the stimulus-response scheme. Sexual organization, in each of the subjects, is a particular construction in which registers of a real, imaginary, and symbolic order articulate. It is thus, how identity has a biological substrate, which we call gender, but constituting oneself as a man or a woman is crossed by a subjective construction of identity that is inscribed in the field of human interactions. Similarly, we recognize that the different stages that constitute the sexuality of a human being have a particular emphasis on the way in which he relates to the world. Therefore, what truly competes to education is on the side of social organization. In concordance with this, the function of the adult is to serve as a social referent. (Taken from the psychology program, lines of intervention see annex 28).

In the Project of Education for Sexuality and Citizenship Construction, the following is sought: The development of the student's integral well-being, represented in personal, social, and physical knowledge, which effectively favors the construction of the being and the importance of the relationship with the other. The development of the understanding of our identity, to favor autonomy, self-confidence, and the healthy construction of self-image. Providing spaces for dialogue and reflection that favor the expression of feelings, ideas, and interests that allows students to grow in a healthy coexistence.

The themes of the interventions are:

- Sexual identification processes
- Preadolescence
- Adolescence

In Early Childhood, work is done from the Affectivity Workshop, led by psychologists, through learning experiences oriented according to the needs of the groups and the transdisciplinary unit of inquiry. This project is also developed in a transdisciplinary manner in all grades taking into account the self-management and social approaches to learning in the different units of inquiry; and throughout the school year, through the PSE area (Personal, Social and Physical Education) under the Identity axis. Similarly, work is done throughout the school year with students on a set of social transdisciplinary skills.

In Primary, both the conceptualization of sexuality and the different interventions in this regard are in charge of the two section psychologists. We consider child sexuality as an aspect present throughout the psychological development of children and we recognize its own manifestations at different moments of this evolution. Thus, the workshops carried out from second to fifth grade with children take into account the proper manifestations of sexuality in each stage. For example, in second grade the separation from the maternal world is addressed and with it its repercussion on the organization of sexuality and learning processes. In fifth grade, articulated to puberty, the meaning of the changes proper to the moment of life of preadolescents and their impact on the new sexual organization is elaborated. In the other groups, an accompaniment is made, identifying the different expressions of child sexuality that are latent or evident in interpersonal relationships. Gender differences, identity, the relationship with the other, the acceptance of growing up, the significance of changes, the self-concept, the disposition for learning, are aspects among others, that have to do with the structuring of sexuality and are taken into account, both in workshops with parents and in workshops and interventions with students

In Secondary, the psychology team coordinates and accompanies the development of the sexuality program, *Soy artesano de mi vida* (I am the artisan of my life), which posits sexuality as a fundamental axis of development. Interventions are carried out with students and parents around the needs and characteristics posed by the moment of life of the kids according to ages in their relationship with sexuality, making possible reflections on concepts such as identity, intimacy, changes, emotions, rites of passage, and love. The program is directed from grades 6 to 12.

9.7 Utilization and Good Use of Free Time

This project seeks to provide spaces and activities so that students make effective use of their free time, while developing in them skills and talents that contribute significantly to their formation process. This includes the planning and orientation of activities during and outside the school day for the use of free time, among which are extracurricular sports, artistic, recreational, and ecological activities.

Likewise, in the Early Childhood Section, work is done daily on the teaching of traditional games during recess hours, through the so-called *Juegos Vinculares* (Bonding Games) which are guided by Physical Education teachers, in addition to the Robotics Club and the Drawing Club.

In the curricular aspect, this project is developed in the Physical and Health Education area and House activities and through extracurricular activities and the Sports School. Other activities that also aim at this objective can be mentioned, such as summer courses, the Scout group and camps, the MUN Model, service projects, and the Musical, among others.

The extracurricular activities program seeks to stimulate the development of skills, aptitudes, the inclusion of students through motivation for the entire community, talents contributing significantly to the process of formation and integral development of students through diverse modalities conducted by specialized teachers. Among the optional activities offered are the following sports options: Football (Soccer), Artistic Gymnastics, Volleyball, Basketball, Swimming, Skating, Judo, Table Tennis, and Lawn Tennis. We offer artistic options such as Music, Choir, Art, Culinary Arts, Drama, Musical Instruments, Ecology, and Scouts. On Saturdays, sports alternatives (Football, Artistic Gymnastics, Basketball, Volleyball, and Swimming) and artistic ones such as ballet, theater, and Scouts are offered. (See annex: Extracurricular Program and Sports School in Phidias).

9.8 Coexistence

The Psychology Team supports with the Norm and Social Bond line of intervention (see annex 28): This line of intervention alludes to the capacity to understand and internalize the norms and rules established in the school and social sphere, achieving a correct insertion in said contexts. This capacity balances

coexistence adapted in society and the fluid expression of the personal character of each subject. In the processes of internalization of the norm and recognition of limits, it is the adult –without a doubt– who is in charge of marking and guiding the guideline and rhythm of acquisitions; delivered without fear to their work as a guide; recognizing their reality, offering honest exchanges in which they deliver and demand reciprocity. Only in this line of thought is it possible that the student of today can be adequately inserted as an adult in society, contributing their knowledge and weaving authentic bonds in which they recognize their place and that of the other in social exchange.

Las temáticas de intervención son:

- Relaciones interpersonales.
- Prácticas restaurativas.
- Respeto por la diferencia.
- Resolución de conflictos.
- Reconocer y asumir los límites

The intervention themes are:

- Interpersonal relationships.
- Restorative practices.
- Respect for difference.
- Conflict resolution.
- Recognizing and assuming limits.

The School Coexistence Project seeks to promote social skills in students to consolidate and strengthen school coexistence which leads in the long term towards peace. In the School, activities are promoted that seek to strengthen the sense of belonging to the institution such as Colombo Week, Inter-house days for the whole School, celebration of the CCB anniversary.

Being the PYP methodology of a transversal character, as part of the Transdisciplinary units Early Childhood children are exposed to provocations and inquiry experiences of an interactive character in which they participate in activities such as: surveys, interviews with experts, personal reflections, group discussions, and pedagogical field trips.

As part of the project, CCB preschool children participate in the establishment of essential agreements at the beginning of the school year. They inquire about the importance of rules and procedures of the daily routine, put them into practice, and then revisit them to make adjustments that benefit or strengthen school coexistence. Examples of some learning experiences are the Affectivity Workshops, Dialogue Circles, Morning Meetings, Coexistences at Casa Colombo, Houses, Bonding Games, Fair Play Campaign.

- **Teams:** small groups established in classrooms so that children have the opportunity to play and work as a team with the purpose of putting into practice social skills such as: cooperation, group decision making, respecting the other, accepting responsibility, resolving conflicts, and adopting diverse roles in the group, taking into account the skills or strengths and aspects to improve of the team members. These groupings vary over the course of the year.
- **Dialogue Circles:** encounters in which reflection takes place in small and medium groups on difficulties or challenges that students have at a personal or group level that affect class coexistence. These circles can be facilitated by teachers, psychologists, and the Section Assistant.

- **Affectivity Workshops:** work spaces programmed by transdisciplinary unit with large groups to address in a preventive manner situations that imply personal and social development. These workshops are facilitated by psychologists with the support of homeroom teachers.

9.9 Student Social Service

Action and service are an essential part of the continuum of the three IB Programmes. In their passage through the three Programmes students understand their capacity to make a meaningful contribution to their community and society. Through service, students develop and apply personal and social skills to real-life situations that imply making decisions, solving problems, adopting initiatives, and assuming responsibilities for their actions.

"In the IB programme continuum... students continue to become more aware of their own strengths and areas where they need to improve, take on new challenges, plan and initiate activities, work in collaboration with others, show perseverance and commitment, address challenges of local and global importance, and consider the ethical implications of their actions." (Taken from *MYP: From principles into practice*, page 25).

This diagram summarizes the IB continuum:

"In the PYP, action has a specific meaning as a component of the programme in which there is the expectation that effective inquiry will lead to responsible action, initiated by the student as a result of the learning process. This type of action may have a wider social impact, and always represents a voluntary demonstration of student empowerment." (Taken from *MYP: From principles into practice*, page 25)

The MYP promotes action and service as a fundamental aspect so that students demonstrate their personal commitment to their community and the environment by establishing authentic connections between what is learned in the classroom and the reality of the community. "The MYP aims to help students develop personal understanding, the emerging sense of self and the responsibility that may correspond to them in their community according to their level of development. By developing awareness and achieving a greater understanding of the context and their responsibilities, students acquire the faculty to make decisions about how to act in a thoughtful and positive way." (Taken from *MYP: From principles into practice*, page 25)

"The service component of CAS (Creativity, Activity, Service) in the DP has a holistic approach designed to reinforce and extend the personal and interpersonal learning that students have done in the PYP and the MYP. The three areas of CAS are defined in the following manner:

- **Creativity:** exploration and extension of ideas that lead to an original or interpretive product or performance
- **Activity:** physical exertion that contributes to a healthy lifestyle
- **Service:** collaborative and reciprocal commitment with the community in response to a true need

As an example of our values, CAS allows students to show the attributes of the IB learner profile in a practical way in real situations, grow as unique individuals, and recognize their role in relation to other people. Students develop skills, attitudes, and dispositions through a variety of individual and group experiences that provide them with the opportunity to explore their interests and express their passions, personalities, and perspectives. (Taken from the *Creativity, Activity, Service Guide - Nature of CAS*, page 8)

The general objective of the service area is that students understand their capacity to make a significant contribution to their community and to society. Through service, students develop and apply personal and social skills to real-life situations that imply taking decisions, solving problems, adopting initiatives, and assuming responsibilities for their actions.

Some examples in the secondary section could be:

1. **Gaitán School Service Project:** a project that offers the opportunity to an approximate number of 35 students of the School to participate in the accompaniment of an educational community in three programs fundamentally such as English as a second language, technology, and sports and recreation.
2. **Reading Club:** project that works with second and third grade students of our School and has as an objective to promote and incentivize the reading habit.
3. **Libros Libres (Free Books):** Initiative of the students of the Secondary Section, has as a purpose to promote reading in a way that mutual cooperation, solidarity, companionship, and the utilization of resources are involved. This includes the entire community and is directed especially to the maintenance and transport employees of the School.
4. **MUN Model & the IERI:** As a result of the work carried out in the Aliados 10 project, the CCB and the República de Israel Educational Institute designed the work plan for the implementation of the MUN Model for public schools. Students of the Secondary section are in charge of the training of students of the IERI.

9.10 Professional Guidance

The CCB General Counseling Program is a transversal training program that is implemented starting from 6th grade and takes into account the different moments of student development.

General Objective

To favor the educational process of CCB students, articulating the different factors that intervene in their integral development, oriented to the achievement of a culture of well-being and the construction of a life project.

Specific Objective

To support students in the development of skills for their life project in order to successfully reach university.

The Program provides Counseling and Professional Guidance services to Secondary students at the CCB and works on the following fronts: Sessions with students from 6th grade to 12th grade, professional guidance sessions for parents and students, career guidance sessions with professionals, Professional Guidance tests, summer programs on professional guidance, university fairs and visits from Colombia and abroad, vocational internships for students in companies and organizations, work experiences for students, preparation of art portfolios for admission and attainment of artistic scholarships, preparation of sports portfolios for admission and attainment of sports scholarships, presentation of Tests in international exams such as PSAT, SAT, TOEFL and IELTS.

Induction processes are carried out for parents and Secondary students regarding the aspects that must be taken into account each year, to prepare the path toward university. Likewise, emphasis is placed on the life project that each student must have in order to accompany them in their process through Secondary school.

12th-grade students are guided and accompanied in the process of applying to national or foreign universities. Thanks to agreements with both national and foreign universities, the process to seek scholarship opportunities and credit validation is facilitated. This support is also offered to alumni, providing advice on postgraduate programs.

9.11 CHAIR FOR PEACE

Ver Programa en Toddle anexo 18.

See Program in Toddley annex 18.

9.12 CHAIR OF AFRO-COLOMBIAN STUDIES

The Chair of Afro-Colombian Studies has specific objectives that are developed in the academic sections through diverse learning experiences.

In the Early Childhood section, three assemblies are scheduled throughout the school year, which are a celebration of Colombia and three of its natural regions: Atlantic Coast, First grade; Andean Region, Kinder; and Pacific Coast, PreKinder. These assemblies are the responsibility of the Spanish department and take into account cultural richness such as music, dance, and traditions [and] the multicultural aspect. In the preparation stage, readings of costumbrist literature (printed and digital) are carried out and arts specialists have the role of advisors. The assemblies are prepared through an inquiry carried out by the students, in accordance with the PYP philosophy. Different activities are planned for a Spirit Day and representative artistic groups from the Atlantic and Pacific coasts and the Andean region are invited, to develop sensitivity and appreciation in students for the folklore of our country.

These are the specific objectives of the Chair that are fulfilled in the development of these learning experiences:

- Know the historical-cultural, ancestral, and current contributions of the Afro-Colombian communities present in each of the regions worked on.
- Help the process of development and consolidation of ethno-education in the country.
- Contribute to the strengthening of identity, self-recognition, and self-esteem of Colombians in the context of the sense of belonging to the Colombian nation.
- Foster the development of attitudes of understanding and respect for the ethnic and cultural diversity existing in the country, proscribing prejudices and discriminatory stereotypes.

These objectives are developed through the Afro-Colombian Chair in the preparation stage. This allows knowing the Afro history in Colombia and, specifically, in each of the regions to be worked on.

In the Primary section, through the transdisciplinary units in the different grades, and specifically in those corresponding to 'Who we are' and 'How we express ourselves', students explore the different ethnicities and racial groups in Colombia, inquiring about cultural identity, artistic expressions, and the legacy of Afro-Colombian communities in the Caribbean and Pacific regions of Colombia.

From PSE and Religion, inclusion and tolerance are fostered, as well as the sense of equity, justice, and respect for the dignity and rights of all human beings.

Each year, during the cultural week, representative artistic groups from the Atlantic and Pacific coasts are invited, to develop sensitivity and appreciation in students for the folklore of our country. Additionally, within the Music, Dance, Theater, and Spanish classes, students develop their artistic and literary skills, incorporating works of Afro origin that are represented in the different assemblies carried out during the school year.

The Social Studies and Individuals and Societies curricula include the objectives of this Chair. In Secondary, the units of inquiry propose in a transversal manner objectives that challenge students to recognize the cultural, scientific, technological, and artistic legacies of Afro cultures in Colombia, understanding the meaning of living in a multi-ethnic and pluricultural nation, comparing the cultural legacy of each of the cultures involved in the Europe-America-Africa encounter, identifying and explaining the struggles of Afro-Colombian groups in search of their social recognition and equality of rights from the beginning of the 20th Century to the present and finally understanding that according to the Universal Declaration of Human Rights and the National Constitution, persons have the right not to be discriminated against.

Likewise, the Individuals and Societies curriculum contemplates the formation of personal attitudes and social commitments such as our students assuming critical positions regarding situations of discrimination, proposing ways to change them.

Upon finishing Secondary, our students must value the contribution of Afro cultures in the development of Colombian identity.

The objective of recognizing and disseminating the processes of reintegration, reconstruction, resignification, and ethnic and cultural redignification of the descendants of enslaved Africans in Colombia in the perspective of new readings on the configuration of national identity, is added to those mentioned previously.

10. SCHOOL HANDBOOK AND REGULATIONS FOR TEACHERS

10.1 SCHOOL HANDBOOK

Approved by the Board of Directors in June 2025, it is published on Phidias and on the website; said document shall govern until such time as it is modified by a new version.

10.2 TEACHER REGULATIONS (STAFF HANDBOOK) It is in the process of elaboration.

11. SCHOOL GOVERNMENT AND INSTANCES OF PARTICIPATION OF THE SCHOOL COMMUNITY

The Colegio Colombo Británico is owned by the *Corporación Colegio Colombo Británico*, a non-profit entity, formed by parents, who through a title, are linked to it as associates.

The organs, functions, and form of integration of the School Government are regulated in **Chapter 5 – SCHOOL GOVERNMENT** of the School Handbook:

- **Board of Directors:** Regulated according to the Statutes and the Board of Directors Policy Manual (documents published on Phidias and on the website).

School Board (Consejo Directivo)

Academic Council

Rector (Head of School)

Ethics Committee: In the Ethics Committee there are representatives of the entire educational community. The Code of Ethics and Good Corporate Governance is published on Phidias and on the website.

In **Chapter 6 – INSTANCES OF PARTICIPATION OF THE EDUCATIONAL COMMUNITY** of the Coexistence Manual, the following are regulated:

- **Student Representatives:** Student Council, Prefects, and *Personeros*.
- **Parent Representatives:** Parents' Council.
- **Representatives of the entire Educational Community:** School Coexistence Committee.

Additionally, parents can associate themselves with the Parents' Association of the Colegio Colombo Británico – **Parent & Teacher Association (PTA)** regulated by its statutes.

12. EDUCATIONAL COSTS AND CONTRACT

12.1 EDUCATIONAL COSTS Educational Costs are regulated in the School Handbook as follows:

- Chapter 9 – ENROLLMENT FEES
- Chapter 10 – TUITION AND OTHER CHARGES

Educational costs are notified to parents by a circular and informational meeting convened by the Rector, after being approved in the first round by the Board of Directors. The resolution is published on Phidias.

12.2 EDUCATIONAL SERVICE CONTRACT The Educational Service Contract is the enrollment contract document EC-grade 11 2025-2026 and enrollment contract grade 12 2025-2026 and is published on Phidias.

13. RELATIONSHIP WITH OTHER SOCIAL ORGANIZATIONS

The School has agreements with different educational entities, to benefit the learning process, provide opportunities for our teachers and students to connect with others in the world. The School fosters relationships with other schools, both local, national, and international, that are beneficial for the parties.

13.1 The School belongs to the **ANDEAN ASSOCIATION OF INTERNATIONAL BACCALAUREATE SCHOOLS (AACBI)**, an association of a private nature, formed by schools associated with the International Baccalaureate Organization, of the countries of the Andean area, Central America, and the Caribbean, which intend to support and disseminate the ends of the International Baccalaureate, whose objectives are: a. Support and disseminate the ends of the International Baccalaureate Organization. b. Serve its members as a forum to share and exchange ideas and projects in the field of education. c. Organize seminars, meetings, and other complementary activities to the official programs of the International Baccalaureate on Educational topics for school leaders, teachers, and/or students. d. Maintain and promote correct professional ethics among member schools of the International Baccalaureate. e. Promote communication among member schools.

13.2 The School is an **IB World School**, and has authorization to offer the programs of the International Baccalaureate Organization: Primary Years Programme, Middle Years Programme, and Diploma Programme.

13.3 The School is accredited by the **Council of International Schools (CIS)**. One of the central purposes of international accreditation is to evaluate and improve its teaching, learning, government and leadership, school culture, and operational systems processes on a continuous basis. The Rector informs the Board and the School Board about the accreditation report and coordinates several accreditation committees in the definition and execution of action plans to achieve the improvement

recommendations proposed by CIS. The Board will ensure that the budget required to maintain accreditation is assigned.

The School has agreements with:

13.4 The Alliance Française and Université Catholique de Lyon, for cultural exchange, study of French, and presentation of proficiency exams in that language.

13.5 Universities for Preferential Admission and credit recognition with the following Colombian universities: Universidad de La Sabana, Pontificia Universidad Javeriana de Cali, Pontificia Universidad Javeriana de Bogotá, Universidad del Rosario de Bogotá, Universidad de los Andes de Bogotá, Universidad ICESI de Cali, Universidad Autónoma de Occidente de Cali.

13.6 Barnardiston Hall Prep School, King Edward's School, Hereford Cathedral School, and Ecole des Roches for Academic Integration programs, **National Student Leadership Conference** (for summer programs with professional orientation), **IMG Academy** (for summer sports programs), and **Round Square** for exchange programs.

13.7 The university libraries of Pontificia Universidad Javeriana de Cali and Bogotá, Universidad Autónoma de Occidente de Cali, Universidad Icesi, and Univalle as well as with the public libraries Departamental Jorge Garcés Borrero and Luis Ángel Arango, for interlibrary loans and access to digital libraries, with the object of expanding the information services of the CCB Information Center.

13.8 Different entities to enrich the students' learning process in the area of CAS (Creativity, Activity, and Service), such as the **Gaitán School, Fundamor, Techo para Colombia, Soñar Despierto, Cuéntame tu Sueño, Caja del Amor**, the municipality of Cali in projects such as those developed with the República de Israel School and service activities to communities in pedagogical field trips.

13.9 Different entities that offer the opportunity to strengthen sports, such as (Liga Rio Pance, municipal and national tournaments, municipal and national festivals and exchanges organized by different schools and institutions (leagues).

13.10 The School is a member of **Redpapaz**, a support network for parents and educational institutions. We attend events, workshops, that Redpapaz leads in the country, we participate in events such as *Escudos del Alma*, presenting the transversal projects that are carried out in the School.

13.11 The School is a member of **Round Square** and **Latin American Heads Conference**.

14. EVALUATION OF RESOURCES

The School, through the Management Direction, Financial Management, and Human Management processes, makes an evaluation and projection each year of the human, physical, economic, and technological resources available and foreseen for the future, taking into account the needs of all processes and the strategic direction of the school.

For the purpose of evaluating technology requirements, the School has a **Technology Committee**, formed by a team of teachers from all sections and led by the Rector or the Head of Secondary.

For the purpose of evaluating physical infrastructure requirements, the School has a **Development Committee** of the Board of Directors.

The requirements and needs of all sections are evaluated by the Rector and presented for approval of the Board of Directors annually in the Operation and Capital Investment Budget and the Payroll Budget.

15. ARTICULATION WITH LOCAL AND REGIONAL CULTURAL EXPRESSIONS

The School has inter-institutional agreements with different educational, artistic, cultural (museums, zoo), and ecological entities, to benefit the learning process, provide opportunities for our teachers and students to connect with others in the world. The School fosters relationships with other schools both local, national, and international, that are beneficial for the parties. (see point 11).

16. ORGANIZACIÓN ADMINISTRATIVA Y EVALUACIÓN DE LA GESTIÓN

16.1 ADMINISTRATIVE ORGANIZATION AND MANAGEMENT EVALUATION

16.1 INSTITUTIONAL STRUCTURE AND ADMINISTRATION – ORGANIZATIONAL CHART

The structure of the school can be seen in the organizational chart where the highest authority is the Rector, who has full administrative responsibility for the proper functioning and fulfillment of objectives. The Rector is supported by his management team through meetings where they constantly monitor the good administration of the School (See Organizational Charts in the Staff Handbook - Personnel Policy Manual).

16.2 CRITERIA FOR ADMINISTRATIVE ORGANIZATION AND MANAGEMENT EVALUATION

Because the School is accredited by the **Council of International Schools (CIS)**, it applies the criteria and standards of this international accreditation for administrative organization through processes designed for continuous improvement.

The standards and criteria for accreditation and continuous improvement of CIS are applied and monitored in the following nine areas: A. Purpose and Direction: the principles and foundations of the CCB including the mission, vision, motto, educational community profile, ethos, values, philosophy, commitment to compliance with norms. B. Governance, ownership, and leadership. C. Curriculum. D. Teaching and assessing for learning. E. Well-being. F. Staffing. G. Premises, facilities, technology systems, and auxiliary services. H. Community and home partnerships. I. Residential services – boarding and/or homestay.

16.3 QUALITY MANAGEMENT AND CONTINUOUS IMPROVEMENT PROCESSES The continuous improvement process is informed and guided by the recommendations of the CIS accreditation report in the nine areas of educational management.

Every two years, the School submits a detailed report to CIS of advances in the implementation of actions designed to respond to recommendations and to improve educational quality.

For each accreditation area, the School has constituted a committee of teachers, administrative staff, and other pertinent personnel to define, execute, and evaluate an action plan. For area B (curriculum and instruction) there are four committees - PYP, MYP, DP, and vertical.

The committees meet periodically to evaluate advances in their action plan, using the format defined by CIS.

The indicators of the **CCB Strategic Plan 2025**, approved by the Board of Directors to operationalize the seven strategic imperatives defined by the CCB Community, are designed to be consistent with the recommendations of the CIS.

PEI Annexes <https://www.colombobritanico.edu.co/wp-content/uploads/2026/02/ANNEXES-IEP-2025-2026-FINAL.pdf>

Elaboró	Revisó	Aprobó Modificaciones
Comité PEI	Consejo Académico	Consejo Directivo
Junio 4/2013	junio 2025	Junio 2025

PROYECTO EDUCATIVO INSTITUCIONAL P.E.I.



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Through Education

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