



Planète Montessori
INTERNATIONAL SCHOOL

DATE	REVIEWED BY/ROLE	NEXT REVIEW DATE
Last updated: February 2024	SLT/MLT Team	July 2024

TRANSITION POLICY

Overview

This policy document was the result of a collective effort by the IB coordinators, teachers and administrators of Planete Montessori International School. In developing this comprehensive curriculum policy, the team referred to numerous IBO documents including the IB Standards and Practices, PYP framework and Montessori curriculum with MYP framework.

Who we are

Planete Montessori International School is the only Montessori school in Marrakesh that offers the programme of Dr. Maria Montessori from 1-12 years old and is a duly accredited IBO International school. It has also opened the College in 2022 and is presently working on opening the High School. Planete Montessori International School respects the Montessori pedagogy as well as the guidelines of the Moroccan Ministry of National Education.

Our Mission and Vision

Mission

We offer an international education with solid knowledge in liberal arts, science and technology. Additionally, we offer a trilingual education with English as the teaching language starting from the first plane or the 3-6 environment. Our mission is to foster excellence through the development of critical thinking and creativity. We aim to build resilience and character, promote responsible and comprehensive citizenship, encourage lifelong learning and train people to become sensitive to an international reality. We commit to providing a stimulating and high-quality international education, which we consider important for our learners.

Vision

We believe that every child who walks through our doors comes out as a global citizen, confident, independent and socially responsible.

Part 1: Transition in PYP

Introduction:

The process of transitioning or moving from one class to another can be done during the school year or at the end of the school year according to the age, the level of the pupils, and their psychosocial development. As part of the Montessori philosophy, we observe closely and consider the holistic development of the child. Transition meetings take place between teachers to provide a comprehensive profile to support the child as they move on to the next phase of their development.

There are two kinds of transitions:

- At the end of school year
- In the middle of the school year

During the year, the pupil may change his/her classroom for the higher environment.

- From 1-3 YO to 3-6 YO
- From 3-6 YO to 6-9 YO
- From 6-9 YO to 9-12 YO

The reasons for a transition in the middle of school year are as follows:

- The pupil is emotionally ready
- The pupil reached the required age to make the transition
- The pupil is exhibiting the characteristics of the next age group
- The pupil is ready to move to the higher level based on his/her academic level.

The transition allows us to keep pace with the needs of the learners in our community.

At the end of the school year

All our pupils move from a level to another one at the end of the school year, within the age group, or by phasing up to a higher age group. The academic team meets at the end of each semester for pedagogical purposes to ensure that the pupils reach their goals. Montessori classrooms are divided in 3 years cycles as follow:

- 1 to 3 YO
- 3 to 6 YO
- 6 to 9 YO (IB Lev: PYP 1,2,3)
- 9 to 12 YO (IB Lev: PYP 4,5,6)

In Each Montessori tree cycle, the pupils are moving from one level to another. A pupil can spend one more year in a cycle if he/she does not reach the goals.

Part 2: Transition from PYP to MYP***Introduction:***

Planete Montessori International School is dedicated to providing a seamless transition for learners progressing from the International Baccalaureate Primary Years Programme (IB PYP) to the International Baccalaureate Middle Years Programme (IB MYP). Recognising the pivotal phase of educational growth during this transition, our institution endeavours to establish a comprehensive policy that ensures learners experience a smooth continuum of learning while embracing the rigorous academic, social and emotional expectations of the IB MYP.

In the transition process, parent/guardian engagement is included in the following form:

- Cultivate robust avenues for parental engagement, disseminating regular updates on learners' transition progress, academic achievements and socio-emotional well-being within the IB MYP milieu.
- Facilitate parent/guardian workshops and informational sessions, equipping families with the requisite knowledge, tools and strategies to actively support their child's transition to the IB MYP.
- Foster a collaborative partnership between parents/guardians and school stakeholders, leveraging feedback mechanisms to refine support structures and optimise the transition experience for all stakeholders.



How does the PYP & MYP Connect at PMIS?

<p>PYP pupils develop knowledge, skills and conceptual understanding while exploring six curricula through six areas trans-disciplinary themes. Teachers plan collaboratively, exploiting the connections between subjects in order to effect learning transfer. The programme is designed to provoke and support learner-led action and culminates in</p>	<p>MYP pupils continue to develop their knowledge, conceptual understanding and skills by studying eight subjects through the global contexts and participating in interdisciplinary learning at least once per MYP year. They are involved with service as action and their learning culminates in a personal project, a learner-initiated</p>
<p>PYP pupils inquire into, and learn about, globally significant issues in the context of six units of inquiry, in Year 2 through 7 and four units in EY 1 through EY 3. Each unit of inquiry unpacks a central idea that universally addresses and enduring conceptual understandings. Lines of inquiry define the scope of the unit more specifically addressing curriculum objectives from the scope and sequence documents for each subject area.</p>	<p>At PMIS, MYP pupils study four units of work per subject. Each unit is explored through a particular global context with an exploration. MYP Y 5 pupils must complete end-of-programme on-screen examinations, which demonstrate their achievement of course objectives in language and literature, individuals and societies, sciences, mathematics and interdisciplinary learning. On-screen examinations are formal external assessments. The curriculum flexibility allows learners to explore their interests and assists with their DP course choices.</p>

<p>PYP pupils explore six trans-disciplinary themes of global significance. These themes are selected for their relevance to the real world and offer learners the opportunity to explore the commonalities of human experience. They are described as trans-disciplinary because they focus on issues that transfer across, and not confined by traditional subject areas.</p> <p>Six trans-disciplinary themes</p> <ul style="list-style-type: none"> Who we are Where we are in place and time How we express ourselves How the world works How we organise ourselves Sharing the planet 	<p>MYP pupils connect their learning with their lives and the world they have experienced through global contexts, which can be real-world problems, situations, events and circumstances. The MYP identifies six global contexts for teaching and learning that are developed from and extend the PYP's trans-disciplinary themes.</p> <p>Six Global Contexts</p> <ul style="list-style-type: none"> Identities and relationships Orientation in space and time Personal and cultural expression Scientific and technical innovation Globalisation and sustainability Fairness and development
<p>In the PYP, the focus is on assessment for learning, which is used to inform and drive learning forward. Teachers identify core assessment outcomes for each unit of learning referring to scope and sequence documents, and all tasks are designed to provide opportunities to demonstrate growth. Learners are assessed against the selected assessment outcomes throughout each unit, and teachers use assessment data to adjust learning plans. Peer assessment, self-assessment and learner self-reflection play an important role in the PYP At PMIS, learners use ManageBac as their portfolio to record, share evidence of their thinking and reflect on their thinking and growth in learning and share with others.</p>	<p>MYP assessment is internally assessed based on subject-specific criteria. Each MYP subject assesses learners on four equally weighted criteria. Some of these criteria will have the same letter in each subject where that criteria are assessed. For example, knowing and understanding will always be criterion A, and Communicating will always be criterion C. Each criterion has eight possible achievement levels (1-8), divided into four bands with unique descriptors that teachers use to make judgments about learners' work. The total marks for each subject are 32 points. Teachers use the 1B published grade boundaries to award learners an MYP 1-7 grade. PMIS learners use learning portfolios via Google Sites to record their learning.</p>

The PYP Approaches to Learning (ATL) are five sets Of interrelated skills, designed to support transfer of learning between curricular areas. These are thinking skills, research skills, communication skills, social skills and self-management skills, with associated sub-skills. Teachers work with learners to raise cognition of the acquisition and application of these skills, using them purposefully to support goal setting.

Approaches to learning (ATL) in the MYP focusses on helping learners develop the self-knowledge and skills they need to enjoy a lifetime of learning. ATL skills empower learners to meet the challenging objectives of MYP subject groups and prepare them for further success in the rigorous DP programme. These ATL skills help learners "learn how to learn" and are transferable across curriculums and into their personal lives.

Evaluation and Review:

This transition policy will undergo periodic review and evaluation by the school's leadership team, in collaboration with IB coordinators, faculty members and relevant stakeholders. Rigorous data analysis, stakeholder feedback, and benchmarking against best practices will inform iterative refinements to the policy, ensuring its continued efficacy and alignment with the evolving needs of our learning community.

Standards:

Following the standards and practices set forth by the International Baccalaureate Organization, this transition policy underscores our unwavering dedication to upholding excellence, equity and inclusivity throughout the IB continuum. Please consult our Inclusion, Assessment, Equality, Language and Continuum policies for further guidance.