



Marymount

INTERNATIONAL SCHOOL LONDON

Pathways

The Educational Journey through Marymount International School London



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Mission & Vision

An IB Education at Marymount London

Marymount International School London is an independent, Catholic, all-girls, IB world school that empowers young women to be “firm in faith, vibrant in hope, rooted in love and one in service”. Marymount students question, challenge and contribute meaningfully as intellectual and compassionate global citizens.

As a proudly IB school since 1979, the IB Middle Years (MYP) and Diploma (DP) programmes provide the foundation for an holistic and engaging educational experience that is informed by educational research and enhanced by the expert teaching of highly dedicated professionals. The IB’s student-centred and inquiry-based pedagogical approach aligns perfectly with the School’s commitment to the formation of the whole person and provides a uniquely enriching environment in which students can discover and develop their many gifts and talents for the benefit of others as well as themselves.

THE PURPOSE OF THIS DOCUMENT:

At the heart of the Marymount educational mission is the desire to see each and every one of its students **thrive** and **flourish**. Recognising the unique challenges and demands of the IB programmes we offer, and the specific pedagogical approaches they employ, this policy is designed to articulate the different pathways available to Marymount students as they journey through the School, and to provide clarity on the attributes, attitudes and approaches the School deems necessary in order for students to achieve to their full potential and, more importantly, enjoy and make the most of their secondary school experience.

The notion that students should be the agents of their own formation is rooted in the teachings of Fr Jean Gailhac, the founder of the RSHM, and fully embedded in the School’s own aims and objectives and reflected in the IB Learner Profile attributes. This notion of student agency, and its logical extensions (self-regulation, self-advocacy and collaboration) underpins much of what follows and invariably informs decision making at each stage of a student’s journey through the School.

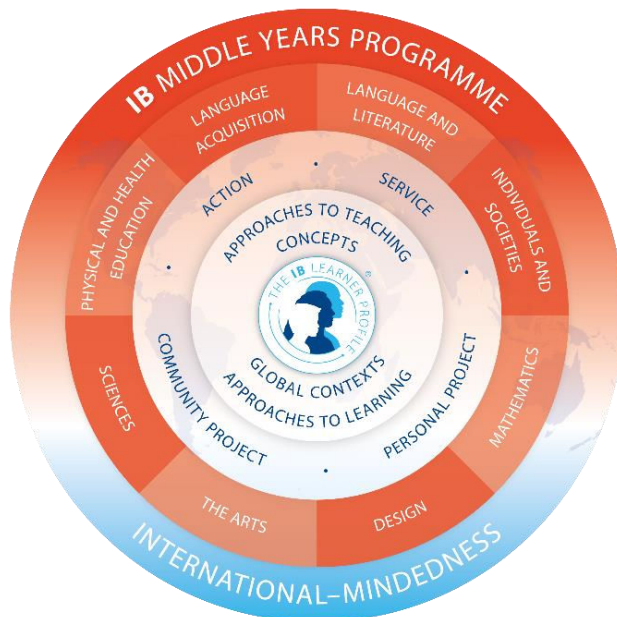
The First Step: Understanding the IB Programmes and Pathways at Marymount London

Marymount International School London offers the IB Middle Years Programme (MYP) to students in Grades 6 to 10 (Years 7 to 11) and either the full IB Diploma (DP) or IB Courses (IBC), to students in Grades 11 and 12 (Years 12 and 13). In addition to their IB qualifications, students who meet the

requirements are also awarded a Marymount High School Diploma upon Graduation at the end of Grade 12.

The various academic pathways available to students at Marymount allow for a bespoke and dynamic approach that recognises each individual student’s intellectual, psychological and social needs and which encourages ongoing discussion with students and their parents on the most suitable programme of study.

THE IB MIDDLE YEARS PROGRAMME:



The IB Middle Years Programme emphasises intellectual challenge and encourages students to make practical connections between their studies and the real world¹. In order to fulfil the requirements of the programme, students must study at least one subject from each of the eight subject groups² throughout the first three years of the course and then a minimum of one subject from each of the first six subject groups for the final two years, as well as complete an annual ‘Service as Action’ portfolio and the Grade 10 Personal Project, a culminating independent learning project that reflects mastery of a range of approaches to learning (ATL) skills and attributes as well as deep knowledge and understanding. In addition, students in Middle School (Grades 6 to 8) take a critical thinking course called ‘Core’ and all students take a PSHEE course.

Like all IB programmes, the MYP has been designed to encourage students to become increasingly active participants in their own learning, internationally minded, able to empathise with others, and develop in them the intellect, skills and desire to pursue lives of purpose and meaning.

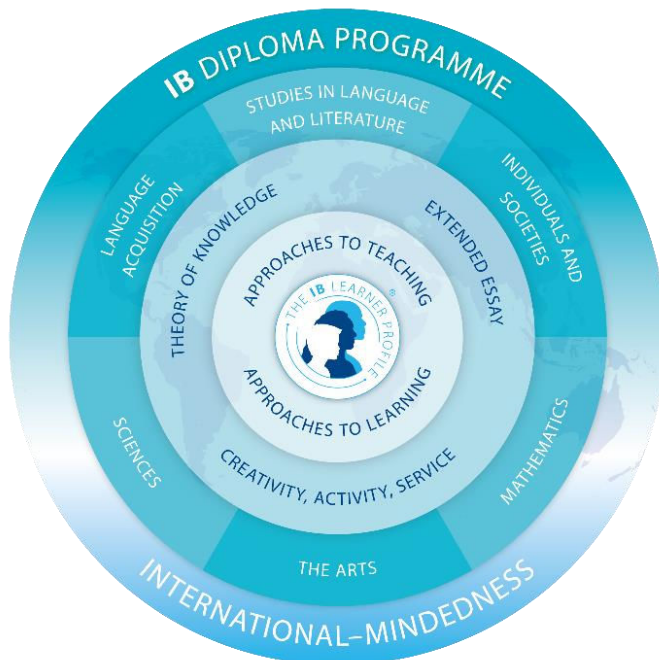
Through the study of at least two languages (many Marymount students will study three languages), the Humanities, Mathematics, Science, the Arts, Design and Physical Education, students are provided opportunities to develop their potential, explore and determine their own learning preferences, take appropriate risks and develop and reflect on a strong sense of personal identity. The conceptual and inquiry-based approach utilised in the MYP requires students to become intrinsically curious and actively involved in their own learning, so that they might develop the skills and

¹ [What is the MYP? - International Baccalaureate® \(ibo.org\)](http://www.ibo.org)

² See Appendix 1 for more information about MYP subjects offered at Marymount London

attributes, otherwise known as 21st Century Competencies³ required for the IB Diploma and Courses programmes, tertiary education and life beyond.

THE IB DIPLOMA & COURSES PROGRAMMES:



The IB offers two distinct pathways for students at Marymount London; the full **IB Diploma Programme** and **IB Diploma Courses**, both of which provide preparation for and entry into university and colleges all over the world. A third pathway is available to students for whom the High School Diploma is sufficient for future plans and best suited to their learning needs, although it should be noted that students on this High School Diploma pathway are scheduled in IB classes but marked using a school-based criteria rather than that of the International Baccalaureate. It should also be noted that, whilst the High School Diploma is a valid certificate of high school matriculation, it does not carry any UCAS tariff points and therefore may not be sufficient for direct entry into undergraduate studies in the UK.

The full IB Diploma Programme is a rigorous and intellectually demanding, externally assessed programme of study for students aged 16 to 19 that is commonly understood to represent the gold standard⁴ in global secondary education. Through the study of six subjects (three at Higher Level and three at Standard Level) and the Core - the Theory of Knowledge, Extended Essay, and Creativity, Activity, Service (CAS) programmes - students gain an excellent breadth and depth of knowledge while also developing physically, intellectually, emotionally and ethically. As with the MYP, the IB Diploma Programme requires its students to be self-motivated and active participants in their own learning, with the ability and desire to work independently, manage their time appropriately and communicate effectively.

There are six subject groups in the IB Diploma:

³ Ananiadou, K., and Claro, M. (2009). "21st century skills and competences for new millennium learners in OECD Countries," in *Proceedings of the OECD Education Working Papers* (Paris: OECD Publishing)

⁴ <https://www.independent.co.uk/news/education/education-news/international-baccalaureate-is-this-the-new-gold-standard-315927.html>

- Group 1: Language & Literature
- Group 2: Language Acquisition
- Group 3: Individuals & Societies
- Group 4: Science
- Group 5: Mathematics
- Group 6: The Arts

To fulfil the requirements of the full IB Diploma Programme, students must study at least two languages (at least one Literature or Language & Literature course, and one language Acquisition course), one Individuals & Societies course, one Science course, and one Mathematics course. The sixth subject can be taken from the Arts or an additional subject from one of the first four groups (i.e. a third language, a second I&S or a second Science). In this way, students can tailor their programme to suit both their interests and their university aspirations⁵. Each subject, whether it is taken at Higher Level (HL) or Standard Level (SL), will comprise a combination of student generated coursework (some of which is internally assessed and externally moderated and some of which is externally assessed) and a final examination taken at the end of the second year of the programme. IB coursework generally makes up about 20% of the overall grade in most subjects.

In addition to the six subjects, students in the full IB Diploma programme must also complete the ‘Core’, comprising the Theory of Knowledge course, an undergraduate-style 4000-word Extended Essay on a subject of their choice and the Creativity, Activity and Service (CAS) programme. Students who successfully complete all these components to the minimum required standards will be awarded an IB Diploma.

Students who either do not require and/or who might struggle to manage the demands of the full IB Diploma will take the IB Diploma Courses pathway, which has more flexibility in terms of number, level and type of subjects studied and fewer pass/fail requirements. Students on the IB Diploma Courses pathway are free to select up to five subjects at either Higher or Standard Level from any combination of the six subject groups, and are not required to complete the Core, although the Extended Essay and/or the Theory of Knowledge course can be taken for extra UCAS tariff points. All students must complete the CAS programme for graduation purposes, irrespective of which pathway they have chosen.

Whether or not they take the full IB Diploma or IB Diploma Courses pathway, students who complete the required High School (Grades 9, 10, 11 and 12) courses of study and gain the necessary credits will be awarded the Marymount High School Diploma upon Graduation at the end of Grade 12.

The Second Step: The Admissions Process

As previously indicated, the School’s underlying Mission is to provide an educational experience in which students will thrive and flourish, and it is the principles of this mission that inform the School’s Admissions Process. Whether students are applying for a place in Grade 6 with the intention of completing both the Middle Years and Diploma programmes, or whether they are applying to

⁵ See Appendix 2 for more information about IB Diploma subjects offered at Marymount London

complete one or other of these programmes, or even for a short-term stay, the School’s approach to Admissions remains consistent and driven by one overriding question – will the student thrive and flourish at Marymount?

With this question in mind, the Admissions process is student-centred and holistic in its approach and involves a number of components, all of which must be completed in order for an evidence-based decision to be made. The following table provides an outline of these different components and a short description of what the Admissions Committee will be hoping to see.

COMPONENT:	What the Admissions Committee is looking for.
School Reports & Transcript	<i>The Admissions Committee will review school reports from the past two years, including the most recent available, including those from the current academic year if available. The Committee will be looking for evidence of appropriate academic ability and achievement, intellectual curiosity, good levels of effort and engagement, participation in co-curricular clubs and activities and an inclination towards service both within and beyond the school community. Applicants for Grade 9 or higher must also provide an up-to-date High School Transcript.</i>
References	<i>The Admissions Committee will be looking for positive comments regarding the attitudes and attributes of the applicant, and in particular the way they approach their work (independently and collaboratively) and the way they engage with other students, their teachers and other members of the community.</i>
Entry Assessments	<i>Depending on the year and programme they are applying for, applicants will complete a variety of age-specific and bespoke entry assessments, including English and Mathematics assessments, to confirm that levels of literacy, numeracy and critical thinking are strong enough to cope with the demands of the relevant programme.</i>
Student and Parent Questionnaires	<i>Students and Parents are asked to complete a questionnaire to provide some important background information on the applicant’s previous school experiences, her interests, and hopes and aspirations for the future. The questionnaires also provide the Admissions Committee with insights into why the family are interested in Marymount London, and what they hope to gain from the educational experience the School has to offer. The Admissions Committee will be looking for evidence that the family understands what Marymount’s IB education involves and can provide their daughter and has applied on that basis.</i>
Interview	<i>At least two members of the Admissions Committee will interview the applicant, during which they will ask questions designed to elicit information relating to the applicant’s academic preferences, approaches to learning, world view, interest and hobbies and hopes and aspirations for the future, so as to build up an accurate picture of the whole person and the extent they are likely to thrive and flourish academically, pastorally and socially at Marymount.</i>
Supporting Documentation	<i>The Admissions Committee will ask for any additional and relevant information and/or documentation to support the application. Where applicable, this will include copies of Educational Psychologist Evaluations, IEPs, Enrichment and/or Action plans etc. It is not possible for an offer to be made without a comprehensive review of all relevant documentation.</i>

<i>Assessment Days (prospective Grade 6 students only)</i>	<i>Students applying to enter the School in Grade 6 will be invited to attend an Assessment Day, which will include entry assessments, an interview and a variety of group activities designed to help the Admissions Committee get a sense of the whole student.</i>
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Marymount International School operates a ‘rolling’ admissions programme, which allows for students to join any year group at any time throughout the academic year. Irrespective of ‘when’ a student applies, the School will follow the same admissions process and apply the relevant pathways criteria to ensure that any student offered a place will thrive and flourish.

GRADE SPECIFIC ENTRY REQUIREMENTS

The School treats each application on merit and takes a wide variety of evidence into consideration when making decisions relating to an applicant’s suitability for one or more of its programmes. However, both the MYP and DP are demanding programmes, with a number of mandatory subjects, including Mathematics, in each year, and English is the language of instruction throughout the School. With this in mind, the School must consider whether the academic and/or language standards demonstrated by applicants will enable them to access the curriculum in a way that will allow them to thrive and flourish. With this in mind, the School has put some minimum entry requirements in place in these areas, as illustrated in the table below

YEAR OF ENTRY:	ENGLISH REQUIREMENT:	OTHER REQUIREMENTS:
Grade 6 (Year 7)	Minimum CEFR Level A2	<i>A proven pattern of performance in languages, humanities, science and mathematics equivalent to an IB level of 3 or above for Grades 6, 7 and 8, and an IB level of 4 for Grades 9 and 10.</i>
Grade 7 (Year 8)	Minimum CEFR Level A2+	
Grade 8 (Year 9)	Minimum CEFR Level A2+	
Grade 9 (Year 10)	Minimum CEFR Level B1+, <i>plus evidence of at least one year of general instruction in the target language</i>	
Grade 10 (Year 11)	Minimum CEFR Level B1+, <i>plus evidence of at least one year of general instruction in the target language</i>	<i>A proven pattern of performance in languages, humanities, science and mathematics equivalent to an IB level of 4 or above.</i>
Grade 11 (Year 12)	Minimum CEFR Level B2+, <i>plus evidence of at least one year of general instruction in the target language</i>	
Grade 12 (Year 13)	Minimum CEFR Level B2+, <i>plus evidence of at least one year of general instruction in the target language</i>	

Notes:

1. Conditional offers may be made to students who only partially meet these minimum entry requirements but who are on an upward trajectory and/or who are on track to improve. It is incumbent upon families to understand the conditions of their offer and request clarification before accepting if required.
2. Supported offers may be made to students who meet the entry requirements but are likely to require support (academic, EAL and/or pastoral) during their time at Marymount.

TYPICAL ADMISSIONS PROCESS TIMELINE

Following a successful application process and receipt of a conditional or unconditional offer, the next steps of the journey towards becoming a fully-fledged Marymount student are as follows:

1. Student/Family formally accept offer and liaise with Business Office re. payment of fees etc.
2. Student/Family may meet informally with one or more of the following:
 - **Programme Coordinator:** to discuss course selections and other timetabling matters
 - **Head of Year:** to discuss any specific pastoral and/or academic issues
 - **Director of Specialist Programmes:** to discuss learning support and/or enrichment needs (this may also include a meeting with the Chair of English B).
3. Student/Family liaise with Admissions Department and Business Office regarding school transport, uniform, supplies etc.
4. Induction & Welcome:
 - If joining at the beginning of an academic year, the new student will have a formal induction programme at the beginning of the year, including a 'Back to School' event, the family BBQ and the first day of the academic year, during which timetables are distributed, big sisters assigned, IT logins created and school policies and procedures reviewed
 - If joining after the beginning of an academic year, the new student will be invited to start school on the next available Monday and participate in an induction morning, during which they will meet their big sister and their Head of Year, receive their timetable and IT logins and be introduced to other key members of faculty and staff.
5. First Cycle Check-In: After the student's first full cycle (Marymount operates a 10-day timetable), a member of the Admissions Team and/or senior staff will get in touch for a quick check-in to ensure the student is settling in well, making friends and making progress.

The Third Step: Pathways through the School

There are three main pathways that students at Marymount London may follow:

1. **IB Middle Years and full IB Diploma**⁶
2. **IB Middle Years and IB Diploma Courses**⁷

⁶ The MYP and full DP route automatically meets the requirements for the Marymount HS Diploma

⁷ The MYP and DP Courses route automatically meets the requirements for the Marymount HS Diploma

3. IB Middle Years (or possibly a modified MYP academic programme) and Marymount High School Diploma

Given the academic demands associated with these varying pathways, entry onto and/or movement between specific pathways is determined following periodic reviews of academic performance and confirmation that minimum academic standards are being/have been achieved.

THE MARYMOUNT HIGH SCHOOL DIPLOMA

ALL students completing the prescribed courses of study in Grades 9, 10, 11 and 12 (otherwise known as High School) are eligible for the **Marymount High School Diploma**. A **Course Credit** is awarded if a student achieves a final score of **3** or better in a designated subject. To be awarded the Marymount High School Diploma, students must have achieved a minimum of **25 Course Credits** by the end of Grade 12, as follows:

SUBJECT GROUP:	GRADE 9 & 10 CREDITS:	GRADE 11 & 12 CREDITS:	TOTAL CREDITS:
Language & Literature	2 credits	2 credits	4
Language Acquisition	2 credits	1 credit	3
Individuals & Societies	2 credits	1 credit	3
Religious Studies	2 credits	2 credits	4
Science*	3 credits	1 credit	3
Mathematics	2 credits	2 credits	4
Arts and Design* (options)	3 credits	-	4
Total Credits	16 credits	9 credits	25 CREDITS

* - In Grades 9 & 10, students must study at least 2 Science subjects per year, each of which carry 1 credit, and 2 x subjects from the Arts & Design options lists, each of which also carry 1 credit. . Timetable permitting, students in Grades 9 & 10 can opt to study 3 x Sciences and 1 option from Arts & Design

Please note that the above table represents the minimum number of credits required to be awarded the Marymount High School Diploma. Most students, particularly those on Pathways 1 and 2 achieve far more than the minimum 25 credits over the course of their High School experience.

IB MIDDLE YEARS AND FULL IB DIPLOMA PATHWAY

Although neither Marymount London or the IB subscribe to the ‘pass/fail’ language and philosophy found in many other curricula, students who fall below a certain level of academic attainment are unlikely to thrive and flourish on the IB Middle Years and full IB Diploma pathway. With this in mind, Marymount London has established the following ‘minimum requirements’ that a student should be meeting so as to be considered ‘on track’ to thrive in the IB Middle Years and/or full IB Diploma pathway.

YEAR GROUP:	Minimum Points:	Service as Action/CAS:	Effort & Engagement:	Attendance:
8	27 points	✓	✓	✓
9	28 points	✓	✓	✓
10	32 points	✓	✓	✓
11	27 points +	✓	✓	✓
12*	27 points +	✓	✓	✓

* - Given the placement of the IB Diploma examinations, a review of academic performance will take place in December, prior to the Christmas vacation, to determine whether the full IB Diploma pathway remains suitable.

To accommodate the relative complexity of the IB Middle Years programme at Marymount London (8 subject groups and often more than one subject per group) when compared to the full IB Diploma and/or IB Diploma Courses programmes, and to build on the strengths and interests of individual students, the School has developed a matrix of minimum achievement levels that recognise diversity whilst respecting the rigorous standards of the programmes themselves. Because the full IB Diploma Programme requires students to study at least two languages, and one further subject from each of Individuals & Societies, Science and Mathematics, the minimum standards in these subject groups are higher than in others, ensuring that students on the IB Middle Years and full IB Diploma programme remain on track to complete and thus be awarded the full IB Diploma come the end of Grade 12⁸. Students who do not consistently achieve the minimum requirements from the end of Grade 8 onwards are unlikely to thrive and flourish in the IB Middle Years and full IB Diploma programme pathway; these students will be provided information regarding the IB Middle Years and IB Diploma Courses pathway.

The following explanations and tables provide more specific detail about the minimum levels of academic achievement required to remain eligible for the IB Middle Years and full IB Diploma pathways:

END OF GRADE 8

To be considered to have successfully completed **Middle School** (i.e. Grade 8/MYP Year 3) and thus on track to start High School on the IB Middle Years and full IB Diploma Programme pathway, students will have achieved an overall points total of **27 points** or higher, completed their **Service as Action** programme to a satisfactory standard, and shown satisfactory levels of **Effort & Engagement** and **Attendance**. Specific details regarding attainment in the different subject areas and other components of the programme are illustrated in the table below:

Subject Area:	Minimum Requirement:	Overall Points:
Language & Literature	<i>Students should achieve a final grade of 3 or higher in each of these subjects</i>	18 points or more
Language Acquisition		
Individuals & Societies		
Religious Studies		
Science		
Mathematics		
Performing Arts	<i>Students should achieve a total of 9 points or more for these three subjects, with no more than 1 x 1 and/or 2 x 2s.</i>	9 points or more
Visual Art & Design		
Physical Education		
Service as Action	<i>Satisfactory completion</i>	<i>Satisfactory completion</i>
Effort & Engagement	<i>No Effort Grade lower than a C</i>	<i>No Effort Grade lower than a C</i>

⁸ Please note that in subject groups where students study two or more different disciplines (i.e. History and Geography), the student's 'best score' is the one that considered when determining overall performance against the minimum standards.

Attendance	<i>90% or higher</i>	<i>90% or higher</i>
TOTAL:		27 points or higher

END OF GRADE 9

To be considered to have successfully completed **Grade 9** (MYP Year 4) and thus on track to continue on the IB Middle Years and full IB Diploma Programme pathway, students will have achieved an overall points total of **31 points** or higher, completed their **Service as Action** programme to a satisfactory standard, and shown satisfactory levels of **Effort & Engagement** and **Attendance**. Specific details regarding attainment in the different subject areas and other components of the programme are illustrated in the table below:

Subject Area:	Minimum Requirement:	Overall Points:
Language & Literature	<i>Students should aim to achieve a final grade of 4 or higher in each of these subjects. However, up to 2 x 3s will be accepted as long as the final points total is 16 points or higher</i>	16 points or more
Individuals & Societies		
Science		
Mathematics		
Language Acquisition	<i>Students should achieve a total of 6 points or more for these two subjects, with nothing lower than a 2 in any one subject</i>	6 points or more
Religious Studies		
Option 1	<i>Students should achieve a total of 6 points or more for these two subjects, with no more than 1 x 2 (and no 1s).</i>	6 points or more
Option 2		
Physical Education	<i>Satisfactory completion</i>	<i>Satisfactory completion</i>
Service as Action	<i>Satisfactory completion</i>	<i>Satisfactory completion</i>
Effort & Engagement	<i>No Effort Grade lower than a C</i>	<i>No Effort Grade lower than a C</i>
Attendance	<i>90% or higher</i>	<i>90% or higher</i>

TOTAL:		28 points or more
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END OF GRADE 10

To be considered to have successfully completed **Grade 10** (MYP Year 5) and thus on track to continue into the full IB Diploma Programme in Grade 11, students will have achieved an overall points total of **35 points** or higher, completed their **Service as Action** programme to a satisfactory standard, and shown satisfactory levels of **Effort & Engagement** and **Attendance**. Specific details regarding attainment in the different subject areas and other components of the programme are illustrated in the table below:

Subject Area:	Minimum Requirements:	Overall Points:
Language & Literature (best score)	<i>Students should aim to achieve a final grade of 4 or higher in each of these subjects. However, up to 2 x 3s will be accepted as long as the final points total is 16 points or higher</i>	16 points or more
Individuals & Societies (best score)		
Science (best score)		
Mathematics		
Personal Project	<i>Given its importance as a culminating project and indicator of ATL mastery, students should achieve a 4 or higher in their Personal Project</i>	4 points or more (this grade is confirmed by the IB in the August prior to Grade 11)
Language Acquisition	<i>Students should achieve a total of 6 points or more for these two subjects, with nothing lower than a 2 in any one subject</i>	6 points or more
Religious Studies		
Option 1	<i>Students should achieve a total of 6 points or more for these two subjects, with no more than 1 x 2 (and no 1s).</i>	6 points or more
Option 2		
Physical Education	<i>Satisfactory completion</i>	<i>Satisfactory completion</i>
Service as Action	<i>Satisfactory completion</i>	<i>Satisfactory completion</i>
Effort & Engagement	<i>No Effort Grade lower than a C</i>	<i>No Effort Grade lower than a C</i>
Attendance	<i>90% or higher</i>	<i>90% or higher</i>
TOTAL:		32 points or more

END OF GRADE 11

To be considered to have successfully completed **Grade 11** (DP Year 1) and thus on track to achieve the minimum levels of attainment to be awarded the **full IB Diploma**, students will have achieved an overall points total of **27 points** or higher in their six IB subjects plus Religious Studies, be up-to-date with the three components of the IB Diploma Core (TOK, Extended Essay and CAS), and shown satisfactory levels of **Effort & Engagement** and **Attendance**.

Specific details regarding attainment in the different subject areas and other components of the programme are illustrated in the table below:

Subject Area:	Minimum Requirements:	Overall Points:
Language & Literature	<i>Students should aim to achieve a final grade of 4 or higher in each of their six IB Diploma subjects. However, up to 1 x 3 in a HL and/or 1 x 2 in a SL will be accepted, as long as the final points total is 24 points or more and/or all the passing conditions of the IB are being met.</i>	24 points or more
Language Acquisition		
Individuals & Societies		
Science		
Mathematics		
6 th Subject		
Religious Studies	<i>Students should achieve a 3 or higher in this subject</i>	3 points or more
Theory of Knowledge	<i>Students should be achieving a C or higher</i>	<i>Students should be achieving a C or higher</i>
Extended Essay	<i>Students should have met all interim deadlines and be on track to achieve a C or higher</i>	<i>Students should have met all interim deadlines and be on track to achieve a C or higher</i>
CAS	<i>Students should be 'on track' or better in their CAS programme</i>	<i>Students should be 'on track' or better in their CAS programme</i>
Effort & Engagement	<i>No Effort Grade lower than a C</i>	<i>No Effort Grade lower than a C</i>
Attendance	<i>90% or higher</i>	<i>90% or higher</i>
TOTAL:		27 points + Core or more

BY DECEMBER OF GRADE 12

To be considered to be on track to achieve the minimum levels of attainment to be awarded the **full IB Diploma**, and thus be permitted to proceed towards the final examinations in all six of their subjects (five if they are taking an Arts subject), students will have achieved an overall points total of **27 points** or higher in their six IB subjects plus Religious Studies, completed their Extended Essay, submitted **ALL** their internal IA and coursework deadlines, be up-to-

date with the TOK and CAS, and shown satisfactory levels of **Effort & Engagement** and **Attendance**.

Specific details regarding attainment in the different subject areas and other components of the programme are illustrated in the table below:

Subject Area:	Minimum Requirements:	Overall Points:
Language & Literature	<i>Students should aim to achieve a final grade of 4 or higher in each of their six IB Diploma subjects. However, up to 1 x 3 in a HL and/or 1 x 2 in a SL will be accepted, as long as the final points total is 24 points or more and/or all the passing conditions of the IB are being met.</i>	24 points or more and have met ALL internal IA and coursework deadlines
Language Acquisition		
Individuals & Societies		
Science		
Mathematics		
6 th Subject		
Religious Studies	<i>Students should achieve a 3 or higher in this subject</i>	3 points or more
Theory of Knowledge	<i>Students should be achieving a C or higher</i>	<i>Students should be achieving a C or higher</i>
Extended Essay	<i>Students should have completed their essay and be predicted a C or higher</i>	<i>Students should have completed their essay and be predicted a C or higher</i>
CAS	<i>Students should be ‘on track’ or better in their CAS programme</i>	<i>Students should be ‘on track’ or better in their CAS programme</i>
Effort & Engagement	<i>No Effort Grade lower than a C</i>	<i>No Effort Grade lower than a C</i>
Attendance	<i>90% or higher</i>	<i>90% or higher</i>
TOTAL:		27 points + Core or more

IB MIDDLE YEARS AND IB DIPLOMA COURSES PATHWAY

As indicated previously, students who either do not require and/or who may struggle with the demands of the full IB Diploma may be considered better suited for the IB Middle Years and IB Diploma Courses pathway.

Students on this pathway are not required to meet the subject requirements of the full IB Diploma programme and thus have more flexibility with both choice and number of subjects studied. This flexibility allows students with specific gifts and/or interests to pursue a more bespoke programme of study, that might be more suitable for their ambitions regarding tertiary education. For example, students on the IB Diploma Courses pathway may take 2 x Arts subjects and drop their science and/or humanities subject in Grade 12 to afford more time to devote to the production of portfolios etc. Evidence suggests that, with slightly fewer subjects to study and more flexibility in subject selection, students on the IB Diploma Courses pathway

can achieve extremely well and tend to be well placed to make applications to tertiary institutions using UCAS Tariff points rather than the full IB Diploma.

Whilst it is always preferable to place them on the most suitable pathway as early as possible, students can move or be moved to the IB Diploma Courses pathway at any time through High School. Decisions regarding the most appropriate pathway for a student are always evidence-based and made in consultation with the student themselves and their parents.

IB MIDDLE YEARS & MARYMOUNT HIGH SCHOOL DIPLOMA PATHWAY

In some cases, it may be most appropriate for a student to follow a slightly modified programme of study in High School, which whilst based on the curricula of the IB Middle Years and Diploma programmes, is assessed using a combination of IB and school-based criteria. This IB Middle Years and Marymount High School Diploma pathway may include one or more IB Diploma Courses where relevant, but is primarily focused on meeting the minimum academic requirements to achieve the Marymount High School Diploma. This Diploma provides a record of achievement for each of the four years of High School and, in combination with one or more IB certificates and other academic qualification, may be sufficient to gain entry to some tertiary education institutions. However, it should be noted that these tertiary institutions may require students to complete and pass additional entry assessments.

Whilst it is always preferable to place them on the most suitable pathway as early as possible, students can move or be moved to the IB Middle Year and High school Diploma pathway at any time through High School. Decisions regarding the most appropriate pathway for a student are always evidence-based and made in consultation with the student themselves and their parents.

MOVEMENT BETWEEN PATHWAYS

As individual students mature and develop at different rates, it is, of course, possible that a situation may arise when a student might be advised and/or required to move from one pathway to another. Given the School's desire to give students as much time and as many chances as feasible before final decisions about pathways are made, such movements are likely to be from the IB Middle Years Programme and Full IB Diploma pathway to either the IB Middle Years Programme and IB Diploma Courses or the IB Middle Years Programme and Marymount High School Diploma pathways. As to be expected, student attainment and engagement levels are tracked on a regular basis and evaluated annually to ensure students are on the best pathway. If required, meetings with students and their parents are arranged to review progress and determine the best pathway moving forward. Students who may be in danger of not meeting minimum requirements and/or who do not achieve passing grades in semester examinations may be required to produce additional work and/or re-sit one or more examinations

The School provides a 'Previewing Pack' for students on the IB Diploma and IB Diploma Courses pathways to engage with during the summer holiday prior to the beginning of Grade 11. This pack has been designed to maintain intellectual fitness over the summer and ensure students hit the ground running at the beginning of their IB Diploma/Diploma Courses journey. Students who fall short of the minimum requirements at the end of Grade 10 will be required to engage fully with this materials in the Previewing Pack and complete all associated assignments,

In addition, students who do not achieve passing grades in one or more of their Second Semester Examinations at the end of Grade 10 and Grade 11 will be required to re-sit these examinations prior to classes resuming at the beginning of the new academic year and to achieve a passing grade.

Students who do not meet the standards outlined above will be moved from the pathway they are on to a more suitable pathway.

THE ACADEMIC YEAR

To ensure student progress and development is being assessed and monitored at regular intervals, the School divides the academic year into two semesters, each of which is divided into two quarters. Students and parents will receive updates on various aspects of progress and development at the end of each quarter and it is these quarterly reviews, alongside any other pertinent information, that will inform decision-making about which particular pathway a student will be following.

ASSESSMENT IN THE IB MIDDLE YEARS AND DIPLOMA PROGRAMMES

MIDDLE SCHOOL (Grades 6, 7 & 8)

In the first three years of the IB MYP, the focus is as much on the development and consolidation of key skills, attitudes and attributes as it is on the development of knowledge and understanding. Assessment is predominantly ‘formative’ in nature, with frequent opportunities to receive and respond to feedback and learn, practice and reflect on important approaches to learning. Students complete a variety of tasks, each of which is assessed using the IB assessment criteria. As students progress through Middle School, these tasks will become increasingly complex in nature, thereby affording students opportunities to demonstrate development of their subject-specific knowledge, conceptual understanding and mastery of key skills. Importantly, Middle School students do not take summative examinations at the end of each semester, but instead complete end of unit assignments comprising a series of summative tasks linked to their current units of inquiry as and when appropriate.

HIGH SCHOOL (Grades 9 & 10)

In the first two years of High School, Marymount students complete the final two years of the IB MYP. Assessment remains criterion-referenced, but there is a gradual shift towards longer-term tasks, project work and a more ‘summative’ focus, with students further developing their abilities to work independently and manage their time effectively. Importantly, the beginning of High School sees the introduction of Semester Examinations, which are conducted in formal exam settings at the end of the semester and the results of which contribute to final criterion marks in each subject. Typically, students in Grade 10 will prepare for and sit IB MYP eAssessments in English and Mathematics in May of Grade 10.

HIGH SCHOOL (Grades 11 & 12)

Whilst remaining criterion-referenced, assessment in the IB Diploma programme is geared towards completion of internal assessment and coursework and the final IB Diploma

examinations that students complete in the May of Grade 12. In addition to coursework and internal assessment, students in Grades 11 and 12 also complete Semester and (in Grade 12 only) Mock Examinations, the results of which comprise 50% of their final semester grade.

MIDDLE SCHOOL: GRADES 6 & 7

	What the Student/Parent Receives:	Follow-up:
QUARTER 1 <i>(covers period from September to October)</i>	First Semester Progress Report: <i>Students/Parents receive interim MYP Assessment Criterion grades (for those criteria which have been assessed), an Effort grade and feedback on Approaches to Learning for each subject.</i>	<ul style="list-style-type: none"> • <i>Students and Parents attend Parent/Teacher Conferences to discuss academic progress and highlight specific areas of strength and areas in need of strengthening</i> • <i>Students review and reflect on their Progress Report with their Advisor and identify targets for the next quarter</i>
QUARTER 2 <i>(covers period from September to January)</i>	First Semester Final Report: <i>Students/Parents receive complete MYP Assessment Criterion grades, a Final grade, an Effort grade and a detailed comment highlighting areas of strength and areas in need of strengthening, for each subject</i>	<ul style="list-style-type: none"> • <i>Students reflect on their academic development in the first semester and particularly their performance in the controlled assessments</i> • <i>Teachers, Heads of Year and the MYP Coordinator analyse academic performance to ensure students are on track, and, in partnership with parents, develop and implement plans for support and/or enrichment as necessary</i>
QUARTER 3 <i>(covers period from September to March)</i>	Second Semester Progress Report: <i>Students/Parents receive interim MYP Assessment Criterion grades in those criteria that have been assessed, a Final grade, an Effort grade and feedback on Approaches to Learning for each subject.</i>	<ul style="list-style-type: none"> • <i>Students and Parents attend Parent/Teacher Conferences to discuss academic progress and response to any specific support and/or enrichment plans that have been implemented</i> • <i>Students review and reflect on their Progress Report with their Advisor and identify targets for the final quarter</i>
QUARTER 4 <i>(covers period from September to June)</i>	Second Semester Final Report: <i>Students/Parents receive complete MYP Assessment Criterion grades, a Final grade, and an Effort grade for each subject. In addition, Advisors provide a comprehensive 'Advisor Report, focusing on all-round development during the year and areas to focus on in the coming year</i>	<ul style="list-style-type: none"> • <i>Students reflect on their academic development over the year and particularly their performance in the controlled assessments, and note and respond to comments made in their Advisor Report</i> • <i>Teachers, Heads of Year and the MYP Coordinator analyse academic performance to ensure students are on track, and, in partnership with parents, make recommendations for the coming academic year</i>

MIDDLE SCHOOL: GRADE 8

	What the Student/Parent Receives:	Follow-up:
QUARTER 1	First Semester Progress Report:	<ul style="list-style-type: none"> • <i>Students and Parents attend Parent/Teacher Conferences to discuss academic progress and highlight</i>

<i>(covers period from September to October)</i>	<i>Students/Parents receive interim MYP Assessment Criterion grades (for those criteria which have been assessed), an Effort grade and feedback on Approaches to Learning for each subject.</i>	<i>specific areas of strength and areas in need of strengthening</i> <ul style="list-style-type: none"> • <i>Students review and reflect on their Progress Report with their Advisor and identify targets for the next quarter</i>
QUARTER 2 <i>(covers period from September to January)</i>	First Semester Final Report: <i>Students/Parents receive complete MYP Assessment Criterion grades, a Final grade, an Effort grade and a detailed comment highlighting areas of strength and areas in need of strengthening, for each subject</i>	<ul style="list-style-type: none"> • <i>Students reflect on their academic development in the first semester and particularly their performance in the controlled assessments</i> • <i>Teachers, Heads of Year and the MYP Coordinator analyse academic performance to determine the likely High School pathway on current trajectory*</i>
QUARTER 3 <i>(covers period from September to March)</i>	Second Semester Progress Report: <i>Students/Parents receive interim MYP Assessment Criterion grades in those criteria that have been assessed, a Final grade, an Effort grade and feedback on Approaches to Learning for each subject.</i>	<ul style="list-style-type: none"> • <i>Students and Parents attend Parent/Teacher Conferences to discuss academic progress, response to any specific support and/or enrichment plans that have been implemented and projected outcomes and future pathways</i> • <i>Students review and reflect on their Progress Report with their Advisor and identify targets for the final quarter</i>
QUARTER 4 <i>(covers period from September to June)</i>	Second Semester Final Report: <i>Students/Parents receive complete MYP Assessment Criterion grades, a Final grade, and an Effort grade for each subject. In addition, Advisors provide a comprehensive 'Advisor Report, focusing on all-round development during the year and areas to focus on in the coming year</i>	<ul style="list-style-type: none"> • <i>Students reflect on their academic development over the year and particularly their performance in the controlled assessments, and note and respond to comments made in their Advisor Report</i> • <i>Teachers, Head of Year and the MYP Coordinator analyse academic performance, confirm suitable pathway for High School, and inform parents</i>

* - 8th Grade students identified as not on course to meet the minimum academic requirements may be placed on academic probation for the remainder of the academic year. Information on academic probation can be found on page 29.

HIGH SCHOOL: GRADE 9

	What the Student/Parent Receives:	Follow-up:
QUARTER 1 <i>(covers period from September to October)</i>	First Semester Progress Report: <i>Students/Parents receive interim MYP Assessment Criterion grades (for those criteria which have been assessed), an Effort grade and feedback on Approaches to Learning for each subject.</i>	<ul style="list-style-type: none"> • <i>Students and Parents attend Parent/Teacher Conferences to discuss academic progress and highlight specific areas of strength and areas in need of strengthening</i> • <i>Students review and reflect on their Progress Report with their Advisor and identify targets for the next quarter</i>
	First Semester Final Report:	<ul style="list-style-type: none"> • <i>Students reflect on their academic development in the first semester and</i>

<p>QUARTER 2 <i>(covers period from September to January)</i></p>	<p><i>Students/Parents receive complete MYP Assessment Criterion grades, an Examination grade, a Final grade, an Effort grade and a detailed comment highlighting areas of strength and areas in need of strengthening, for each subject</i></p>	<p><i>particularly their performance in the semester examinations</i></p> <ul style="list-style-type: none"> • <i>Teachers, Heads of Year and the MYP Coordinator analyse academic performance to assess suitability of current pathway and likely outcomes*</i>
<p>QUARTER 3 <i>(covers period from September to March)</i></p>	<p>Second Semester Progress Report: <i>Students/Parents receive interim MYP Assessment Criterion grades in all criteria, a Final grade, an Effort grade and feedback on Approaches to Learning for each subject.</i></p>	<ul style="list-style-type: none"> • <i>Students and Parents attend Parent/Teacher Conferences to discuss academic progress, response projected outcomes on current pathway and course selections for Grade 10</i> • <i>Students review and reflect on their Progress Report with their Advisor and make course selections for Grade 10</i>
<p>QUARTER 4 <i>(covers period from September to June)</i></p>	<p>Second Semester Final Report: <i>Students/Parents receive complete MYP Assessment Criterion grades, a Final grade, and an Effort grade for each subject. In addition, Advisors provide a comprehensive 'Advisor Report, focusing on all-round development during the year and areas to focus on in the coming year</i></p>	<ul style="list-style-type: none"> • <i>Students reflect on their academic development over the year and particularly their performance in the semester examinations, and note and respond to comments made in their Advisor Report</i> • <i>Teachers, Head of Year and the MYP Coordinator analyse academic performance, identify likely pathway for Grades 11 and 12, and inform parents of pathway options,</i>

* - 9th Grade students identified as not on course to meet the minimum academic requirements may be placed on academic probation for the remainder of the academic year. Information on academic probation can be found on page 29.

HIGH SCHOOL: GRADE 10

	What the Student/Parent Receives:	Follow-up:
<p>QUARTER 1 <i>(covers period from September to October)</i></p>	<p>First Semester Progress Report: <i>Students/Parents receive interim MYP Assessment Criterion grades (for those criteria which have been assessed), an Effort grade and feedback on Approaches to Learning for each subject.</i></p>	<ul style="list-style-type: none"> • <i>Students and Parents attend Parent/Teacher Conferences to discuss academic progress and highlight specific areas of strength and areas in need of strengthening</i> • <i>Students review and reflect on their Progress Report with their Advisor and identify targets for the next quarter</i>
<p>QUARTER 2 <i>(covers period from September to January)</i></p>	<p>First Semester Final Report: <i>Students/Parents receive complete MYP Assessment Criterion grades, an Examination grade, a Final grade, an Effort grade and a detailed comment highlighting areas of strength and areas in need of strengthening, for each subject</i></p>	<ul style="list-style-type: none"> • <i>Students reflect on their academic development in the first semester and particularly their performance in the semester examinations</i> • <i>Teachers, Heads of Year and the MYP Coordinator analyse academic performance to assess suitability of current pathway and likely outcomes*</i>
	<p>Second Semester Progress Report:</p>	<ul style="list-style-type: none"> • <i>Students and Parents attend Parent/Teacher Conferences to discuss</i>

<p>QUARTER 3</p> <p><i>(covers period from September to March)</i></p>	<p><i>Students/Parents receive interim MYP Assessment Criterion grades in all criteria, a Final grade, an Effort grade and feedback on Approaches to Learning for each subject.</i></p>	<p><i>academic progress, projected outcomes, likely pathway and course selections for Grade 11</i></p> <ul style="list-style-type: none"> • <i>Students meet with DP Coordinator and College Counsellor to discuss pathways, subject choices and university aspirations etc.</i>
<p>QUARTER 4</p> <p><i>(covers period from September to June)</i></p>	<p>Second Semester Final Report: <i>Students/Parents receive complete MYP Assessment Criterion grades, a Final grade, and an Effort grade for each subject. In addition, Advisors provide a comprehensive 'Advisor Report, focusing on all-round development during the year and areas to focus on in the coming year</i></p>	<ul style="list-style-type: none"> • <i>Students reflect on their academic development over the year and particularly their performance in the semester examinations, and note and respond to comments made in their Advisor Report</i> • <i>Teachers, Head of Year and the DP Coordinator analyse academic performance, confirm most suitable pathway for Grade 11 and 12, and inform parents of pathway decision</i>

* - 10th Grade students identified as not on course to meet the minimum academic requirements are unlikely to be eligible for the full IB Diploma programme and may be placed on academic probation for the remainder of the academic year. Information on academic probation can be found on page 29.

HIGH SCHOOL: GRADE 11

	What the Student/Parent Receives:	Follow-up:
<p>QUARTER 1</p> <p><i>(covers period from September to October)</i></p>	<p>First Semester Progress Report: <i>Students/Parents receive a Coursework and an Effort grade for each subject.</i></p>	<ul style="list-style-type: none"> • <i>Students and Parents attend Parent/Teacher Conferences to discuss academic progress and highlight specific areas of strength and areas in need of strengthening</i> • <i>Students review and reflect on their Progress Report with their Advisor and identify targets for the next quarter</i>
<p>QUARTER 2</p> <p><i>(covers period from September to January)</i></p>	<p>First Semester Final Report: <i>Students/Parents receive a Coursework grade an Examination grade, an Effort grade and a Final grade, as well as a detailed comment highlighting areas of strength and areas in need of strengthening, for each subject</i></p>	<ul style="list-style-type: none"> • <i>Students reflect on their academic development in the first semester and particularly their performance in the semester examinations</i> • <i>Teachers, Head of Year and the DP Coordinator analyse academic performance to assess suitability of current pathway and likely outcomes*</i>
<p>QUARTER 3</p> <p><i>(covers period from September to March)</i></p>	<p>Second Semester Progress Report: <i>Students/Parents receive a Coursework grade, a Final grade, and an Effort grade for each subject.</i></p>	<ul style="list-style-type: none"> • <i>Students and Parents attend Parent/Teacher Conferences to discuss academic progress, and projected outcomes on current pathway</i> • <i>Students meet with Advisor to discuss current progress and targets for the remainder of the semester</i>
<p>QUARTER 4</p>	<p>Second Semester Final Report:</p>	<ul style="list-style-type: none"> • <i>Students reflect on their academic development and performance in the semester examinations, and note and</i>

<i>(covers period from September to June)</i>	<i>Students/Parents receive complete MYP Assessment Criterion grades, a Final grade, and an Effort grade for each subject. In addition, Advisors provide a comprehensive 'Advisor Report, focusing on all-round development during the year and areas to focus on in the coming year</i>	<i>respond to comments made in their Advisor Report</i> <ul style="list-style-type: none"> • <i>Teachers, Heads of Year and the DP Coordinator analyse academic performance and confirm suitability of or change current pathway*</i>
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* - 11th Grade students identified as not on course to meet the minimum academic requirements at the end of the First Semester, will be placed on academic probation for the remainder of the academic year and/or moved to the IB Diploma Courses pathway if deemed more suitable. Students who do not meet the minimum academic requirements for the full Diploma by the end of Grade 11 will resit summer examinations in the week prior to the start of Grade 12 and may be moved to IB Diploma Courses.

HIGH SCHOOL: GRADE 12

	What the Student/Parent Receives:	Follow-up:
QUARTER 1	<p style="text-align: center;">First Semester Progress Report: <i>Students/Parents receive a Coursework grade an Effort grade and confirmation of their UCAS Predicted grade for each subject, alongside detailed comments highlighting areas of strength and areas in need of strengthening</i></p>	<ul style="list-style-type: none"> • <i>Students and Parents attend Parent/Teacher Conferences to discuss academic progress and highlight specific areas of strength and areas in need of strengthening</i> • <i>Students review and reflect on their Progress Report with their Advisor and identify targets for the next quarter</i> • <i>Teachers, Head of Year and DP Coordinator review progress with Coursework and Internal Assessment and advise accordingly</i>
QUARTER 2 <i>(published before Christmas)</i>	<p style="text-align: center;">First Semester Final Report: <i>Students/Parents receive a Coursework grade, an Effort grade and a Final grade, as well as a detailed comment highlighting areas of strength and areas in need of strengthening, for each subject</i></p>	<ul style="list-style-type: none"> • <i>Students reflect on their academic development in the first semester and particularly their performance in the semester examinations</i> • <i>Teachers, Head of Year and the DP Coordinator analyse academic performance, check that all interim deadlines for Coursework and Internal Assessment have been met, and confirm registration for full IB Diploma or IB Diploma Courses accordingly*</i>
QUARTER 3 <i>(published before Easter)</i>	<p style="text-align: center;">Second Semester Final Report: <i>Students/Parents receive a Coursework grade, a Mock Exam grade, an Effort grade and a Final grade, as well as a detailed comment highlighting key areas for development, for each subject.</i></p>	<ul style="list-style-type: none"> • <i>Students and Parents attend Parent/Teacher Conferences to discuss academic progress, and projected outcomes on current pathway</i> • <i>Students meet with Advisor to discuss current progress and areas of focus in the lead up to final examinations</i>

* - 12th Grade students identified as not on course to meet the minimum academic requirements at the end of the First Semester, will be placed on academic probation for the remainder of the academic year and/or moved to the IB Diploma Courses pathway if deemed more suitable.

ACADEMIC PROBATION

Mid-way through each academic year, Teachers, Heads of Year, the Director of Specialist Programmes and the relevant programme coordinator, will review the academic progress of each student to determine the extent to which attainment is in line with expectations and potential and they are meeting the minimum requirements for the year. In the unlikely event that a student is deemed to be underperforming and/or not meeting the minimum requirements in one or more of their subjects for their designated pathway, they may be placed on Academic Probation for the remainder of the academic year and their parents will be informed of possible impact on pathway options.

Academic Probation is a support measure to help struggling students turn things around in as short a time as possible. In most cases, this will involve the development and implementation of an Informal Action Plan (IAP) or Collaborative Action Plan (CAP), incorporating the identification of specific areas for improvement and an associated plan of action, including reasonable adjustments that can be offered by the School, learning and time-management strategies to be adopted by the student and support that might be needed at home. In some instances, students may be required to redo one or more assignments and/or complete additional work to demonstrate they have the requisite knowledge, understanding and skills to remain on their current pathway. This may include having to re-sit one or more second semester examinations in the week before the start of the new academic year⁹ if a student did not achieve a minimum Grade of 3.

On the rare occasion that a period of Academic Probation does not have the desired effect, and again with the central aim of ensuring that all students at Marymount are able to thrive and flourish, the School reserves the right to move a student from their current pathway onto a more suitable one (i.e. from the full IB Diploma to IB Diploma Courses) so as to avoid unnecessary stress and anxiety and ensure a positive final outcome.

A BALANCED APPROACH

In keeping with its holistic vision of education and its status as an IB World School, Marymount International School London encourages its students to engage in a variety of extra-curricular, service and leadership activities, as well as their academic programme. However, it is of paramount importance that students take a balanced approach, and take on only those additional activities and responsibilities that they can manage without additional stress and overload. As such, Programme Coordinators, Heads of Year, Advisors and Teachers will monitor each student's whole programme to ensure it is both manageable and meaningful. Students on Academic Probation may have to temporarily or permanently reduce their extra-curricular programme whilst they focus on academics.

⁹ Please note that attainment grades achieved as a result of redoing work and/or resitting examinations will not override semester grades used for reporting purposes, but will be used to determine progression.

Additional Steps: Guidance, Support and the Pathways to University and Beyond

As indicated at the beginning of this policy, the desire to see each and every one of its students thrive and flourish is central to the School’s educational mission. In the vast majority of cases, this means students fulfilling their ambitions to move on to further study at universities and colleges all over the world. As such, the different academic pathways offered by the School have been designed for this central purpose, with each pathway providing access to specific levels of tertiary education and, ultimately, a sense of personal achievement and success.

All students, irrespective of which pathway they are on, receive dedicated and comprehensive support designed to help them discover their unique skills, talents and areas of interest, identify appropriate (and aspirational) tertiary institutions and associated courses, and facilitate strong and coherent applications. This support is provided by a team of practitioners, including teachers, Advisors, Heads of Year, programme coordinators, houseparents and members of the Senior Leadership Team, and begins as soon as a student joins the community. However, as a student moves into High School (and particularly Grades 11 and 12), they engage with a specific College Counselling programme, led by the College Counsellor, PSHEE teachers and other experts, which includes specific classes, workshops and information sessions, for parents and students. Through this programme, students learn more about themselves and discern which pathway best suits their abilities and aspirations, so that good and informed decisions can be made.

PREDICTED GRADES

In the vast majority of cases, students applying for places at universities and colleges for the academic year following their graduation from Marymount will need to provide a set of **Predicted Grades** as part of the application process. As the name suggests, these grades are a prediction of the most likely outcomes in final examinations and are thus essential in helping the universities and colleges determine academic ability and the extent to which a student will thrive and achieve well within the course being applied for. Whilst acknowledging that students are on an academic journey and that there is always room for further growth and development, the process of determining Predicted Grades is necessarily entirely **evidence-based**, drawing on all available attainment data produced by the students themselves from the start of Grade 11 onwards. It cannot be ‘aspirational’.

UCAS & UNIVERSITY APPLICATION PREDICTED GRADES TIMELINE:

STAGE OF PROGRAMME:	DETAILS:
	<ul style="list-style-type: none">• <i>Students complete the online CEM ALIS baseline test to provide baseline academic data and</i>

Start of Grade 11	<p><i>expected outcomes for each subject in IB Diploma/IB Diploma Courses</i></p> <ul style="list-style-type: none"> • <i>DP Coordinator and Head of Year review baseline data and agree anticipated minimum levels of attainment from which to base future judgements on student performance.</i>
Grade 11 First Semester Progress Report	<ul style="list-style-type: none"> • <i>First review of student performance against baseline data and anticipated minimum levels of attainment.</i> • <i>DP Coordinator and Head of Year establish the extent to which students are performing below, at or above expected levels.</i> • <i>If required, specific targets and/or additional guidance and support may be put in place for students deemed to be underperforming.</i>
Grade 11 First Semester Final Report	<ul style="list-style-type: none"> • <i>Analysis of first semester attainment, with particular focus on performance in examinations.</i> • <i>DP Coordinator and Head of Year compare performance with baseline data and identify underperforming students who might need to be placed on Academic Probation</i>
Grade 11 Second Semester Progress Report	<ul style="list-style-type: none"> • <i>A further opportunity to review student performance against baseline data and anticipated minimum levels of attainment.</i> • <i>DP Coordinator, Head of Year and College Counsellor review data, especially of students on Academic Probation, and make recommendations regarding pathways and/or the university application process</i>
Grade 11 Second Semester Final Report	<ul style="list-style-type: none"> • <i>DP Coordinator, Head of Year and College Counsellor consider all attainment data (baseline, semester exam results and coursework grades) and information related to attitudes, effort and engagement, adherence to deadlines etc., and determine Provisional Predicted Grades, which are then shared with students at the start of the summer vacation</i>
Prior to Start of Grade 12	<ul style="list-style-type: none"> • <i>Students on Academic Probation and/or who underperform in one or more of their Grade 11 second semester examinations, return to school prior to classes commencing (typically the last week of August), to re-take examinations as required</i> • <i>Performance on re-take examinations and additional assessment are added to student records</i>
Grade 12 First Semester Progress Report	<ul style="list-style-type: none"> • <i>Prior to publication of this Progress Report, the DP Coordinator, Head of Year and College Counsellor review first quarter effort and attainment data before finalising UCAS Predicted Grades</i> • <i>Final UCAS Predicted Grades are published in the Grade 12 First Semester Progress Report.</i>

QUALIFICATIONS

Although a rounded and holistic education is about much more than just final grades, it is nevertheless of critical importance that Marymount students graduate with qualifications that will help them take their next steps, whether this be tertiary education or the world of work. As such, the different pathways offered by the School are designed to ensure that ALL students leave with some form of qualification. The following table illustrates what qualifications are available on each of the pathways.

PATHWAY:	QUALIFICATIONS:
IB Middle Years & Full IB Diploma Programmes	<ul style="list-style-type: none"> • MYP Personal Project Certificate • MYP eAssessment in English & Mathematics • PSAT and SAT certificates as relevant • Full IB Diploma • Marymount High School Diploma
IB Middle Years & IB Diploma Courses	<ul style="list-style-type: none"> • MYP Personal Project Certificate • MYP eAssessment in English & Mathematics • PSAT and SAT certificates as relevant • Individual IB DP Course Certificates • Marymount High School Diploma
IB Middle Years & Marymount High School Diploma	<ul style="list-style-type: none"> • MYP Personal Project Certificate • MYP eAssessment in English & Mathematics • PSAT and SAT certificates as relevant • Marymount High School Diploma

Upon Graduation, or before if students leave before the end of Grade 12, ALL students will be provided with a High School Transcript, a detailed record of attainment including first and second semester final grades, any additional awards and/or prizes and a GPA.

The Final Step: Graduation and Beyond

GRADUATION

Assuming that all requirements have been met, students completing their final year of High School at Marymount London (i.e. Grade 12) are invited to participate in the School's Commencement Exercises and thus graduate. The Commencement Exercises are comprised of four important events designed to mark the transition from school to the world beyond, which are as follows:

1. **Alumnae Induction and Mother/Daughter Luncheon** – *students begin their commencement by being inducted into the Marymount London Alumnae Association.*

By signing their name in the Alumnae Book, students join a sisterhood of Marymount alumnae all over the world and are reminded of the privileges of their education and the responsibilities that come with it. This induction ceremony is followed by a celebration lunch, at which a recent alumna shares her thoughts on the impact and benefits of a Marymount education.

2. **Graduation Liturgy** – *held on the eve of the Graduation ceremony itself, the Graduation Liturgy brings the graduating class together in prayer one final time to celebrate their achievements and give thanks to God and all those who have helped and supported them on their Marymount journey.*
3. **Graduation** – *the centrepiece and most formal aspect of the Commencement Exercises, the Graduation ceremony is the moment when each member of the graduating class receives her High School Diploma and any other special awards and commendations in front of teachers, parents, friends, family and the wider Marymount community. As well as hearing words from the Guest Speaker, the Headmistress and other students, the Class Valedictorian gives an address designed to inspire the graduates and sum up their experience of journeying through High School together.*
4. **Graduation Ball** – *now that the formal elements of Commencement have concluded, the whole of the Graduating Class, their family and their teachers come together to share a meal and an evening of music and dancing. The end of the Graduation Ball signals the end of Commencement and the beginning of life beyond secondary education.*

In keeping with tradition, Alumnae remain forever connected with each other and their school. Through regular publications and events, alumnae can keep up-to-date with life on the Marymount London campus and take advantage of the many ways they can give back to the community that has given them so much, such as through volunteering at school events, mentoring High School students, fundraising or even serving on the Board of Governors, for as we have always said, ‘One a Marymount girl, always a Marymount girl’.

Approved:	November 2024
Reviewed:	August 2025
Next Review By:	August 2028

Appendices

APPENDIX 1: SUBJECT OFFERED IN GRADES 6 to 10

MYP students are required to study at least one subject from each of the eight MYP Subject Groups in the first three years of the programme and then at least one subject from the first six groups in the final two years. In some cases (Languages, Science, Arts), students will study two or more disciplines from a single Subject Group. Elements of choice (options) are introduced in High School (i.e. Grade 9 onwards)

GROUP 1: Language & Literature

	Grade 6 (MYP 1)	Grade 7 (MYP 2)	Grade 8 (MYP 3)	Grade 9 (MYP 4)	Grade 10 (MYP 5)
Chinese (Mandarin)	MTS*	MTS	MTS	✓	✓
English	✓	✓	✓	✓	✓
French	MTS	MTS	MTS	x	x
German	MTS	MTS	MTS	✓	✓
Japanese	MTS	MTS	MTS	✓	✓
Korean	MTS	MTS	MTS	✓	✓
Spanish	MTS	MTS	MTS	✓	✓
Other (with private tutoring)	MTS	MTS	MTS	✓	✓

* - MTS (Mother Tongue Support) classes are arranged on a need-by-need basis and scheduled at least once per week

GROUP 2: Language Acquisition

	Grade 6 (MYP 1)	Grade 7 (MYP 2)	Grade 8 (MYP 3)	Grade 9 (MYP 4)	Grade 10 (MYP 5)
Chinese (Mandarin)	x	x	x	✓	✓
English	✓	✓	✓	✓	✓
French	✓	✓	✓	✓	✓
German	x	x	x	✓	✓
Spanish	✓	✓	✓	✓	✓

GROUP 3: Individuals & Societies

	Grade 6 (MYP 1)	Grade 7 (MYP 2)	Grade 8 (MYP 3)	Grade 9 (MYP 4)	Grade 10 (MYP 5)
I & S (History/Geography)	✓	✓	✓	✓	✓
Religious Studies	✓	✓	✓	✓	✓
PSHEE	✓	✓	✓	✓	✓

GROUP 4: Science

	Grade 6 (MYP 1)	Grade 7 (MYP 2)	Grade 8 (MYP 3)	Grade 9 (MYP 4)	Grade 10 (MYP 5)
General (Integrated) Science	✓	✓	✓	x	x
Biology	x	x	x	✓	✓*
Chemistry	x	x	x	✓	✓*
Physics	x	x	x	✓	✓*

GROUP 5: Mathematics

	Grade 6 (MYP 1)	Grade 7 (MYP 2)	Grade 8 (MYP 3)	Grade 9 (MYP 4)	Grade 10 (MYP 5)
Mathematics	✓	✓	✓	✓	✓
Extended Mathematics	x	x	x	✓	✓

GROUP 6: The Arts

	Grade 6 (MYP 1)	Grade 7 (MYP 2)	Grade 8 (MYP 3)	Grade 9 (MYP 4)	Grade 10 (MYP 5)
Performing Arts (Dance, Drama and Music)	✓	✓	✓	✓**	✓**
Visual Art	✓	✓	✓	✓**	✓**
Design	✓	✓	✓	✓**	✓**

GROUP 7: Physical & Health Education

	Grade 6 (MYP 1)	Grade 7 (MYP 2)	Grade 8 (MYP 3)	Grade 9 (MYP 4)	Grade 10 (MYP 5)
Physical & Health Education	✓	✓	✓	✓***	✓***

GROUP 8: Design

	Grade 6 (MYP 1)	Grade 7 (MYP 2)	Grade 8 (MYP 3)	Grade 9 (MYP 4)	Grade 10 (MYP 5)
Design	✓	✓	✓	✓	✓

* - In Grades 9 & 10, MYP students select two discrete Science options

** - In Grades 9 and 10, MYP students select two 'options' from Dance, Drama, Design, Music and Visual Art.

*** - in Grades 9 and 10, MYP students take Physical & Health Education as a non-assessed subject

Students in Grades 6, 7 & 8 also take a critical thinking course called CORE.

ALL Grade 10 students are required to complete the MYP Personal Project

APPENDIX 2: SUBJECT OFFERED IN GRADES 11 and 12

Marymount London offers the following subjects in Grades 11 and 12, the choice and combination of which will depend on which pathway a student takes. Unless otherwise specified, all subjects are IB Diploma courses and are offered at Higher Level and Standard Level. In some cases, for the purposes of meeting the minimum requirements of the High School Diploma, students may take an IB Diploma course but be assessed using school-based assessment criteria rather than IB assessment criteria.

GROUP 1: Language & Literature

	Grade 11	Grade 12
Chinese (Mandarin)	✓	✓
English	✓	✓
French	✓	✓
German	✓	✓
Japanese	✓	✓
Korean	✓	✓
Spanish	✓	✓
Other (with private tutoring)	✓	✓

GROUP 2: Language Acquisition

	Grade 11	Grade 12
Chinese (Mandarin)*	✓	✓
English	✓	✓
French*	✓	✓
German*	✓	✓
Japanese	✓	✓
Korean	✓	✓
Spanish*	✓	✓
Other (with private tutoring)	✓	✓

* - also offered as a separate 'Ab Initio SL' course

GROUP 3: Individuals & Societies

	Grade 11	Grade 12
Economics	✓	✓
Environmental Systems & Societies*	✓	✓
Geography	✓	✓
History	✓	✓
Psychology	✓	✓
Religious Studies**	✓	✓

* - ESS is only offered at Standard Level

** - Religious Studies is a school-based course and is mandatory for students in both Grade 11 and Grade 12.

GROUP 4: Science

	Grade 11	Grade 12
Environmental Systems & Societies*	✓	✓
Biology	✓	✓
Chemistry	✓	✓
Physics	✓	✓

* - ESS is only offered at Standard Level

GROUP 5: Mathematics

	Grade 11	Grade 12
Applications & Interpretations	✓	✓
Analysis and Approaches	✓	✓

GROUP 6: The Arts

	Grade 11	Grade 12
Dance	✓	✓
Music	✓	✓
Theatre	✓	✓
Visual Arts	✓	✓

Other:

- Theory of Knowledge
- Extended Essay
- Creativity, Activity & Service
- PSHEE (College Counselling)