Programme development plan: continuity of learning during the COVID-19 pandemic

This is based on the template provided in *Guide to programme evaluation*.

Focus of programme development *What que*stion does the school want to answer? What challenge is the school facing? What goal does the school want to achieve? **Goal**: we want to prioritize instructional goals so that students receive the best IB education that is possible within the constraints created by the COVID-19 pandemic				
Rationale Briefly summarize the reasons the school selected this focus for programme development. The COVID-19 pandemic interrupted the current school year and it is not yet clear what the impact will be on the next school year. Regardless of when and how our school reopens, we know that all students will have lost a considerable amount of instructional time and that that loss will affect each student in unique ways. We also know that we will not be able to deliver our programme as we have in the past. A such, it is a particular priority to revise our horizontal and vertical curriculum plans in order to give students the best IB experience possible within the constraints created by the COVID-19 pandemic				
	Planning		**Reflection**	
	Guiding questions and prompts	**School response** **Completed at the start of the programme development planning**	**Guiding questions and prompts**	**School response** **Completed at the conclusion of the programme development activities**
IB practices	*Identify one or two practices to answer each question. Select practices from at least two categories of the PSP framework.* • What practice or practices need to be in place for this development to be successful? • What practice or practices identify the people **who** are responsible for the work? For example, teachers, leadership, students? • What practice or practices show **how** the	**Conditions** As a school, we are committed to giving our students the best possible IB education (0202-02-0100) and we regularly review our systems and processes to meet the needs of students 0202-02-0100). We are initiating an urgent review process because the 2019-2020 and 2020-2021 schools years have been interrupted by the COVID-19 pandemic. **Who** The school leadership will allocate collaborative planning time (0203-03-0100) for the review and revision of horizontal and vertical curriculum plans (0401-01-0200) in order to mitigate learning loss caused by the COVID-19 pandemic. **How**	Indicate if there were any changes to the practices selected and explain why different practices were selected.	

	work will be done? That is, what actions will be taken? • What practice or practices indicate **why** the school is undertaking the work? That is, what is the reason for this focus?	Using existing horizontal and vertical curriculum plans, teachers will identify the content, concepts and skills that are critical to prepare students for their next step, and consider ways to connect these across areas (0401-02-0200) in order address them as effectively as possible during the 2019-2020 and 2020-2021 school years. Once instructional priorities have been determined, the school will plan and implement an appropriate schedule (0201-03-0100) and identify the necessary resources to support student learning (0202-05-0100) **Why** This is vitally important because physical distancing has changed our learning environments and how we use our resources to meet students' needs (0202-02-0400). We know that we must adjust the curriculum to reflect students' needs in this unprecedented context (0401-01-0600).		
Impact	What will change for students? (Identify the target: all students or subsets of students.)	Students will experience a condensed curriculum in the 2019-2020 and 2020-2021 school years. This curriculum will focus on the content, concepts and skills that will be most important to their success in the 2021-2022 school year and beyond.		
Data and evidence	How will you learn what the impact of the work is? (What data or evidence will be gathered?)	The impact of this work will be most evident in the 2021-2022 school year. Indicators of success could include: • Anecdotal reports from teachers that students entering grade [x] in 2021-2022 are comparably equipped for success as the students who entered grade [x] in pre-pandemic years. • Student achievement data in 2021-2022 is similar to student achievement data in pre-pandemic years.	How did you learn what the impact of the work was ? What data or evidence did you gather?	

(Optional) Research and/or shared practice	What examples or research will inform the approach or activities? What examples shared from other schools might inform the school's approach or activities? How might research (published or unpublished) inform the school's approach or activities?	• [Online learning, teaching and education continuity planning for schools](#) • Academic resilience research report (available August 2020)	What examples or research informed the approach or activities?	

		Implementation and analysis		Reflection on implementation and analysis	
	Guiding questions and prompts	**School response** **Completed at the start of the programme development planning process)**	**Guiding questions and prompts**	**School response** **(Completed at the conclusion of the programme development effort)**
Activities	What activities will lead to the outcome? (Who will do what? By when?)	*Suggested activities:* • Vertical collaboration in each subject group to identify the content, concepts and skills that will be most important to students in subsequent years • Horizontal collaboration to identify when/how content, concepts and skills could be combined into the same unit • Collaborative planning and reflection to adapt units for use in a virtual learning environment	What were the major activities undertaken to achieve the outcome?	
Analysis of data or evidence			What did the data or evidence show was the impact on students?	
Examples of impact			Attach 1–3 examples that show the impact on	

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		students. (documents, photographs, short audio or video files)	

Understanding and application		
Summary	What did the school learn from engaging in this programme development effort? What factors led to this effort having, or not having, an impact?	
Further or future considerations	What was learned from this analysis that can be applied to further development of this area or to developing other areas of the IB programme in the school?	
Priorities for programme development	What areas of the programme will the school now prioritize for development? Why?	