




**BLOOM WORLD
ACADEMY**

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BWA-15

Assessment Policy	
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Reviewer	John Bell, Principal 



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Aim

Bloom World Academy (BWA) considers this policy to be:

- an essential part of the school;
- supportive to staff and students in managing certain situations;
- an important framework that will ensure consistency in applying values and principles throughout the establishment;
- a roadmap for day-to-day operations;
- compliant with laws and regulations, gives guidance for decision-making, and streamlining internal processes;
- designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them; and
- aligned to the school's guiding statements and identified goals which are formed in strategic leadership meetings.

Statement of intent

BWA believes this policy to be a working document that is fit for purpose, represents the school ethos, mission and vision, enables consistency and quality across the school and is related to the relevant UAE legislation.

Scope

This policy applies to students, teachers, school leaders and parents.

Unique definitions

A shared understanding of the following definitions is integral to the implementation of this policy, and as such staff should endeavour to always use the correct terminology.

Formative assessment (assessment for learning) - most of the ongoing assessment in the classroom is formative in nature, meant to inform planning and instruction. Formative assessment plays an integral part in the teaching and learning cycle. It is a powerful way of raising students' achievement, based on the principle that students will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Summative assessment (assessment of learning) - Summative assessment tasks are designed to give information on what students can do, know and understand at the end of a unit of work. Each Unit of Inquiry or stand-alone unit of work in any subject has a summative assessment task(s) at the end of the unit. Summative assessment is also important for informing both parents and teachers of a child's attainment and progress. This will also inform whole-school target setting and prediction of a cohort's future attainment.

Peer and self-assessment - Students are given regular opportunities to assess their own and each other's work, stressing the importance of reflection in the learning process. When appropriate, students may also be actively involved in setting criteria for work to be assessed against. Students are encouraged to assess themselves using next step marking.



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Processing and Practice

The following narrative is explicit in its guidance, consistency, accountability, efficiency, and clarity on how the school operates regarding our assessment policy

Key Characteristics of Formative Assessment

Using effective questioning techniques:

- Use a range of techniques in class (avoid hands up, think-pair-share, partner discussions, online student quiz/polls, etc.)
- Engagement of all students in questioning.
- Quality and range of written questions.
- Try to use open questioning as opposed to closed questions to allow students to reflect and respond, helping to develop their knowledge further.
- Understanding of higher order skills to improve quality of questioning. Using marking and feedback strategies:
 - Use of visual next step marking (Pre-KG – G1) and 'BWA' next step marking (G2-9) as consistent methods for providing student feedback.
 - Regular formative comments on written work.
 - Use a variety of creative ways to give verbal feedback (e.g., short feedback clips with QR codes in books).

Sharing learning goals:

- Learning objectives in every lesson should be shared with the students and recorded in their workbooks.
- Long-term objectives should also be shared with, and reflected on, with students (e.g., UOI lines of inquiry and central idea).
- Short-term and long-term targets should be discussed and established with students, including target grades/levels (e.g., clear goals set in the '3-way goal setting' conference and reflected upon in the 'student led conferences').

Assessment Tools and Strategies

Teachers use a wide range of assessment strategies and tools to collect information on each of the elements represented in the written curriculum: the understanding of concepts, the acquisition of knowledge, the mastering of skills, the development of positive attitudes and the ability to take responsible action. We use a wide variety of assessment tools and strategies, always aiming for the tool or strategy that is most appropriate and will give us the most reliable information. We aim to give all students the opportunity to be successful and to be able to show what they know, can do and understand in a variety of ways.

Examples of these assessment tools include:

- Checklists based on the IB scope & sequence documents
- Data collected from international standardised testing (i.e., GL Progress tests, CAT4, TIMSS and PASS)
- Records from conferences and meetings
- School-wide assessment tasks
- Anecdotal comments
- IB Learner profile reflections



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- Rubrics
- Photographs
- Toddle portfolios
- Students' I can statements
- Curriculum benchmarks
- Annotated assessment
- Recording of activities and class work
- Next Step Comments on work
- Goal setting and reflections
- Roles and Responsibilities in Assessment
- All stakeholders play an active role in student assessment to support learners in maximising their achievement.

Standardised Assessment Strategy

CAT4 (Cognitive Abilities Test)

At BWA the CAT4 Assessment is conducted annually at the beginning of the year to understand our student's learning potential. This information also supports the school during the admissions process and to ensure the appropriate support and challenge are effectively put in place to support our learners. As BWA becomes more familiar with its student's abilities this will move to the CAT4 being conducted every other year or as per mandates in Grades 3, 5, 7 and 11. Further information can be found here: <https://support.gl-education.com/knowledge-base/guides/testing-in-the-uae/testing-in-the-uae/national-agenda-testing-in-dubai/>

GL Progress Tests

GL Progress Tests in Maths, English and Science will be completed by students in Grades 2-9 in May/June of each year in accordance with KHDA guidelines on international benchmarking. Students in Grades 6 do not do a GL Progress Test in Science. The results and analysis from these tests will be used to inform future planning in each of these core subjects with actions to be taken agreed with the Vice Principal (Curriculum) and included in the National Agenda Action Plan as appropriate.

National Group Reading Tests (NGRT)

Students at BWA will conduct the NGRT three times a year in Grades 1-9 to accurately assess students' reading ability. This will be used, alongside GL Progress Test results, to track students' progress in reading over time against international standards. The table below outlines the equivalence of IB grades, GL Progress Test Stanines and Standardised Age Scores used at BWA.



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IB Grade	Progress Test Stanine	Standardised Age Score
7	8-9	119-141
6	7	112-118
5	6	104-111
4	5	97-103
3	4	89-96
2	2-3	75-88
1	1	<74

In accordance with KHDA requirements, a student achieving IB grade 4 is attaining at the expected level as determined by curriculum standards for IB schools. A student achieving IB grade 5 is performing above the nationally expected level of attainment.

Pupil Attitudes to Self and School (PASS)

Students from Grade 1 onwards take part in the Pupil Attitudes to Self and School (PASS) survey once a year in the middle of the Autumn term to identify trends in students' perceptions of school and to highlight individual student issues by the pastoral team. Issues arising from PASS surveys will then be cross-referenced against relevant academic assessment records to better inform teachers' understanding of individual student needs. The PASS will also help provide teachers greater insight into how best to support students and to ensure their wellbeing needs are being met.

Student Feedback at BWA

We believe that marking and feedback should form an integral part of the teaching and learning process by enabling teachers to inform children individually of their achievements, address misconceptions and celebrate good work. The responses to children's work should focus on successes and areas of development against learning objectives and outcomes, enabling children to become reflective learners. The information gained should then feed directly into assessment and planning to create a cohesive and efficient system.

Marking is pointless if it does not have any impact on learning. Marking should praise and give guidance, consolidation and challenge. Marking does not have to be at the end of the lesson or at the end of a task; it should clearly guide the student onto the next steps in their learning and inform the teacher when it is necessary for them to intervene (often referred to as "Next Step Marking" or "Intervention Marking"). Teachers use focused marking to assess children's progress in relation to planned learning objectives and to identify children's strengths and gaps in their skills/knowledge.

Next steps should be shared with the child, in an age-appropriate way, to provide feedback to the child about where they are in relation to this aim and the steps necessary to achieve the aim. Next steps information is used to inform planning for subsequent lessons and to facilitate the setting of appropriate targets for the class, group or individual. Grouping should be flexible for teachers to effectively address the needs of children with similar gaps in learning.



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Marking and feedback should:

- Be manageable for teachers.
- Be both oral and written comments, with verbal comments being recorded.
- Respond to individual learning needs.
- Indicate to what extent the learning objective has been met.
- Be related specifically to the agreed learning objective or outcomes.
- Give children regular opportunities to respond to their marked work.
- Have a clear distinction between comments relating to the child's achievement and their effort.
- Encourage and motivate students through realistic comments.
- Highlight what the next area for learning should be.
- Show students that their work is valued.
- Be used to inform the teacher's short- and medium-term planning of the next step.
- Show evidence of student's self and peer marking whenever appropriate.
- Recognise the importance of verbal discussions as well as written comments.
- Be consistent across the school and understood by all those involved including the children.

Marking and Feedback Expectations

Visual Next Step Marking (Pre-KG – G1)

- The BWA set of symbols are to be used for NSM in Pre-KG – G1 so that the students can engage with the marking.
- All students should be provided with assessment for learning tools such as traffic lights and smiley faces in red, yellow and green, for student feedback.
- All teams should be consistent across their grade levels for next step marking as well as assessment for learning.

BWA Next Step Marking (Grade 2-5)

- All work must be marked. However, not all pieces of work can be given detailed next step marking. Teachers need to decide whether work will be acknowledged or given detailed attention.
- Books are to be marked using Color-Coded Highlighting – One highlighter color is used to show where students have achieved the skill (I can(B)) they are working on; other highlighter is used to show where students have their next step (1 should only be focused on with a piece of work (W))
- Next step marking must be done when it will guide students in their learning
 - All math books must be next step marked in the middle of each week to ensure student progress
 - All writing must be next step marked at some point during the writing process and before the publishing
 - All reading must be next step marked during Guided Reading conversations by the teacher – often will be verbal feedback (VF)
 - All science investigation must be next step marked at some point during the investigation process.
 - All Social Studies work must be next step marked twice during a unit



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- All Student Portfolios must be next step marked 5 times throughout a unit focusing on the Key Elements of the PYP (Knowledge, Understanding, Skills, Attributes and Action). Teachers must only use the BWA next step marking acronym.
- Students must be given time to respond to next step marking individually, with classmates and with the teacher to ensure they reflect and understanding the independent learning
- Verbal feedback can be given to students and when done so the piece of work needs to be marked with a VF by the teacher
- Peer assessment should be given when appropriate. This can be done using two stars and a wish format for consistency. It is important students are peer assessing using success criteria clear to the students and not on learning objectives as students can often make errors when peer assessing Next Step Marking Acronym at BWA
- This acronym is to ensure next step marking is consistent across all grades (Grade 2-5).
- It will help students understand the comments in their book.
- It reflects on student's achievement, next learning and the IB Learner Profile.
- There is a need for students to interact with their next step marking.
- Teachers need to acknowledge students' responses to next step marking.
- Books are to be marked using colour-coded highlighting
 - B – Green. Indicate what went well
 - W – Pink. Even better if. Next step/challenge question etc.
 - A - Students respond here

BWA Feedback and Marking (Grade 6-12)

Our feedback approach in the senior school aims to foster a constructive dialogue between teachers and students, ensuring continuous improvement in learning through targeted, actionable, and reflective feedback. The goal is to encourage a learning process where feedback is part of an ongoing cycle of growth, reflection, and development.

1. Quality Feedback

Teachers will provide feedback that is:

- Specific: Focus on key areas where the student can improve, highlighting strengths and pinpointing areas for development.
- Actionable: Clearly state what students need to do next to improve, rather than just pointing out what was done incorrectly.
- Timely: Feedback must be given promptly to ensure that it can be applied to the next stage of learning. Work will be marked once every 8 lessons or roughly once every two weeks, depending on the subject, grade and number of students.
- Customised: Adapt feedback to each student's learning style, progress, and needs.
- Pink Slip BWA Format: All teachers are required to use the Pink Slip BWA (Best, What can be improved, Action it) feedback structure to ensure consistency and effectiveness across all subjects.



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- Clear and concise: Teachers will highlight students' best work in green, highlight areas for improvement in pink (for think). Students will also respond to feedback in purple pen (or a different color to show how their work has improved).
- See below template:

DATE: التاريخ (DD / MM / YY)		BWA FEEDBACK FORM استطلاع أكاديمية بلووم وورد نموذج استطلاع				CRITERIA			
Please tick one: اختر واحدة من الآتي:	SELF <input type="checkbox"/> ذاتي	PEER <input type="checkbox"/> القرين	TEACHER <input type="checkbox"/> المعلم	FORMATIVE <input type="checkbox"/>	SUMMATIVE <input type="checkbox"/>	A	B	C	D
BEST ASPECTS OF YOUR WORK: أدلة نقاط القوة (see highlighted in green)									
WHAT CAN BE IMPROVED: ما الخطوة التالية للتقدم للتطور؟ (see highlighted in pink)									
ACTION IT - DEDICATED IMPROVEMENT REFLECTION TIME (DIRT): الخطوات اللازمة لتحقيق هذا التقدم التطور : Student should make improvements below or in original body of work in purple pen .									

2. DIRT Marking (Dedicated Improvement and Reflection Time)

- DIRT marking will be integrated into classroom practices to create a space for students to reflect on the feedback they have received and take ownership of their learning journey.
- After receiving feedback using the Pink Slip BWA format, students will be given Dedicated Improvement and Reflection Time (DIRT) during class to review and act on the teacher's comments.
- During DIRT, students will edit, redraft, or extend their work based on the feedback provided.
- This encourages students to pause, think critically about their learning, and engage in self-assessment.

3. Cyclical Feedback and Dialogue

- Feedback should be part of an ongoing dialogue between teacher and student. We aim for a cyclical process in which students regularly respond to feedback and continue to improve.
- Feedback Loop: after teachers provide feedback in the Pink Slip BWA format, students will respond with either a revised version of their work or a written reflection on how they plan to improve.
- Teachers will then offer follow-up feedback to further guide the student's progress, ensuring that the learning process is iterative.
- This cyclical process promotes constant improvement and encourages ownership of learning.

4. Student Engagement in Feedback

- We emphasise the importance of student accountability, metacognition and encourage all students to engage actively with the feedback they receive.



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- Students should be given regular opportunities to ask questions about their feedback, ensuring they fully understand how to improve.
- Class time will be set aside for students to discuss their progress, either in writing or in conversation with the teacher, creating a two-way communication stream.

5. Teacher Expectations

Teachers will:

- Use a consistent marking system across all subjects, ensuring students are familiar with the expectations.
- Provide constructive and positive feedback using the Pink Slip BWA format, which breaks down feedback into What Went Well, Even Better If, and Action steps for improvement which is tailored using the BWA letters.
- Prioritise reflection as a key part of assessment, allowing students to see feedback as a tool for growth rather than just evaluation.
- Ensure that student work is marked at least once every 8 lessons or approximately once every two weeks, allowing for timely feedback that aligns with curriculum pacing and student needs.

6. Student Expectations

Students will:

- Actively engage with feedback during DIRT and beyond, making necessary revisions to their work.
- Reflect on the feedback they receive, asking questions when necessary and using it as a stepping stone to improve.
- Treat feedback as an essential part of their learning cycle, seeing it as an opportunity for continuous development.

7. Monitoring and Evaluation

- The effectiveness of the feedback policy will be regularly reviewed through:
- Student progress tracking, with a focus on how students are responding to feedback and improving over time.
- Teacher and student surveys to gather feedback on how well the policy is working and where adjustments can be made.

Through this Feedback Policy, we aim to create a culture of continuous improvement and foster a partnership between students, peers and teachers that drives deeper learning and reflection.

Importance of Marking and Grading (Grades 6-12)

Marking plays a critical role in the academic journey of senior students (Grades 6-12), especially in the context of the **International Baccalaureate (IB)** programme. It serves not only as a tool for assessment but as a means of fostering continuous improvement and excellence. To ensure fairness, clarity, and high standards, we emphasise



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regular, rigorous marking that incorporates the use of **rubrics** and the IB **grading criteria**, while assessing key academic skills such as spelling, grammar, and punctuation.

1. Academic Rigour and Mastery of Core Skills

Marking ensures that students consistently aim for improvement in essential academic skills, including:

- **Spelling:** Accurate spelling is vital for clear communication and expanding vocabulary.
- **Grammar:** Proper grammar is critical for constructing coherent, persuasive sentences.
- **Punctuation:** Correct punctuation enhances readability and prevents misinterpretation.

In line with **IB philosophy**, this attention to detail supports the development of **communication skills** and demonstrates **intellectual engagement**, both of which are central to student success in the IB programme.

2. Using Rubrics and IB Grading for Clear and Consistent Marking

The use of **rubrics** and adherence to **IB grading criteria** are key components of our marking policy, ensuring:

- **Clarity and Transparency:** Rubrics, aligned with IB criteria, clearly outline the expectations for each assignment, breaking down the criteria on which students will be assessed, such as **knowledge and understanding, critical thinking, and communication**. This transparency helps students understand what is required for success in the IB context.
- **Consistency:** By using the IB grading scale (ranging from 1 to 7), alongside detailed rubrics, teachers ensure consistent evaluation across assignments and subjects. This standardised approach also mirrors the IB grading system used in **internal and external assessments**.
- **Constructive Feedback:** Rubrics allow teachers to provide specific, targeted feedback on different aspects of a student's work, such as analysis, presentation, and structure, making it easier for students to understand their strengths and areas for improvement within the IB framework.

3. Providing Assessment Criteria in Advance

To promote success, **all students must be provided with the assessment criteria or rubric in advance** of any major assignment or exam. This ensures that students:

- **Understand Expectations:** Having access to the rubric and IB assessment criteria before starting their work allows students to focus on meeting the key elements that will be graded, such as demonstrating depth of knowledge and analytical thinking.
- **Self-Evaluate:** Students can use the rubric and criteria as a guide to evaluate their work as they progress, allowing them to self-check their performance before submission.
- **Aim for Excellence:** By understanding what is required to achieve the highest level on the IB grading scale (7), students are empowered to strive for the best possible outcome.



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4. Building Exam and Career Readiness through IB Grading

For senior students preparing for **IB exams** or future career pathways, marking with rubrics and IB grading is essential:

- **Exam Preparation:** Rubrics aligned with IB assessment criteria help students practise meeting the specific criteria required in IB exams, such as demonstrating **critical reflection, independent thinking, and global perspectives**. This enables students to achieve higher marks across their internal and external assessments.
- **Career and University Skills:** Mastery of the skills assessed through IB grading—such as **communication, research, and analysis**—is essential for success in university and professional careers. The clear, structured feedback provided through rubrics helps students develop these skills over time.

5. Encouraging Attention to Detail and Self-Improvement

Marking using rubrics and IB criteria ensures that students focus on improving specific areas of their work. Teachers will also consistently check and correct for spelling, grammar, punctuation, and other writing mechanics, fostering:

- **Attention to Detail:** Students learn to carefully review their work before submission, catching and correcting errors in language use, presentation, and structure.
- **Self-Reflection:** With the help of detailed feedback from rubrics, students are encouraged to reflect on their learning process, make incremental improvements, and understand where they stand on the IB grading scale.

6. Supporting Continuous Learning and Improvement

Marking combined with IB grading rubrics and clear assessment criteria promotes a cycle of continuous learning:

- **Actionable Feedback:** Rubrics break down where students excel and where they need improvement, offering targeted feedback that helps them improve in future tasks. Feedback is aligned with the **IB Learner Profile**, encouraging traits such as **inquiry, communication, and reflective thinking**.
- **Growth Mindset:** Providing feedback through a rubric emphasises that improvement is possible in specific areas, reinforcing the idea that learning is a continuous process—a key element of the IB approach.

7. Reinforcing Learning through Feedback

Through detailed marking and the use of rubrics, teachers offer constructive and **targeted feedback** that ensures students:

- Understand **exactly where** they need improvement according to the IB criteria.



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- Receive clear guidance on **how to meet** the set criteria more effectively and raise their scores on the IB 1-7 scale.
- Recognise the **importance of revising** and reflecting on their work to improve over time, building on both **subject-specific and transferable skills** crucial for IB success.

Marking, when done consistently with the use of rubrics and IB grading criteria, plays a pivotal role in helping senior students develop academically and personally. By giving students access to rubrics and assessment criteria in advance, we ensure they are empowered to succeed, develop critical thinking, and master core skills essential for IB assessments, higher education, and their future careers.

Recording of Assessment

It is expected that each teacher maintains an Assessment for Learning (AFL) folder that should contain information on each individual student in their classes, including targets for the year/phase and SEN information. It should also include formative assessment records, standardised test results, summative unit assessment marks, and interim / end of year levels/grades.

The Reporting Cycle

	Term 1				Term 2			Term 3			
When	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
Type		Formative	Summative			Formative	Summative		Formative	Summative	
What		LAP 1	LAP 2			LAP 3	LAP 4		LAP 5	LAP 6	
Who		Tutor & Specialists				Tutor & Specialists			Tutor & Specialists		
How		F2F & Online				F2F & Online			F2F & Online		

Written Reports

Throughout the course of the year our students and parents will receive both qualitative (formative) and quantitative (summative) reports which will clearly describe and articulate how students are making progress in their learning. All qualitative reports will highlight areas of strengths and areas for development via a personalised comment. Students in the senior school will receive qualitative reports three times a year during LAP1, LAP3 and LAP5 and a quantitative report at the end of each semester. In the junior school families will receive both qualitative and quantitative reports at the end of each term during LAP2, LAP4 and LAP6. BWA takes great pride in ensuring all students and families are able to discuss their child's progress at every LAP meeting with both specialist and homeroom teachers and see this a vital opportunity to support our community learners.

Grading Scale

[In all our Primo reports \(Pre-KG-KG2\) we use a three-point scale. This scale is:](#)

- [Exceeding - The child is above the expected attainment level \(or has made above expected progress\)](#)
- [Expected/Meeting - The child is at the expected attainment level \(or has made expected progress\)](#)
- [Emerging/Approaching - The child is developing in this area but is not yet at the expected attainment level \(or has made below expected progress\)](#)



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In all our Junior and Senior School reports (Grade 1-11) we use a seven-point scale. This scale is:

7 - Exceptional attainment level

6 - Significantly above expected attainment level

5 - Above the expected attainment level

4 - Expected attainment level

3 - Approaching the expected level

2 - Requires support in some areas

1 - Requires support in all areas

Learning Achievement Passport (LAP)

Learning Achievement Passports at BWA are provided for every student in the school and are held six times in a year. The LAP is integral to stimulating a dialogue between the homeroom/specialist teacher, student and parents about how the student is making progress in their learning.

Teachers are able to effectively track students' progress and discuss academic, behavioral and social achievements (both within and outside school) and to collectively come up with agreed SMART target goals for areas which they wish to develop further in. The LAP document will move with the student from grade to grade throughout their learning journey whilst at BWA and will eventually support students in their preparation with personal statements, CV writing, employment etc. before moving onto tertiary education.

Tracking Student Progress and Attainment - Primo and Junior School

- Information on student progress and attainment gathered through various methods of assessments is recorded within a systematic data tracking system.
- This allows teachers, students, parents and leaders to have a clear picture of whether individual students are progressing through experiences and outcomes at an appropriate pace.
- Systematic tracking of progress and attainment will then allow practitioners to identify next steps in learning and inform reporting on progress and achievement.
- In all subject areas (Pre-KG – Grade 5) the school has developed 'Student Trackers' which enable teachers to record and monitor students' mastery of the learning objectives that they have focused upon in class. These trackers are formulated to give attainment levels based on the input of teachers (regarding students' mastery of objectives). Part of the reason for their development was to ensure greater consistency in terms of assessment practices and standards.
- Student trackers are filled in using the following levels (for each objective):
 - Red (1) – Student is Emerging in this learning objective and cannot do it without a high level of support.
 - Yellow (2) – Student is Developing in this learning objective and needs a low level of support.
 - Blue (3) – Student is Secure in this objective and can do it independently.
 - Green (4) – Student has Mastered this learning objective and can apply it in multiple contexts



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- The judgment on outcomes is quality assured several times throughout the year through grade/department-wide moderation (i.e., talk about outcomes, showing evidence of students being a 1/2/3/4 for an outcome, etc.).
- Data is also extracted from the individual trackers before moderation; this data is then used to guide discussions in moderation.
- The student trackers are seen as a living document, with teachers expected to update their trackers continuously during the week or at a minimum at the end of each week.
- As students make progress in particular objectives, this is updated in the trackers.
- This progress is reflected in the overall attainment levels.

Student Portfolios - Primo and Junior School

Each student at BWA has a student portfolio using an online platform called Toddle. The portfolio will contain transdisciplinary work that reflects the development of the 5 essential elements of the PYP (**knowledge, skills, attitudes, concepts, and action**) as well as the Learner Profile. Our portfolios are records of student involvement in learning which are designed to demonstrate success, growth, higher-order thinking, creativity, assessment strategies and reflection. The portfolios provide a picture of each student's progress and development over a period.

Grade 5 PYP Exhibition

In the final year of the PYP, students carry out an extended, in-depth, collaborative project known as the PYP exhibition. This involves students working collaboratively to conduct an in-depth inquiry into real life issues or problems. Students collectively synthesise all the essential elements of the PYP in ways that can be shared with the whole school community. It also provides teachers with a powerful and authentic process for assessing student understanding. The exhibition represents a unique and significant opportunity for students to exhibit the attributes of the IB learner profile developed throughout their engagement with the PYP. It also provides schools and students with a wonderful opportunity to celebrate the transition of learners to the next phase of their education.

Assessment in the MYP

Assessment in the MYP is an integral part of learning, involving students in self-assessment and providing feedback on the thinking strategies and processes as well as the outcome. The MYP requires teachers to organise continuous assessment, over the course of the programme, according to specified criteria that correspond to the objectives of each subject group.

Regular internal assessment and reporting play a major role in the students' and parents' understanding of the objectives and criteria, in the students' preparation for final assessment, and more generally in their development according to the principles of the programme.



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The MYP offers a criterion-related model of assessment. Teachers are responsible for structuring varied and valid assessment tasks that will allow students to demonstrate achievement according to the required objectives within each subject group.

How does MYP assessment work?

- The IB gives objectives and assessment criteria for each subject area.
- Student achievement levels are based upon their meeting the criteria for that level.
- There are no formal externally set or externally marked examinations.
- In order to maintain world-wide standards BWA participates in external moderation of assessment in order to validate internal student assessment.
- Staff training and internal moderation ensures staff applies the criteria correctly.
- BWA also assesses individual student approaches to learning in a subject which is reflected in the school report.
- Students may also be involved in peer-assessment. This gives teachers and students another point of view and helps students become familiar with the criteria.

MYP Assessment Criteria

All subjects are assessed using four criteria:

Criterion A	Maximum 8 marks
Criterion B	Maximum 8 marks
Criterion C	Maximum 8 marks
Criterion D	Maximum 8 marks

- The IB gives objectives and assessment criteria for each subject area.
- Student achievement levels are based upon their meeting the criteria for that level.
- In order to maintain world-wide standards BWA participates in external moderation of assessment so as to validate internal student assessment. This quality control combined with staff training and internal moderation ensuring the correct application of the criteria.

Please see example below taken from an IB MYP Report:



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Assessment Criteria

IB MYP Assessment Information

1. MYP assessment is conducted by using the criteria defined by each IB subject guide.
2. Each subject has four criteria which are assessed at achievement levels of 0-8 which are equally weighted.
3. Each of the criterion is broken into smaller strands. Each strand in each of the four criteria is assessed at least twice per year to determine a final level for each criterion.
4. These four criteria grades are added together to give a total out of 32. This total can then be converted into a final overall IB grade out of 7. See table below.
5. Upon completion of the IB MYP, the final grade of 1-7 is determined by externally defined grade boundaries set by the IB.

Attainment

Throughout this report student attainment will be reported upon using the below descriptors.

Grade	Boundaries	Description for IB Grades (*not criteria)
7	28-32	Exceptional attainment
6	24-27	Significantly above expected attainment
5	19-23	Above expected attainment
4	15-18	This is the BWA expected attainment level
3	10-14	Approaching expected level
2	6-9	Requires support in some areas
1	1-5	Requires support in all areas
NYA		Not yet assessed
AB		The student, due to absences, has not met the programme objectives

Grade	Description
EE	Exceeding the BWA expected level
ME	Meeting the BWA expected level
AE	Approaching the BWA expected level

Progress

BWA uses a combination of CAT4, internal assessments and other standardized assessments to identify students' target grades, which are used as a point of reference in measuring individual student progress.

Grade	Description
EE	Meeting or exceeding the BWA 'if challenged' target grade
ME	Meeting the BWA target grade
AE	Approaching the BWA target grade



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The final achievement level is on a 1-7 scale. All subjects have the same level descriptors defined below:

Grade	Boundary guidelines	Descriptor
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.



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Criterion Based Assessment

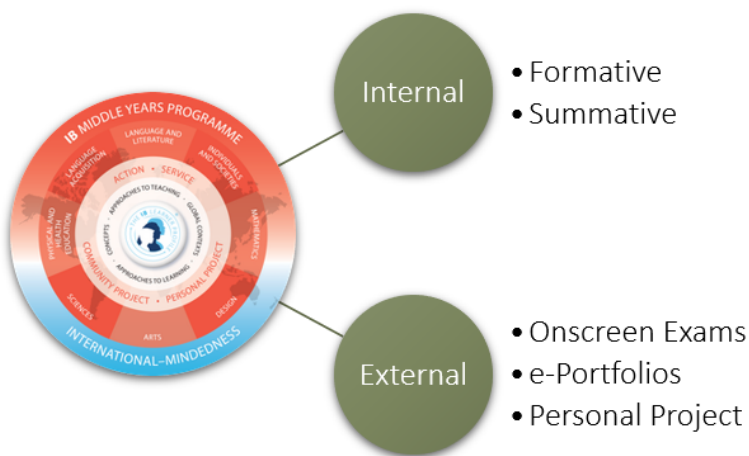
Assessment in the MYP is based on observations of what a student can do and is carried out on a continuous basis. Students are not assessed on what they cannot do, but on what they can successfully achieve at different stages of their development, and is designed to help them determine what the next steps on their path to learning should be.

At the beginning of each school year, students are given copies of the criteria that they will work with during that year in every subject. At the end of each semester teachers will report the attainment reached in all subject criteria at that time to parents. Students and parents can discuss any weaknesses and strengths with each subject teacher and determine possible learning strategies that will enable personal growth in the immediate and long-term future.

Assessment is therefore formative and summative. Formative assessment is an integral part of the learning experience and provides students with an opportunity to analyse their learning and to understand what needs work or improvement. Skills and knowledge are taught through formative tasks. Summative assessment is the judgment made by the teacher of the standard of achievement reached by each student at the end of a particular stage of the programme. A summative task is one that is set to judge students' achievement in relation to the objectives of the course.

The objectives to be assessed in any task are made explicit to the students in the class at the time that the task is set. Feedback on assessment is made available to students either at the time of assessment, or as soon as possible afterwards.

At the end of the five years of the MYP, each student receives final marks and grades. Results from external assessments will be released by the IBO in August.





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The “best-fit” approach

The “best-fit” approach relies on teachers using criterion-related assessment practices effectively. When assessing a student’s work, teachers should assess each descriptor strand individually (starting with level 0) until they reach a descriptor that describes an achievement level that the work being assessed has **not** attained. The work is therefore best described by the preceding descriptor. Once this has been completed for each descriptor strand being assessed, an overall picture of the student’s achievement will emerge.

Where it is not clearly evident which overall level descriptor should be awarded, teachers must use their judgment to select the level descriptor that best matches the student’s work overall. The “best-fit” approach allows teachers to select the achievement level that best describes the piece of work being assessed. It is important to remember that a student does **not** have to achieve against all of the individual descriptor strands in a band level to be awarded an overall level in that band. If the work is a strong example of achievement in a band, the teacher should give it the higher achievement level in the band. If the work is a weak example of achievement in that band, the teacher should give it the lower achievement level in the band.

MYP criteria (0 Grade)

- If a student has not submitted his/her assignment for assessment after being duly reminded by email to both student and parent, the student needs to be marked a 0 for the particular criterion being assessed. This policy is strictly enforced and ensures that students learn to be accountable for timely submission of assessment material. Teacher discretion can be applied for medical or extenuating circumstances.
- If a student has submitted work and is of poor quality, he/she can be marked a 0 for the criterion being assessed.

Please Note:

- No averages or percentages are provided for achieving the final criterion mark.
- Teachers are in a position to establish the single most appropriate level for each criterion. Where the original judgments for a criterion differ for specific units of work, the teacher must decide which level best represents the student’s final standard of achievement.
- The final MYP mark is calculated by adding the criteria marks and then using the IBO published MYP grade boundaries.
- The MYP grade boundaries are the same for every MYP subject except for the grade boundaries for the external onscreen examination (please see information regarding External assessment below).

External MYP Assessments

Student in Grade 10 (MYP Year 5) at BWA will be registered for eAssessments where suitable. The IB introduced a new MYP assessment model that includes mandatory moderation of the Personal Project and external assessments (eAssessment).

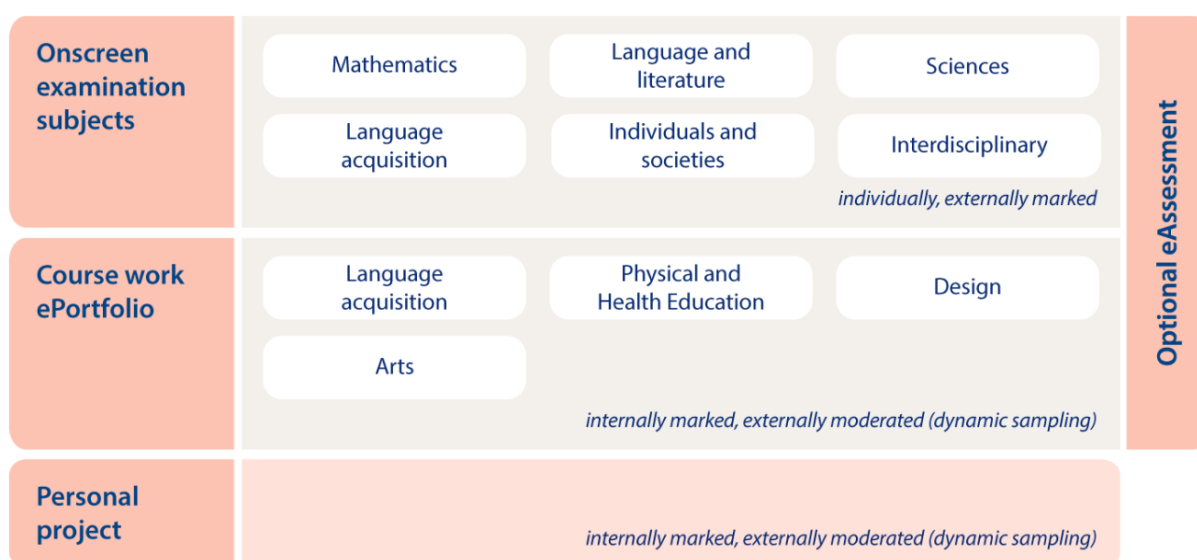
In the final year of the programme, each MYP student must develop a personal project independently, which is externally validated by the IB. Producing a truly personal and creative piece of work over an extended period stands as a summative review of their ability to conduct independent work.



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At the same time, schools can register for **optional** external assessment (eAssessment) in all other elements of the programme. It offers students the chance to **earn a formal, internationally recognised certificate** if they meet the success criteria.

The graphic below outlines how the two types of assessment – on-screen examinations and ePortfolios – are divided across the MYP's various subject groups. The Language acquisition assessment comprises one on-screen examination and one internally assessed individual speaking assessment.



Understanding eAssessment

Once a school registers for eAssessment in the MYP, the IB will be able to assess students' work in two ways:

- ePortfolios of coursework, including a compulsory ePortfolio for the personal project
- On-screen examinations, with each exam lasting two hours

The following subject groups are proposed to be assessed at BWA via ePortfolios:

- Arts, Design, PHE and Language Acquisition

A typical ePortfolio summative assessment will comprise of approximately 20 hours of teaching time. This is the exam event based on a partially completed unit plan set by the IB: The Global Context and the Inquiry questions given to students. These will be internally assessed by the teacher, standardised by other teachers within BWA and then externally moderated.

The following subject groups are assessed at BWA via on-screen examinations:

- English A, Arabic A, Math, Sciences, Language Acquisition, History & Geography and the Interdisciplinary Unit

Each on-screen exam comprises of two or three tasks. One task is connected with, inspired by or derived from the chosen Global Context. This will be the same for all types of assessment for the session.



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The Personal Project

The Personal Project is an independent student project carried out with teacher supervision, reflecting students' ability to initiate, manage and direct their own inquiry. The ATL skills developed in subject groups will prepare students to work more independently to develop the Personal Project over time.

It is introduced to students in Term 3 in Grade 9 and is completed in February of Grade 10.

- Students decide what they want to learn about, identifying what they already know, and discovering what they will need to know to complete the project.
- Students create proposals or criteria for their project, planning their time and materials, and record the development of the project.
- Students make decisions, develop understandings and solve problems, communicating with their supervisor and others, and create a product or develop an outcome.
- Students evaluate the product/outcome and reflect on their project and their learning.
- Students will demonstrate how they met their project objectives through a presentation or a report at the end of the project.

For the personal project, students are expected to document their process in the process journal. In this way they demonstrate their working behaviours and academic honesty. The project is internally assessed by a teacher supervisor and standardised with other MYP teachers before submission to the IB for external moderation

Assessment Calendars

Assessment calendars serve the purpose of effectively distributing various deadlines of formative, summative, internal and external assessment components. They are created balancing subject and programme specific requirements and student exposure and take into account both teacher and student wellbeing with regards to workload. The IB MYP and DP/CP coordinators are responsible for the creation and implementation of assessment calendars in liaison with subject teachers and the senior leadership team. Assessment calendars are shared with students and parents through online learning platforms.

How DP Assessment is Scored

In the DP, students receive grades ranging from 7 to 1, with 7 being highest. Students receive a grade for each DP course attempted.

A student's final diploma result score is made up of the combined scores for each subject and the three core elements, Extended Essay, Creativity, Activity, Service and Theory of Knowledge. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance including successful completion of the three essential elements of the DP core.

Conditions for Achieving the Diploma

A candidate can only receive an IB Diploma if the following conditions are met:

- CAS requirements are met.
- The candidate has achieved at least 24 total points.
- A grade has been awarded in all subjects, TOK and the EE.



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- A grade of at least a 2 has been awarded in all subjects.
- The candidate does not have a grade 2 awarded 3 or more times.
- The candidate does not have a grade 3 awarded 4 or more times.
- The candidate has at least 12 points on HL subjects. (For candidates who register for four HL subjects, the three highest grades count).
- Candidates have at least 9 points on SL subjects. (Candidates who register for two SL subjects must be awarded at least 5 points at SL).

Bilingual Diplomas

In addition to the usual diploma, a "bilingual diploma" can be awarded to a candidate who:

completes two languages selected from group 1 with a grade 3 or higher in both.

completes one of the subjects from group 3 or group 4 in a language that is not the same as the candidate's group 1 language. The candidate must get a grade 3 or higher in both the group 1 language and the subject from group 3 or 4.

Pilot subjects and interdisciplinary subjects can contribute to the award of a bilingual diploma provided the above conditions are met.

The following cannot contribute to the award of a bilingual diploma:

- an extended essay
- a school-based syllabus
- a subject taken by a candidate in addition to the six subjects for the diploma ("additional subjects").' (IBO Website)

How CP Sssessment is Scored

To achieve a CP certificate, a candidate must meet all of the following requirements.

- The school has confirmed that the candidate has completed the specified career-related study.
- The candidate has been awarded a grade 3 or more in at least two of the DP courses.
- The candidate has been awarded at least a D grade for the reflective project.
- The school has confirmed that all personal and professional skills, service learning and language development requirements have been met.
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

Bilingual CP Certificates

In addition to the usual certificate, a "bilingual certificate" can be awarded to a candidate who completes two DP language courses selected from studies in language and literature with the award of a grade 3 or higher in both a DP language course from studies in language and literature and completes a DP course from individuals and societies or sciences in a response language that is not the same as that taken from studies in language and literature. The candidate must get a grade 3 or higher in both courses.' (IBO Website)



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Methods of Assessment in the DP/CP

DP like MYP and CP assessment reflects an emphasis on criterion-based assessment. This means that student work is judged on its merits with regard to a level of attainment rather than any performance relative to peers. At the beginning of DP courses, and at key points thereafter, teachers communicate clearly assessment expectations, standards and practices. Teachers are provided with adequate time to ensure consistent moderation for both internal and external assessment components.

Teachers use a wide variety of formative and summative methods of assessment. The type of assessment chosen is related to learning outcomes and governed by decisions about its purpose, validity and relevance. A range of types of assessment reduces the element of disadvantage suffered by any particular student. Types of assessment to choose from include, but are not limited to: Class discussions, data based questions, essays, experimental investigations, fieldwork, group and individual oral presentations, group critiques, historical investigations, individual oral commentaries, investigation workbooks, multimedia presentations, multiple-choice questions, portfolios, projects, reflection logs, research papers, response journals, short and extended responses, sketchbooks, skits and performances, studio work.

Assessment Practices in the DP/CP

Formative Assessment

Formative assessment involves providing students with descriptive feedback as they learn. Descriptive feedback provides students with an understanding of what they are doing well, links to classroom learning, and gives specific input on how to reach the next step in the learning progression. Teachers will provide students with frequent and descriptive feedback on formative tasks that aim to improve performance. The feedback given should provide incentives for improvement and should be positive in tone, provide encouragement and constructive critique. The feedback for these assessments will also sometimes include a level or mark that will be given as a diagnostic tool and as an incentive for improvement. It is far more important that formative assessment correctly identifies the knowledge, skills and understanding that students should develop, rather than accurately measure the level of each student's achievement.

Summative Assessment

Summative assessment occurs at the end of a teaching and learning cycle and is an opportunity to demonstrate learning. Summative assessments are a means to gauge student learning relative to the predefined criteria communicated to students prior to and during formative assessment. Although the information gained from this type of assessment is important, it can only help in evaluating certain aspects of the learning process. Summative assessment is generally used as part of the levelling process. Examples of summative assessments include (but are not limited to) tests, exams, final draft essays, reports and assignments. The timing, type, scope and format of a summative task should be clearly communicated to the students ahead of time, and rubrics, examples and practice assessments should be distributed and discussed.



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Assessment of the CP Core Elements

The IB CP Core component has four elements: The Personal and Professional Skills (PPS) course, Service learning, Language development and the Reflective Project.

Personal and Professional Skills (PPS)

The PPS course is a requirement for all IB CP candidates and involves the learning of skills used in a professional context. The PPS course comprises learning outcomes and five mandatory themes: personal development; intercultural understanding; effective communication; thinking processes and applied ethics. The course is internally assessed through completion of formative tasks.

Service Learning

The service learning component will be completed by students in line with current requirements for Service Learning and using the CP service learning outcomes. The students' engagements receive qualitative feedback and it is at the school's discretion to decide if student engagement has been satisfactory according to the IB defined learning outcomes.

Language Development

The language development component requires students to complete a portfolio in a foreign language or a language other than their strongest language. Students will be working independently with school support to demonstrate progress in form of a portfolio. It is at the school's discretion to decide if student engagement has been satisfactory according to the learning outcome.

Reflective Project

The Reflective Project All IB CP students must also complete a reflective project which is externally moderated by the IB. 'The reflective project is an in-depth body of work produced over an extended period and submitted in year 2 of the CP. Through the reflective project, students identify, analyse, discuss and evaluate an ethical dilemma associated with an issue from their career-related studies. This work encourages students to engage in personal inquiry, intellectual discovery, creativity, action and reflection, and to develop strong thinking, research and communication skills.' (CP Assessment Procedures 2024)

Assessment of the DP Core Elements

The IB DP core component has three elements: Theory of knowledge (TOK), Extended Essay (EE), Creativity Activity Service (CAS)

Theory of Knowledge (TOK)

'The theory of knowledge (TOK) course explores the nature of knowledge across a range of disciplines. A diploma candidate must follow a TOK course. The IB recommends that TOK is an independent course of at least 100 teaching hours evenly distributed over the two-year period of study, and the course must meet the TOK assessment requirements that include creating an exhibition and submitting an essay on one of the six prescribed titles for the examination session.' (DP Assessment Procedures 2024 p.9)



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The Creativity, Activity and Service (CAS)

'The creativity, activity, service (CAS) programme fosters students' awareness and appreciation of life beyond the academic arena. A diploma candidate must take part in CAS experiences. Schools entering candidates for the diploma undertake to ensure that all candidates engage in a CAS programme. The CAS programme formally begins at the start of the DP and continues regularly, ideally on a weekly basis, for at least 18 months with a reasonable balance between creativity, activity and service.' (*DP Assessment Procedures 2024* p. 10)

The Extended Essay

'The extended essay (EE) offers students the opportunity to research and investigate a topic that interests them, using the independent research and writing skills they will need at college or university. A diploma candidate must complete and submit an EE, which is a substantial piece of independent research of up to 4,000 words. Work on the EE is expected to occupy approximately 40 hours. The work for an EE must be done under the direct supervision of an appropriate teacher at the IB World School that is registering the candidate for the examination session.' (*DP Assessment Procedures 2024* p.9)

DP Internal Assessment

Each DP course has an internal assessment component which carries a certain weight depending on the examination blueprint relevant to the course. Internal assessments are tasks carried out throughout the two year course and are submitted by students according to teachers' deadlines.

Teachers ensure that internal assessment is well-integrated into normal learning and teaching. It is embedded within the wider teaching and learning of the DP course.

Students are entitled to a degree of support from their teachers, regardless of subject. This typically represents a limited discussion in the initial phases followed by commentary on a draft copy. Thereafter, only the student can make changes to the work and is not entitled to further feedback on the relevant assessment.

Internal assessment is done transparently and according to the prescribed IB assessment criteria and exam requirements for all subjects at standard and higher level. Teachers are responsible for ensuring that students are fully informed of these criteria, specific requirements and the exact format of these assessments. It is the teacher's responsibility to ensure that students can access assessment tasks that allow them to address all relevant criteria.

DP and CP teachers are responsible for grading internal assessment of their students and submitting these grades accompanied by comments to the programme coordinator.

Teachers are also expected to 'predict the grade they believe each candidate will attain in the forthcoming examination session for a subject and level. Predicted grades should be based on the grade descriptors that are available in DP Grade descriptors (December 2017, updated September 2021).' (*DP Assessment Procedures* p.87)



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How the Diploma Outcome is Calculated

The overall diploma points are calculated by adding together the grades (1 up to 7) achieved from each of the six subjects and then including between zero and three points from the core.

This means that the highest score that a candidate can achieve is 45 points*. This approach means that SL and HL subjects are valued equally in determining the candidate's final points. *The maximum points of 45 is obtained from 6 (subjects) times 7 (top grade) plus 3 points from the core.

Core Points Matrix

Unlike the other subjects, theory of knowledge (TOK) and the extended essay (EE) are graded from A to E. The third element of the core, CAS, does not receive a grade as it would not be meaningful to evaluate performance in this area. The core is worth between zero and three points towards the overall diploma points. The candidate can also fail to achieve the diploma certificate if they obtain a grade E in either TOK or EE or if they do not complete CAS. The number of points is calculated using the table below.

		Theory of knowledge (TOK)					
		Grade awarded	A	B	C	D	E
Extended essay	A	3	3	2	2	Failing condition	
	B	3	2	2	1		
	C	2	2	1	0		
	D	2	1	0	0		
	E	Failing condition					

Predicted Grades

It is teachers' responsibility to establish predicted grades for each student of their subject.

'A predicted grade is the teacher's estimation of the grade the candidate is expected to achieve in the subject. A predicted grade should be based on:

- all the evidence of the candidate's work
- the teacher's knowledge of IB standards.
- Predicted grades are required for all subjects, including TOK and the EE.'



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(DP Assessment Procedures p.87)

Appeals Process

Any students or parents wishing to make an appeal regarding a particular grade or assessment must do so by writing to the Vice Principal of the respective section (Junior or Senior). Any appeal for any assessment are handled carefully and confidentially in the best interest of all parties. Where the school sees fit, it will consult with the IB, BWA Governance or local authorities for extra support if needed. If matters cannot be resolved by the relevant Vice Principal, the Principal of the school is then consulted. Please note due to the nature of an appeals process this can take some time as a thorough investigation is normally conducted of which must be taken into consideration.

Roles and responsibilities

Regarding implementation of this policy roles and responsibilities are clearly stated below:

The Role of Senior Leaders in Assessment

Senior Leaders aim to use assessment procedures and processes to drive whole school improvement by:

- Ensuring that all teachers know what is expected of them in assessing students.
- Helping teachers make well-founded judgements about students' attainment and progress.
- Ensuring that formative assessment is a key guide for personalising planning as well as teaching and learning in the classroom.
- Monitoring the accuracy of the information provided to parents about their child's attainment and progress.
- Lead regular moderation sessions where student assessment data is used as a guide towards progress and attainment discussions across all subject areas.
- Tracking the attainment and progress of individual students and groups of students over time.
- Monitoring practice in assessment and take appropriate actions. Using assessment information when planning training and CPD.
- Comparing the progress made by different groups of students to ensure that no group is disadvantaged.
- Ensuring that there is enough flexibility in assessment expectations so that individual teams can adopt processes that are most conducive to progress in their subject/area.
- Ensuring students are supported in making informed curriculum choices.
- Using assessment and monitoring to ensure that the curriculum meets the needs of students.
- Monitoring the role Middle Leaders in ensuring good practice in assessment is consistent across all lessons.
- Ensuring that any pedagogical developments in assessment practice are implemented where appropriate.

The Role of Middle Leaders in Assessment

With the support of Senior School Leaders, the Middle Leaders will:



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- Ensure that their team understands the assessment requirements for their subject/area as well as the different ways in which teachers can assess students' progress.
- Periodically monitor the assessment of students' work in their subject/area through work scrutiny, lesson observation or otherwise.
- Ensure assessment informs knowledge of student progress and raise any concerns with Senior Leaders as appropriate.
- Ensure that all schemes of work allow for formative assessment to become an integral part of teaching and learning.
- Ensure that the curriculum plan allows for formal assessment of progress to be timed appropriately so that data collections accurately and reliably reflect current attainment.
- Ensure all teachers are involved in the moderation of work of other students so that consistent practice in assessment is maximised.
- Use assessment information, in liaison with Senior Leaders where appropriate, to plan for or arrange intervention strategies.

The Role of Teachers in Assessment

All teachers should:

- Adopt a range of methods to ensure that they can assess the progress of all students accurately
- Encourage students to actively engage in formative assessment.
- Ensure that assessment builds students' motivation, confidence and self-esteem.
- Ensure that lessons begin with clear expectations and students are aware of how progress will be measured.
- Ensure that all students know and understand the learning objectives of the lesson.
- Identify through assessment, and intervene with as necessary, those students at risk of underachievement.
- Ensure that the results of assessment are used to inform planning for differentiation and challenge in lessons.
- Reward good progress as appropriate.
- Use the expertise of the Teaching Assistant and information from Individual Education Plans to inform the assessment process.
- Ensure that opportunities to use assessment to promote the development of literacy, numeracy and ICT skills in the students are embraced.
- Ensure that adequate and appropriate assessment is made of student attainment prior to completing data collections so that the information recorded is accurate and reliable.
- Encourage students to take responsibility for their own learning through self/peer assessment, setting appropriate targets (with guidance) and asking for help and advice when necessary.
- Adopt creative approaches to formative assessment to maximise student engagement in the assessment process.
- Share concerns or praise arising from assessment information with the relevant homeroom teacher / form tutor as appropriate.
- Ensure books are monitored and returned to students at least every three weeks.



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- Ensure that students receive regular feedback on their work. This involves the use of visual next step marking (PreKG – G1) and 'BWA' next step marking (G2-9) as consistent methods for providing student feedback.
- Ensure all students receive feedback with levels / grades at least every 6 weeks.

The Role of Students in Assessment

All students should:

- Participate actively in assessment opportunities in lessons.
- Take responsibility for understanding and acting on both written and oral feedback given by their teachers or peers.
- Ensure that their entitlement to advice and guidance on how to improve their academic achievements are fulfilled.
- Support other students constructively when asked to be involved in peer assessment.

The Role of Parents in Assessment

All parents/carers should:

- Discuss with their child the assessment report sent to them which includes a summary of levels/ grades for each subject.
- Liaise with the specialist teachers or homeroom teacher about any concerns regarding their child's progress as identified through assessment.

Associated documentation

When implementing a policy consideration must be given to how it aligns and supports other policies. To ensure consistency this policy is fully aligned with the following key policies:

- Admissions Policy
- Academic Integrity Policy

The policy is also guided by the following documentation:

- Refer to references below

Safeguarding

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children.

We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support, and care for both students and school personnel, training for school personnel and with working with parents. We teach all our children about safeguarding.



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We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

Equity Impact Assessment

We have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief.

This policy has been equality impact assessed, and we believe that it is fair, it does not prioritise or disadvantage any member of staff or student, and it helps to promote equality at this school.



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Principles of Assessment (accessed 06/01/24)

<https://www.ibo.org/contentassets/1cdf850e366447e99b5a862aab622883/assessment-principles-and-practices-2018-en.pdf>

Assessment Principles and Practices

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<https://www.ibo.org/about-the-ib/what-it-means-to-be-an-ib-student/recognizing-student-achievement/about-assessment/dp-passing-criteria/>

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<https://www.ibo.org/about-the-ib/what-it-means-to-be-an-ib-student/recognizing-student-achievement/about-assessment/cp-passing-criteria/>