NORD ANGLIA INTERNATIONAL SCHOOL DUBAI

A NORD ANGLIA EDUCATION SCHOOL

Assessment, Reporting and Recording Policy

Date	Review Date	Lead Policy Writer/s	Leader Responsible
Oct 2016	May 2017	Tayyba Qureshi/Nigel Barrett/Lee Banfield	Tayyba Qureshi/Nigel Barrett/Lee Banfield

Introduction

Assessment is an integral part of our curriculum planning and is inseparable from the teaching and learning process. It plays a fundamental role in improving progress and attainment levels within the school. We believe that effective assessment provides information for teachers to improve teaching and learning and ensures appropriate progress is made. Feedback to students on their learning is regular and consistent so each student understands what he/she needs to do to improve and fulfill or exceed their potential.

Aims & Objectives

The school is firmly committed to ensuring that all students make outstanding progress from their respective starting points when they join the school. Their performance is tracked and monitored throughout their time here by teachers at all levels. The main objectives for assessment are:

- Assessment should have a positive impact on student's work, promoting their progress, by ensuring they know what they have to do to make improvements
- Assessment provides the means by which teachers can determine how best to respond to a students' individual learning needs and plan lessons to ensure appropriate provision is made for all students to achieve
- Assessment should encourage students to review, reflect and redraft their work
- Assessment should be based on clear criteria, shared with students

Roles and Responsibility for the Policy

- Ensure consistency
- Outline procedures and expectations
- List assessment tools used

Role of the Principal and Senior Leadership Team

The Principal and the Senior Leadership Team will:

- ensure all school personnel are aware of and comply with this policy
- work closely with the policy/subject leader
- ensure compliance with the legal requirements of the KHDA
- provide leadership and vision in respect of equality
- provide guidance, support and training to all staff
- monitor the effectiveness of this policy by;

➢ observing teaching and learning
➢ discussions with teachers on effectiveness of assessment tools
➢ planning scrutinies and work trawls
➢ discussions with students, parents and members of the wider community

▪ annually review the success and development of this policy with the relevant stakeholders

Role of the Policy/Subject Leader

The Policy/Subject Leader will:

▪ lead the development of this policy throughout the school
▪ work closely with the Principal, SLT and SENCO
▪ be accountable for standards in this area
▪ monitor standards by;

➢ auditing the subject area
➢ review of the schemes of work
➢ monitoring teachers planning
➢ lesson observations
➢ scrutinizing student's work
➢ discussions with students

▪ ensure continuity and progression throughout the school
▪ provide guidance and support to all staff;
▪ provide training for all staff on induction and when the need arises regarding
▪ participate in appropriate and relevant professional development
▪ keep up to date with new developments;
▪ undertake an annual audit and stock take of resources;
▪ purchase new resources when required and in preparation for the new academic year
▪ manage the subject budget effectively if empowered to do so
▪ review and monitor
▪ annually report to the Principal and the SLT on the success and development of this policy

Role of Teachers

Teachers will:

▪ comply with all aspects of this policy;
▪ work closely with the policy/subject leader to develop this policy
▪ devise medium and short term planning
▪ remain mindful of the need to develop students' spoken language, reading, writing and vocabulary in all subjects
▪ plan and deliver good to outstanding lessons
▪ plan differentiated lessons which are interactive, engaging, of a good pace and have a three part structure
▪ have high expectations for all children and will provide work that will challenge and extend them
▪ assess, record and report on the development, progress and attainment of students
▪ achieve high standards
▪ celebrate the success of students in lessons
▪ implement the school's equalities policy and schemes
▪ report any concerns they have on any aspect of the school community

Role of Students

Students will:

- be aware of and comply with this policy
- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme
- listen carefully to all instructions given by the teacher
- ask for further help if they do not understand
- participate fully in all lessons/assessments
- participate in discussions concerning progress and attainment
- treat others, their work and equipment with respect
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school
- give feedback via the School Council, subject reps, questionnaires, surveys or other appropriate methods

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy
- be encouraged to take an active role in the life of the school by attending:

  ➢ parents and open evenings
  ➢ parent-teacher consultations
  ➢ curriculum development workshops

- encourage effort and achievement
- encourage completion of homework and return it to school
- join the school in celebrating success of their child's learning

Policy

Assessment is a fundamental aspect of Teaching and Learning at NAS Dubai and is a driving force to improving the outcomes for our students whilst informing the teaching and learning. It is interdependent of our Teaching and Learning Policy and should be used in conjunction with our Marking and Feedback Policy to ensure our students receive the best possible education.

What is Assessment?
Assessment is one of the most powerful educational tools for promoting effective learning but it must be used in the correct way. There is no evidence to suggest that increasing the amount of testing will enhance learning. Instead the focus needs to be on helping teachers use assessment as part of teaching and learning, in ways that will help to raise students' achievement. Assessment is generally referred to activities undertaken by teachers and students to assess themselves and provides information to be used as feedback to modify teaching and learning. Assessment for learning (also known as Formative assessment) is a snapshot of the learning that has taken place at a given point in time, where the evidence is used to adapt teaching activities to meet the needs of the learners in the classroom. (Black and William, 2004).

- Day-to-day assessment for learning: this is formative assessment - an integral part of teaching and learning: the interactions between learners and teachers within lessons that shape the next steps for improvement

- Transitional assessment – this is the use of summative assessments and tasks that formally recognise student achievement

Formative Assessment

All staff should include Assessment for Learning (AfL) strategies in lessons to enhance the learning outcomes for students. AfL is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning. Characteristics of AfL that promote learning are:
- It is embedded in a view of teaching and learning of which it is an essential part (see T & L Policy)
- It aims to provide students with skills and strategies for taking the next steps in their learning to make appropriate progress
- It involves sharing learning intentions/outcomes/objectives with students
- It aims to help students to know and recognise the standards that they are aiming to achieve
- It involves students in peer and self-assessment
- It provides feedback, which leads students to recognise their next steps and how to take them in order to improve
- It involves both teacher and students in reviewing and reflecting on assessment data
- It is underpinned by confidence that every student can improve

(See Teaching and Learning Policy)

Summative Assessment

In addition to AfL (formative assessment) teachers use summative assessment. This is to evaluate students' learning at the end of an instructional unit, by comparing itself against a standard or benchmark. Examples of summative assessments are tests, exams, presentations, projects, booklets etc. Results from summative assessments will be used in a formal capacity and recorded as part of the ARR calendar. (Please see ARR calendar).

NB. NAS Dubai follows KHDA regulations and uses GL CAT4 assessments as a baseline test for all students which progress is measured against using Progress Tests in core subjects as well as school assessments.

Marking and Feedback
Marking and Feedback is one of the most constructive tool that a teacher can use to empower students and aid their learning; as well as their own teaching. Outstanding marking and feedback is an integral aspect of Teaching and Learning here at NAS Dubai and is at the core practice of every member of our staff. There is a colour code for teacher feedback, self and peer assessment and redrafting of work. In addition to this verbal, feedback is often recorded as well as the feedback stickers (secondary only, see below) as evidence for the progress students are making (see Marking and Feedback Policy). Assessment criteria is an essential element of student learning through reflection, so they know what they are being assessed against and what they need to do to make improvements. The feedback staff give to students should be thought provoking and engage them in a dialogue with their teacher, encouraging them to take responsibility for their learning and progress.

Work trawls take place every term with a range of books from all year groups and abilities across all subjects and are reviewed, shared for good practice and celebrated. Books that do not meet expectations are referred back to the teachers to address and rectify.
 (See Marking Policy)

Teaching & Learning

The Teaching and Learning Agreement at NAS Dubai secondary school is clear, concise and an accessible document designed to demonstrate our typical lessons and the learning experiences our students have come to expect from their education here; in individual lessons and lessons over time.

This agreement was created by our staff, for our staff and students in order to:
- Ensure we have a consistent approach to our core teaching practices at NAS Dubai
- Encourage all learners to be ambitious
- Create and facilitate opportunities for our students that enable them to excel
- Provide our students with a challenging and rigorous academic environment, where they achieve success
- Provide our students with a learning environment where they have fun and develop lifelong skills of independent and collaborative learning
- Create intellectually confident learners through our high standards and expectations
- Help students to develop personally, socially and emotionally with enriching opportunities in the classroom and beyond

Appropriate and timely assessments (formative and summative) with effective feedback underpins the policy in order to support student progress and ensure students achieve the best possible outcomes. (see T & L Agreement/Policy).

Recording- Secondary

Summative assessments will take place at least six times over the year, which will inform the six data entry points for each student. Students will be awarded a grade from A*-G for these summative assessments. In addition to this, teachers will also record end of KS4/5 predictions based on the learning journey that the student is on. Subject staff may choose to do more assessments than this based on the syllabus they are following.

CATs give us an indication of the most likely grade a student is going to achieve in every subject. Progress in all subjects is measured by analysing teacher predicted grades against CATs likely predicted grades and 'If challenged' grades. The GL Progress Tests does this in the core subjects and generates values to measure and compare against UK, UAE and Dubai averages.

Understanding the IB Assessment Criteria

CISD is committed to training its staff and to providing opportunities to attend relevant workshops through its CPD programme. Assessment is a prominent part of these training opportunities.

Experienced IBDP teachers work with, and within departments to make sure that expectations of internal and external assessments, curricular aspects and assessment for learning is communicated and there is a clear understanding amongst all staff required. Department time is allocated to understanding IB internal and external assessment criteria and rubric.

Standardisation of Assessment of Students' Work

Where more than one class follows the same course of study, standardization procedures are used to ensure consistency across the department. This includes the expectation that teachers will use a common test and exchange student work for comparative marking and moderation. Teachers are expected to meet regularly to discuss evaluation and mark schemes, swap papers from different sections for evaluation, double mark, and use other strategies to ensure students are receiving the most thorough feedback possible.

Assessment in the IB Diploma Programme

According to the IBO, assessment is "a term used to cover all the various methods by which student achievement can
be evaluated. Assessment instruments may include tests, examinations, extended practical work, projects, portfolios and oral work, some carried out over a prolonged period and sometimes marked by the student's teacher."[1]

The IB Diploma Programme assessment is 'criterion-referenced' rather than 'norm-referenced'. As stated in the document 'Diploma Programme assessment Principles and practice' (2004, 2010) found here:
http://www.ibo.org/contentassets/1cdf850e366447e99b5a862aab622883/dpassessmentprinciplespractice2004en.pdf

"The principal distinguishing features of criterion-referenced tests are that:

1. criterion-referenced test items are selected to represent discrete units of student learning, and
2. the outcome of the test depends on whether the student has reached a theoretically pre-determined cut-off score rather than how the student's score compares to a predetermined distribution of performance." [2]

The criteria for achievement are explained to students in each course as part of their individual 'Subject Guides' and are the focus of class and homework activities. It is expected that individual teachers are totally familiar with the assessment criteria within their respective subject guides.

The summary of the grade descriptors for all the IBDP groups can be found within the document 'Grade descriptors for use from September 2014/January 2015' located at:

http://www.ibo.org/contentassets/0b0b7a097ca2498ea50a9e41d9e1d1cf/dp-grade-descriptors-en.pdf

How IBDP Assessment is Graded

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

1 – *'Diploma Programme assessment Principles and Practice'.* P.3
2 - *'Diploma Programme assessment Principles and Practice'.* P.7

The Diploma Programme 'Core'

The Theory of Knowledge (TOK) and Extended Essay (EE) components are awarded individual grades (A to E) and, collectively, can contribute up to 3 additional points towards the overall Diploma score.

Creativity, Activity, Service (or CAS), which is the remaining element in the DP Core, does not contribute to the points total but authenticated participation in and full completion of the 7 'Learning Outcomes' is a prerequisite for the award of the Full IB Diploma.

An IBDP student's final Full Diploma result score is made up of the combined scores for each subject plus the total combined points scored for the Theory of Knowledge and Extended Essay components.

The Extended Essay/TOK Matrix

The matrix on the right, is used to calculate the potential 3 bonus points for completion of the TOK and EE components of the IB Diploma [3]:

The Full Diploma is awarded to students who gain at least 24 points up to a maximum of 45 points and who do not incur any 'Failing Conditions'. The summary of the IBDP 'Failing Conditions' can be seen below [4]:

ToK/EE	A	B	C	D	E
A	3	3	2	2	
B	3	2	2	1	Failing condition
C	2	2	1	0	
D	2	1	0	0	
E		Failing condition			

1. CAS requirements have not been met.

2. Candidate's total points are fewer than 24.

3. An N has been given for theory of knowledge, extended essay or for a contributing subject.

4. A grade E has been awarded for one or both of theory of knowledge and the extended essay.

5. There is a grade 1 awarded in a subject/level.

6. Grade 2 has been awarded three or more times (HL or SL).

7. Grade 3 or below has been awarded four or more times (HL or SL).

8. Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).

9. Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

[3] – *IB Diploma Programme Simplifying the diploma requirements and failing conditions.* p.6

[4] - *IB Diploma Programme Simplifying the diploma requirements and failing conditions.* p.4

Internal and External Assessment

There are two types of summative IB assessment tools which are used in the determination of final IB grades: **Internal and External Assessments**.

Internal Assessments (IAs)

Internal Assessments allow teachers to assess some of the students' work during the IB course. Examples include Historical Investigations, Laboratory Reports and Mathematical projects. The Internal Assessment grade counts as a percentage of the student's overall final IB score. The marks for the Internal Assessments are submitted to the International Baccalaureate Organization (IBO), along with a representative sample of the work marked by the teacher. This sample is then sent to an IB moderator who evaluates how the teacher has applied the IB grading rubric. The IBO may then adjust the marks of the assignment up or down.

Internal Assessments provide students with opportunities to show mastery of skills outside of final examinations. Students receive significant instruction and practice throughout their courses in order to effectively prepare for these challenging tasks.

In each IB subject, teachers are given a very specific list of criteria to assess and guidelines about how to mark each criterion. To determine a mark, the teacher chooses the level of achievement that 'best matches' the work being marked. The criteria for achievement are clearly communicated to students well in advance of the internal assessments. IB assessments are graded on a scale of 1 (low) to 7 (high).

All internal deadlines for Internal Assessments are clearly communicated to the students and are posted online.

External Assessment

IB External Assessments are completed whilst under supervision of the teachers, but are sent away to be marked by external IB examiners. Final examinations are the main means of External Assessment, but work such as the Extended Essay, TOK essays and Visual Arts exhibitions are also externally assessed.

In most subjects, students also complete in-school assessment tasks. These are either externally assessed or marked by teachers and then moderated by the IB.

The dates for IB examinations are set by the IBO and given to students well in advance of their exams. IB exams are conducted in strict accordance with IBO regulations. Mock exams at NAS Dubai are conducted in January of Yr.13. Mock exams are an important part of review and exam preparation process. IB final exams typically make up about 75% of the students' final course mark, but the exact number varies from course to course.

School-Based Assessment (SBAs)

IB Diploma teachers also use School-Based Assessment (SBAs) in addition to IB Internal and External Assessments. These school-based assessments are essential for student success and contribute to the students' school report marks. The school report grade each student earns in a particular IB class is not tied directly to the marks earned on formal IB assessments, but is reflective of all work completed in preparation for those assessments. Report marks during the course are based on unit tests using past IB exam questions, practice exams and in-class assignments

modelled on IB assessments. Teachers evaluate school-based assignments using IB rubrics and then convert the marks to 1-7 scores based on mark bands available in the subject reports provided by IBO.

'Working At' Grades

'Working At' grades show how a student is currently performing from the analysis of data taken from a particular reporting period. They are derived from a range of grades given for specific assignments, tests or tasks. It is important to note that 'Working At' Grades are not only calculated as a simple mean average of grades over a given reporting period. It is meant to represent an accurate assessment of student performance during the grading period against IB criteria. Certain assignments may require more advanced thinking skills. Weighting will then be different for different assignments. A simple test requiring predominantly factual recall will not be as significant as a comprehensive assessment requiring higher level evaluation, analysis or synthesis. It is the teachers' responsibility is to clearly inform students as to how their progress grades are derived. The validity of grades is essentially based upon reliable evidence that represents student achievement against the IB assessment criteria in individual subject areas.

Predicted Grades

Individual subject teachers give an educated judgement based upon student performance up to that point of how a student is likely to succeed in the final IB exam. They are viewed as a best reasonable case scenario of ability. They should be as accurate as possible and **not** aspirational. Over-prediction and under-prediction are not helpful in assessing progress within the IB Diploma.

Data Tracking and Capture

There are 6 data capture intervals throughout the academic year. These are used to track the students carefully and then provide feedback to all concerned parties.

An Internal Calendar of IBDP Deadlines is created and published to the whole-school community so that all stakeholders are involved in a transparent process to support the students through their learning journey.

Entry for IB Full Diploma or IB Diploma Course

Students are tracked regularly with systematic feedback throughout Yr.12/IB1. Timely and transparent feedback to students and parents is the key to ensuring the student is operating within the right context in Yr.12. After the End of Year Exams in Yr.12, a summative decision is taken on the student's standing at that point in time and an appropriate Action Plan is put in place for the summer months.

Throughout September and October of Yr.13/IB2, those students are closely monitored with tracking data, aptitude, attitude, behavior, punctuality all taken into consideration before a final decision on exam entry is taken in consultation with all parties before the first registration deadline in November of Yr.13/IB2.

Reporting IB Diploma Grades

A variety of methods are used to communicate student achievement throughout the academic year. Official school reports are sent home to parents - one interim and one full report per year. Curriculum outcomes and assessment practices are communicated through course outlines provided to students and Parent meetings/consultations are held at various points throughout to answer any questions parents may have. Curriculum evenings are also held to inform parents and guardians about course objectives and assessment practices.

Marks in IB courses are reported using the IB 1 - 7 scale as described below. The 1-7 marks are based on the IB standardized criteria on levels of achievement in each course.

IBDP Grading Scale

7	Excellent Performance
6	Very Good Performance
5	Good Performance
4	Satisfactory Performance
3	Mediocre Performance
2	Poor Performance
1	Very Poor performance

Predicted grades will often be required in Year 13/IB2 for University applications but will be confidential and not given publically to students and parents. Predicted grades for the IB will be submitted according to IB guidelines and will form the level of achievement on the last NAS Dubai report card to promote transparency and accountability on the school's behalf.

Grades for Higher Level and Standard Level Courses

The IBO awards the same number of points for Higher Level (HL) and Standard Level (SL) courses, reflecting the IB's belief in the importance of achievement across a broad range of academic disciplines.

HL and SL courses differ in scope but are assessed against the same grade descriptors, with HL candidates expected to demonstrate the various elements of the grade descriptors across a greater body of knowledge, understanding and skills. The grade descriptors can be found here:

file://naedbxndbfil01/Administration/Lee.Banfield/Desktop/IB%20NAS%202016/NAS%205%20Big%20Policies/Assessment/dp-grade-descriptors-en.pdf

Receiving a Bilingual Diploma

A student will receive the Bilingual Diploma if they:

1 - Complete two languages selected from group 1 with the award of a grade 3 or higher in both

2 - Complete of one of the subjects from group 3 or group 4 in a language that is not the same as the candidate's nominated group 1 language

3 - The candidate must attain a grade 3 or higher in both the group 1 language and the subject from group 3 or group 4

Final IB Diploma scores are based on the IB internal and external assessments, not on school-based assessments. Students are notified of their final IB marks in early July through access to a secure IB website. Requests may be made at the school in May for official IB results to be sent directly from the IBO to universities in July using the 'Request for Results Service'. Students may later contact the IBO directly to request that transcripts be sent to universities.

Responsibility and Accountability

It is the responsibility of the IBDP Coordinator to write and oversee the implementation of the IBDP Assessment Policy but it is the responsibility of the classroom teacher to ensure that accurate and valid data is being collected, analysed and reported upon throughout the two-year Diploma Programme.

Finally, the underpinning philosophy of the NAS Dubai IBDP Assessment Policy is to ensure that student learning and attainment is maximized in an appropriate and supportive environment. As stated by the IBO, "any successful assessment policy must be a living document that is used by teachers and administrators to improve practice."[5]

[5] - *Guidelines for developing a school assessment policy in the Diploma Programme*.2010. IBO.

Reporting - Secondary

Reporting to parents is very important as parents and students both play a crucial role in progress and together with teachers we should triangulate the work being done in order to ensure the best possible outcomes.

Parents are able to access this data through the Parent Portal at any given time throughout the year, there are six data entry points. This is in addition to parent consultation evenings, meet the tutor event, one full written report in the year and one interim report.

Recording- Primary

Following life after levels, twice a year staff will record the progress each student is making using the new progress indicator language. This is a snapshot which indicates the progress each student is making towards the skills and knowledge of each subject. They will be awarded Applying, Independent, Developing or Supported.

Summative and formative assessment will inform the three data entry points across the year. Students will be awarded an achievement grade from 1 to 4 (relating directly to the Nord Anglia SDIA criteria) and A to D for effort.

1- (A) Applying and enrichment
2- (I) Meeting age related standards

3- (D) Working towards
4- (S) Below expectations

A- Outstanding
B- Good

C- Satisfactory
D- Unsatisfactory

Formative assessment within the primary school:
- Observations of student's progress within lessons
- Photographs
- Reflection on SDIA sheets by the teacher and student
- Teacher's comments noted referring to the learning intention
- Moderation against National standard rubrics when necessary (appendix)

In addition to AfL (formative assessment) teachers use summative assessment. This is to evaluate students' learning at the end of an instructional unit or term, by comparing itself against a standard or benchmark. Examples of summative assessments are tests, presentations, projects, etc. Results from summative assessment are used to confirm information gained through summative assessment.

Reporting- Primary

Reporting to parents is very important as parents and students both play a crucial role in progress and together with teachers we should triangulate the work being done in order to ensure the best possible outcomes.

Parents will receive two full written reports (winter and summer) and an interim report supported by parent/teacher consultations.

Resources

The school has a full range of resources to support the assessment of each subject throughout all year groups. Resources are upgraded and replenished when the need arises. An annual stock-take and audit is undertaken by the subject coordinator in the spring term in preparation for the next academic year.

Sharing and Maintaining Awareness of this Policy

We will share and raise awareness of this policy via:

- the School Prospectus
- the Staff Handbook
- the Student Handbook
- our website and social media pages
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- written communications with home such as daily emails and newsletters, reports
- information displays around school

Relevant Professional Development

All school staff:

- have equal chances of training, career development and promotion
- receive training on this policy during the induction period
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the lead person, the Heads of School, the Principal or other stakeholders.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Principal for further discussion and endorsement. (See Policy Evaluation)

Linked Policies

▪ Curriculum	▪ Teaching and Learning
▪ Monitoring and Evaluation	▪ Self-Evaluation & School Improvement
▪ Special Educational Needs & Disabilities	▪ Gifted and Talented
▪ Marking and Feedback	▪ Disability Non Discrimination

Principal:		**Date:**

Policy Evaluation

Points to be considered	Yes	No	N/A	Evidence
• Policy annually reviewed				
• Policy in line with current legislation and/or KHDA requirements				
• Lead person in place				
• Lead person carries out role effectively				
• School personnel aware of this policy				
• School personnel comply with this policy				
• Students aware of this policy				
• Parents aware of this policy				
• Necessary resources in place				
• Policy referred to the School Handbook				
• Policy available from the school administration				
• Policy available from the school website				
• All stakeholders including students involved in further development of this policy				
• All associated training in place				
• All outlined procedures complied with				
• Links made between this and other policies in place				
• Associated policies in place and up to date				

Lead Reviewer:		Date:	

Principal:		Date:	

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Policy Approval

Policy Title:							Date written:		
Policy written by:						**New Policy (✓or x)**	☐	**Revised Policy (✓or x)**	☐
Stakeholders consulted in policy production: (✓or x)	**Principal**	**Senior Leadership Team**	**Teachers**	**TAs**	**Administrative Personnel**	**Parents**	**Students**	**Other relevant stakeholders**	
	☐	☐	☐	☐	☐	☐	☐	☐	
Date when approved by Principal:			**Date when presented to stakeholders:**			**Date implemented:**			
Published on: (✓or x)	**School Website**			**Staff Handbook**			**Student Handbook**		
	☐			☐			☐		

References

1 – 'Diploma Programme assessment Principles and Practice'. IBO. 2004

2 - 'Diploma Programme assessment Principles and Practice'. IBO. 2004

3 – 'IB Diploma Programme Simplifying the diploma requirements and failing conditions'. IBO. 2014.

4 – 'IB Diploma Programme Simplifying the diploma requirements and failing conditions'. IBO. 2014.

5 – 'Guidelines for developing a school assessment policy in the Diploma Programme.' IBO 2010.