

## Our Guiding Statements

### Our Vision:

Providing world-class education

### Our Mission:

To empower students with a holistic, rigorous and international education for success in an ever- changing world.

### Our Philosophy:

- To be recognized by the success of our students in achieving their personal goals
- To make student development the centre of all school decisions
- To aspire to the highest internationally recognized performance standards
- To build and celebrate a culture based on internationalism
- To enable the staff to become life-long learners through the development of their professional practice

### Core Values:

Achievement | Collaboration | Integrity | Innovation | Respect | Responsibility |

### Our Motto:

Towards Excellence

## The IB Principles of Assessment

The following five points summarize the underlying principles of IB assessment. IB assessments must:

1. be valid for the purposes for which they are intended. This means they must be balanced between the conflicting demands of construct relevance, reliability, fairness (that is, no bias), comparability with alternatives and manageability for candidates, schools and the IB
2. have a positive backwash effect, that is, their design must encourage good quality teaching and learning
3. be appropriate to the widest possible range of candidates, allowing them to demonstrate their personal level of achievement
4. be part of the context of a wider IB programme, not considered in isolation. Does it support concurrency of learning and the overall learner experience?
5. support the IB's wider mission and student competencies, especially inquirers, knowledgeable, thinkers, communicators and internationally minded.

## RWA's Philosophy of Assessment

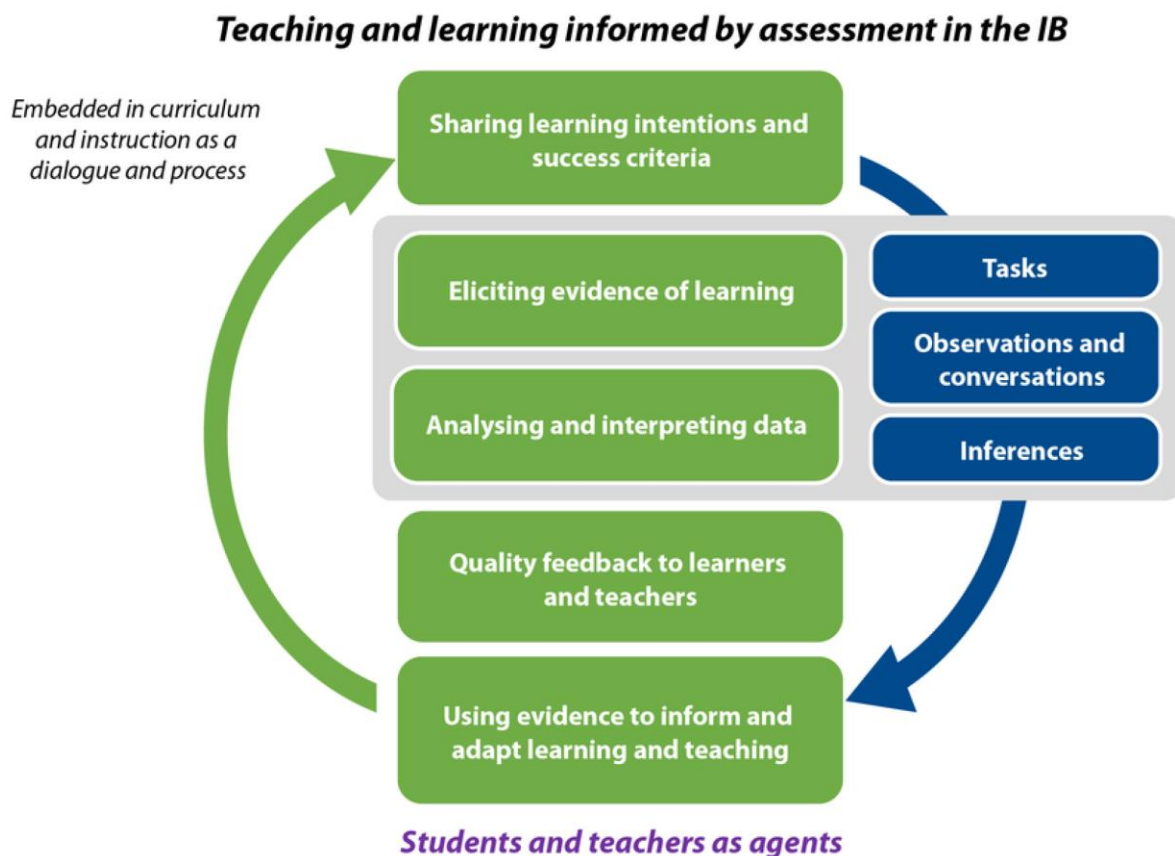
RWA has the following approach to assessment *of* and *for* learning. The purpose of assessments is to provide meaningful feedback to learners so that they can further their learning. The process of engaging in feedback and building their own path to develop learning strategies ensures that our students become life-long learners.

As a result, the assessments should have the following characteristics:

- The assessment expectations should be made clear to students.
- There should be sufficient formative assessments to lead to a meaningful summative assessment.
- The formative assessments should be planned continuously and play an integral role in learning.

- The assessments should reflect the IB standards and practices and should be made of the same rigour so that they are valid, reliable and comparable.
- The assessments should test a range of skills by using the command terms based on the Bloom's taxonomy allowing students to demonstrate 'higher order' cognitive skills.
- The assessments should be inclusive and take into account inclusive access arrangements to allow for different types of learners.
- The assessments should be designed to include international contexts to make it relevant to our learners coming from a multicultural context or be open-ended to allow learners to use their context.
- The main focus of assessments should be to provide feedback to help learners to improve.
- The feedback from assessments should be timely to allow progression in learning.
- There should be a range of formative assessments planned to engage all types of learners.
- The feedback on summative assessments should be communicated to parents four times a year.
- The data from formative and summative assessments should be analysed and used to inform teaching and learning.

The following model embodies all the points outlined above.



Source: Teaching and learning informed by assessment in the Diploma Programme, June 2021

### What is the IBDP/CP assessment policy?

The IBDP/CP assessment policy applies to students in the IB Diploma (DP), IB Courses and IB Career-related (CP) programmes offered at RWA. These programmes involve students enrolled in Grades 11 and 12 at RWA. The policy is derived from the RWA and the IB's assessment philosophy and principles. These are consistent with each other, as required by the IB.

### Difference between formative and summative assessment

The distinction between formative and summative assessments is in the purposes of assessment and “the kinds of inferences being drawn from assessment outcomes” (Black, Wiliam 2018: 553).

	Purpose	Inference
<b>Summative assessments</b>	<ul style="list-style-type: none"> <li>To demonstrate the competency or level of achievement of a student generally at the end of a course of study or a unit of learning</li> <li>To determine the readiness of the student to progress to the next stage of education</li> </ul>	<ul style="list-style-type: none"> <li>Focus on what the student can do at the end of a course of study or a unit of learning.</li> </ul>
<b>Formative assessments</b>	<ul style="list-style-type: none"> <li>Ongoing assessment during the course of study to provide evidence and feedback that could move learning forward</li> <li>The primary purpose is to promote student learning in a well-informed meaningful way</li> </ul>	<ul style="list-style-type: none"> <li>Relate to the kinds of actions that can be taken next which “would best help the student learn” (Black, Wiliam 2018: 553)</li> </ul>

Source: Teaching and learning informed by assessment in the Diploma Programme, June 2021

Student-centred formative assessment shapes the way teachers design and deliver assessment and it also changes the language teachers use. The learner now assumes a much more active role in the design and evaluation of assessment tasks, such as co-constructing success criteria, giving feedback and sometimes presenting counterpoints to the teachers’ evaluation of their work. The learners also take up an important role in evaluating the effectiveness of formative assessment strategies by providing feedback to their teachers. The ability of learners to share qualitative feedback and engage in deep conversations with their peers and teachers enables them to internalize and act on the feedback. Meaningful formative assessment uses the five key strategies shown in the table below.

	Where the learner is going	Where the learner is right now	How to get there
<b>Teacher</b>	Clarifying and understanding learning intentions and criteria for success	Eliciting evidence of student understanding through effective class conversations, observations and learning tasks	Providing feedback to both learners and teachers to move learning forward
<b>Peer</b>		Peer-assessment and feedback: Activating students as instructional resources for one another	
<b>Learner</b>		Student agency: Activating students as owners of their own learning	

Source: Teaching and learning informed by assessment in the Diploma Programme, June 2021

### Formative assessments

These should be regular and ongoing, to guide development through teacher, self and peer assessment, and will utilize many of the assessment tools listed. Formative assessment results should be used to alter the instructional methods to meet the students’ needs. It enables the teacher and each student to know where they are in their learning and what they need to do next to further improve.

Formative assessments at RWA encompasses a range of tasks:

- Diagnostic assessments (to check prior knowledge)
- Self-assessment
- Peer assessment
- Quizzes (Kahoot, Socrative etc)
- Projects (individual or group)
- Questioning during lessons
- Group discussions/debate
- Homework
- Worksheets
- PowerPoint presentations/Prezis
- Movies/Podcasts
- Practical or field work
- Teachers' observations
- Kognity/Inthinking tasks/quizzes

### Summative assessments

These are usually conducted at the end of a complete unit or term. It measures the standards achieved by students at certain milestones. It is used to place students in appropriate SL or HL groups. It is also used to collect information on the level of learning to inform parents about the standard attained at that moment in time in relation to minimum standards required in the DP/CP.

Teachers use summative assessments to inform them of the quality of learning of their students and whether their learners are achieving the targets set out by them. It also provides a means to compare student results from year to year within the school or to compare the school's results with those of other institutions worldwide. The purpose of this is to ensure that the systems in place are meeting the standards and practices set out for the programme.

Summative assessment at RWA encompasses the following forms:

- Reporting Point (RP) assessments or tests
- Mid-year examinations
- End-of-year examinations
- Internal assessment and coursework for external examinations
- Oral and listening tests

### Designing summative assessments

All summative assessments are designed in alignment with IBDP course objectives and subject specific assessment criteria. Awarding of grades should be based on empirical evidence and not subject to any form of bias. All records of grades and calculation of these grades must be kept on file with the teacher and HOD. Grades should be awarded using the weightage for different components and descriptors provided in each subject guide. The following are the characteristics of summative assessments:

1. Summative assessments should be designed based on the structure from past IB examinations.
2. The questions must be designed based on the course objectives and assessment criterion provided by each subject guide.
3. The assessments should have questions in increasing order of complexity based on the Blooms taxonomy using the command terms provided in the subject guides.
4. The assessments should have the same rigour as that of IB examinations and must be fair and inclusive to cater to different types of learners.

5. The assessments should contain real-life contexts and have open-ended questions to allow students to demonstrate their multicultural backgrounds.
6. The assessments should not include one whole past IB question paper as it fails to assess learning of 'higher order' cognitive skills and encourages mindless regurgitation of mark schemes.
7. The assessments should be based on cumulative content to develop learners who can manage assessments without stress.
8. A hard copy of the assessment should be printed to check for errors and legibility especially with graphs and diagrams. Once proof-read the assessments should be sent for photocopying.
9. The assessments should be packed in brown paper envelopes with a clearly affixed list of candidates in alphabetical order and submitted at least 2 days in advance to the Coordinator.
10. The assessments and the mark schemes should be made available on a shared drive in the department for quality assurance.

### Schedule of summative assessments

There are four reporting points a year and as such there should be at least four summative assessments to collect sufficient information to award grades to students. The following table outlines the details of the four reporting points for G11 and G12:

Assessment	Time of year	Assessment design	Duration
<b>G11 RP1</b>	September-October	Short in-class assessments with a standard timetable	One paper of 50-80 minutes
<b>G11 RP2</b>	November- December	Formal mid-year examinations with a standard timetable, no regular lessons	One paper of 1.5 to 2 hours
<b>G11 RP3</b>	March	Short in-class assessments with a standard timetable	One paper of 50-80 minutes
<b>G11 RP4</b>	June	Formal end-of-year examinations with a standard timetable, no regular lessons	Two papers of 1 to 1.5 hours
<b>G12 RP1</b>	September-October	Formal Mock examinations round 1, no regular lessons	Two papers of durations prescribed by IB
<b>G12 RP2</b>	November- December	Formal Mock examinations round 1, no regular lessons	Same number of papers and durations as prescribed by IB
<b>G12 RP3</b>	March	Short in-class intervention assessments as decided by subject teachers	Duration of 50-80 minutes
<b>G12 RP4</b>	May	Final IBDP/CP examinations as per the IB timetable	Same number of papers and durations as prescribed by IB

### Marking and moderation of examinations

After the summative assessments are conducted the teachers teaching across the same subject groups must mark a sample of three scripts one high achiever, one average achiever and one low achiever. Mark positively by giving students credit for what they have achieved and avoid penalizing them for what they have not achieved. Avoid using symbols or personal codes/notations without accompanying explanations. A clear tick should be placed on the student's script where a mark has been awarded corresponding to the marking point on the mark scheme. The sub totals for each question and the overall total must be entered on the cover page. After the scripts have been marked



individually with the mark schemes the teachers should undertake moderation by discussing their annotated scripts to have a common understanding of the mark scheme. Any additions or deletions to the mark scheme should be made at the moderation stage to ensure consistency in marking across all teachers and ensure fair marking of examination scripts. When a significant variance in marks (>10%) for a particular question, criterion or script is noted, a re-mark is required. This should involve the Head of Department or senior-most DP teacher of that subject. If necessary, a moderation factor may be applied across the cohort in that subject assessment/examination, and marks across the cohort adjusted accordingly. Marking of scripts should be accompanied by annotations by using inquiry questions to help students understand the gaps in their learning. Students should be provided with grade boundaries to help them understand the awarding of grades.

### Marking coursework using criteria and internal moderation for standardization

Internal assessment in the IBDP/CP is '*criterion related*'. Each student piece of work is marked against a set of criteria that are levelled into different bands. This is used to mark a broad range of Core coursework components such as the extended essay, TOK essay and internal assessment components in the six subject groups. The approach used in the application of criteria is the 'best fit' model as described in *Diploma Programme: From principles into practice (for use from August 2015)*. The assessment criteria must be shared with students and the expectations made clear before the assessment. The teacher chooses the assessment level that overall, best matches the piece of work being marked. It is not necessary for every detailed aspect of an assessment level to be satisfied for that level to be awarded. The total possible mark for a piece of work is arrived at by adding together the maximum achievement level for each criterion. Greater weight is given to criteria considered to be more important by giving them a greater number of achievement levels.

### Maintaining Assessment records

Record keeping is a strict requirement of teaching and learning at RWA. All teachers are expected to maintain clear and accurate record of marks using the data trackers. This is to ensure transparency in the process of awarding grades to students. This should be supplemented by maintaining clear assessment records on Managebac. Clear record of student performance also helps in predicting grades accurately for university. In addition, the following are the requirements from teachers regarding assessments:

- Student lesson attendance must be recorded for each lesson online on iSAMS.
- All marks awarded for assessed work are recorded on the data tracker and available on OneDrive and Managebac.
- Formative assessments must be recorded with the name of the task, date, marks available and mark awarded.
- Teacher unit plans on Managebac and Long-term plans on OneDrive must be available for every academic year as evidence of planning for teaching and learning.
- After a summative assessment a question-wise Deep Dive Analysis (DDA) should be made available on OneDrive.
- Data from assessments must be shared at department meetings and next steps planned by teachers to address gaps in teaching and learning. These next steps must be recorded on each DDA sheet.

### Providing quality feedback

Feedback and feedforward (Hattie, Timperley 2007; Nicol, Macfarlane-Dick 2006)

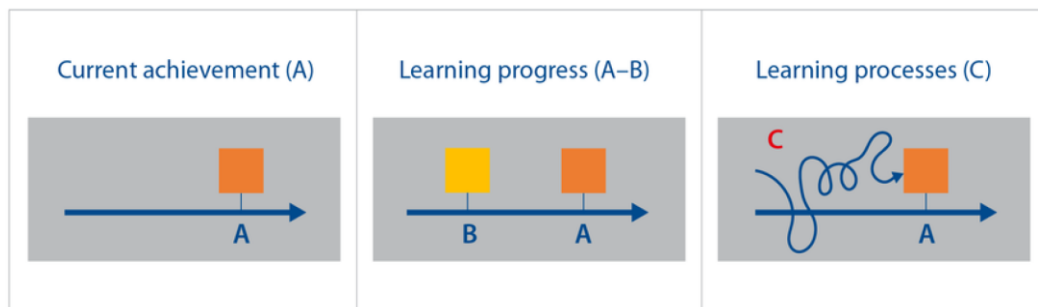
- Effective feedback and feedforward inform teachers and learners about current achievement or "where the learner is now", but also "where to go next" and "how to get there".

- Feedforward is timely and future oriented. By supporting learners to evaluate past performance, strengths and gaps in understanding, they can then think about what they need to do to improve future performance on upcoming related tasks.
- To promote student agency through feedback, it is important to move away from an information transmission model of feedback, where the teacher tells the student about the quality of their work (Sadler 2010).
- Using peer-evaluation and feedback, students gradually develop their evaluative judgment through giving and actively processing feedback. The assessment process itself becomes a learning experience — “assessment as learning”.
- Students recognize and understand the reasons for quality and develop their personal capability to make complex judgments about their work.

Source: Teaching and learning informed by assessment in the Diploma Programme, June 2021

Summative assessment is interested in finding out the level of achievement or competency of students; therefore, it focuses on what the students can do at the time of assessment. In formative assessment, the focus is on understanding what kinds of actions can be taken next to best help the students to learn. Teachers and learners are interested in formative feedback that not only provides information on current achievement but also reflects on the learning progress or processes of the students, such as the steps or strategies taken to approach a problem.

*What aspects of student learning do we want to provide feedback on?*



Students at RWA receive feedback on strengths and areas requiring improvement. They are encouraged to reflect and take action to achieve targets set using SIRA feedback sheets (Strengths, Improvements, Reflection and Action taken to address improvements). The feedback is focused on gaps in learning and the strategies to bridge those gaps. Students engage in meaningful dialogue with teachers to understand their learning journey. They work with teachers to develop SMART goals to improve their overall performance. The actions designed by students are measurable so that they can see the increments in their progress. Students in some cases reflect on their learning process and try alternative learning methods such as dual coding or mind mapping or fish bone methods to help understand and remember concepts. They use contexts and real-life examples with the help of teachers to make learning more concrete and relevant.

In addition, students are exposed to several opportunities of peer assessment. This allows a dialogue between peers that helps improve sharing of perspectives and develops better understanding of concepts. Furthermore, students are also provided opportunities for quiet reflection on their own learning journey in self-assessment tasks. Students used the rubrics/criterion for assessment to check their own learning. This helps them understand assessment criterion and they are able to devise strategies to move from one level to the next. Teachers discuss the self-assessment comments to determine what learning was achieved. For multiple choice quizzes, for example Kognity, students get instant feedback to consolidate learning. In group quizzes such as Kahoot or Socrative a healthy

competition is fostered between students making learning more engaging and fun. Peer feedback is particularly important after presentations where they critique the student's work by providing two positive attribute and one learning opportunity. This helps students receive feedback constructively.

### **Inclusive access arrangements for assessments**

The best way to ensure fairness with an assessment is for everyone to take the same assessment in the same way. Inclusive access arrangements are designed to meet candidates' individual needs, such as:

- learning disabilities
- language difficulties
- specific learning difficulties
- communication and speech difficulties
- autism spectrum disorders
- social, emotional and behaviour challenges
- multiple disabilities and/or physical, sensory, medical or mental health issues.

Any reasonable adjustments for a particular candidate pertaining to his or her unique needs will be considered. The inclusive access arrangements for students at RWA is based on the IB criteria and as stated in our inclusion policy and teachers' observations of the student in the classroom during class work and tests. For more details refer to the RWA Inclusion policy.

Adverse circumstances are those that are beyond the control of the student, and which might have a negative impact on their performance. When a student is ill or has a bereavement in the family, there is special consideration extended to the student. This could be allowing the student to take the assessments later or skip the assessments and give them an average of the previous reporting points or give them a best-fit grade based on their formative assessments. Each student will be considered on a case-by-case basis by the senior leadership team depending on the nature of the adverse circumstance.

For external examinations, students must provide a valid educational psychologist's report to apply for inclusive access arrangements. Some of the access arrangements require authorization by the IB. For others we only notify the IB of the school supported inclusive access arrangements.

For all in-school assessments/examinations students are provided with the one or all the below access arrangements:

1. 25% to 50% extra time
2. Use of a word processor
3. Use of a scribe/reader
4. Use of a separate room
5. Use of supervised breaks

### **External Assessments**

As of September 2015, all new students entering the IB Diploma and Courses programs in Grade 11 are required to take the CAT4 test administered at RWA. Mean Standard Age Scores (SAS) achieved by these students and the CAT4 report are provided to all Grade 11 teachers. Target grades for each student across all available subject areas included in the CAT4 (including target grades if the student is challenged) are also made available to teachers.

External assessments in the IBDP/CP include completing coursework and written examinations. All coursework components like extended essay, TOK essay, internal assessment in all six subject groups is submitted to the IB online. The EE and TOK essay are marked externally while all internal



assessments are moderated using dynamic sampling. The Final IBDP/CP examinations in Grade 12 are set by external examiners and papers delivered to RWA from the IB. These are kept secure following IB security requirements and scripts are despatched at the end of each examination session.

### Awarding grades to students in IBDP/CP

The outcomes of a candidate taking IB assessments are grades. These grades describe the standard of work which the candidate has shown in their answers.

### Grade descriptors

The 7-1 point scale is used by senior IB examiners when determining grade boundaries for examination papers and coursework components. This scale is also used by universities when determining entrance requirements for students who have challenged the IB Diploma, IB Courses and IB Career-related programmes. This 7-point scale is used to assess school examinations and external examination performance in the IB Diploma, IB Courses and IB Career-related programmes at RWA. This is by means of general descriptors explicitly stated on the report card published for each individual student. Parents received a formal report using these grade descriptors as do universities. The grade descriptors are also intended to help teachers explain the academic requirements of the IB Diploma Programme or IB Career-related Programme to students, undertake formative assessment, report progress and predict candidates' grades.

Grade	Descriptor
7	<b>Excellent performance</b> A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.
6	<b>Very good performance</b> A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.
5	<b>Good performance</b> A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
4	<b>Satisfactory performance</b> A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
3	<b>Mediocre performance</b> Limited achievement against most assessment objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support. <b>This is the minimum passing grade</b> required in order to meet promotion requirements.
2	<b>Poor performance</b> Very limited achievement against all assessment objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support.
1	<b>Very poor performance</b> Minimal achievement in terms of all assessment objectives.

Subject-specific descriptors for each grade point are listed in the document *Grade descriptors: Updated in 2021*, published by the IB. The IBDP/CP Coordinators ensure that a copy of this document is made available to all teachers in the programme. These descriptors are used by subject teachers to determine student attainment in examinations as well as work completed during the semester. Numerical assessments are used in the assessment of exams, RP tests, quizzes, etc. and are usually expressed as a percentage. Grade boundaries in RP tests and internal examinations are determined following the moderation of these assessments. They are determined using a normal distribution curve and are aligned with IB grade boundaries stated in the most recent DP examination subject report on the Programme Resource Centre (PRC) on myIB.

An average of past three years of the grade boundaries established collectively by DP subject teachers in each subject are to be used by all teachers of that subject in Grades 11 and 12. The grade boundaries do not change from one examination to the next and from one academic year to the next for the same cohort.

### Effort grades for reports

Effort grade symbol	Effort grade	Descriptor
VG	Very good	Consistently demonstrates diligence, care and participation in all aspects of the work
G	Good	Demonstrates diligence, care and participation most of the time.
S	Satisfactory	Just adequate. An increase in diligence, care and participation is both possible and necessary.
N	Needs improvement	Inadequate; a significant increase in diligence, care and participation is essential.

### Notes to accompany the effort grades

- The effort grade must be based on performance over the period covered by the report.
- Prolonged absence must not *of itself* lead to an 'N' effort grade.
- An 'N' effort grade should not be given for a semester report unless the Head of Grade/Academic Coordinator and parents have been previously alerted to the cause for concern. 'N' grades should not come as a surprise.
- Effort grades must be consistent with report comments. An 'N' for effort coupled with a comment such as "Student X has worked well throughout the year" is unacceptable.

### Attainment Grades

To remain in the IB Diploma Programme at the end of each semester in Grade 11, students are required to meet the following criteria:

- a minimum of 24 points, in total, in their mid-year and end-year examinations, **and**
- a minimum total of 12 points, in their HL subjects, in the mid-year and end-year examinations, and
- all IA, EA, TOK, EE and CAS requirements must be met
- RP grades are reported to students and parents four times in each academic year, including mid-year (RP2) and end-of-year (RP4) reports distributed to students and parents at the end of each semester.

## Promotion requirements

The IB requires DP students to meet **both** the following criteria in order to qualify for the Diploma:

- all DP students must attain a minimum total of 24 points in their final examinations, **and**
- all DP students must attain a minimum of 12 points in their HL subjects

RWA uses the same criteria as the IB to determine whether a student continues in the Diploma Program following each examination session in Grade 11. In addition, the IB's requirements for the Diploma state that a student with an attainment grade of 2 or lower in **three or more** subjects will not meet DP requirements. RWA, therefore, also incorporates the following requirements in our promotion criteria: to meet promotion requirements for Grade 12, a student must achieve a minimum passing grade of 3 in each subject. This is accepted by the Knowledge and Human Development Authority (KHDA), a branch of the Department of Education, Dubai, as the **minimum passing grade** in each subject. A student is allowed up to **two** re-take examinations only at the end of Grade 11.

## Predicting grades for university and for IBDP/CP

A predicted grade is a teacher's estimation of the grade a student is likely to achieve in a subject. At RWA we look at '*actual*' grades that students have obtained as opposed to '*potential*' grades to ensure all students have a transparent and consistent system of receiving predicted grades.

### For Universities

Students' achievement grades from G11 RP4, G12 RP1 and G12 RP2 are used. The highest of the three obtained grades forms the prediction for university. It is optimistic and allows all students to use their best performance.

### For IBDP/CP

Students' achievement grades from G11 RP4, G12 RP1 and G12 RP2 are used. The grade obtained by students at least twice is used as their predicted grades. If all three grades are different then a best-fit approach is used to arrive at the predicted grade using the grade descriptors for each subject published by the IB. In such cases the whole body of formative assessments, coursework components and evidence of learning in the classroom is used to determine the predicted grade.

## Reporting student achievement to parents in IBDP/CP

The annual reporting cycle is as follows:

### For Grade 11

- RP reports are issued to parents via the iSAMS parent portal, four times during the academic year.
- RP1 report is published in October before the first Parent-Teacher Conference (PTC). It has the target grades, achievement grades, effort grades and ATL skill descriptors.
- At-risk letter is sent out to parents after RP1 in November for students not meeting DP requirements.
- RP2 (mid-year) report is issued in January, following the mid-year examination period. This report contains descriptors for ATL skills, the effort grade and exam grade awarded to each student in each subject.
- An at-risk letter is issued in January after RP2 for students at risk of failing (getting a grade 2 or 1 in their examinations).

- RP3 report is published in April with ATL skill descriptors, effort and achievement grades following the RP3 assessments.
- An at-risk letter is published in April after RP3 for students not meeting DP requirements.
- RP4 (end-of-year) report: An end-of-year report is issued in June, following the model described for the mid-year report. It is a more detailed, written report, including specific targets, issued to students.
- A re-sit examination letter is sent out with the RP4 reports to students failing to meet the DP requirements.

### For Grade 12

- RP reports are issued to parents via the iSAMS parent portal, four times during the academic year.
- RP1 report is published in October before the first Parent-Teacher Conference (PTC). It has the target grades, achievement grades, effort grades and ATL skill descriptors.
- At-risk letter is sent out to parents after RP1 in November for students not meeting DP requirements.
- RP2 (mock examination) report is issued in January, following the mock examination. This report contains descriptors for ATL skills, the effort grade and exam grade awarded to each student in each subject. It is a detailed, written report with specific targets sent out to students.
- An at-risk letter is issued in January after RP2 for students at risk of failing the Diploma and inviting parents to meet and discuss intervention strategies
- RP3 report is published in April with ATL skill descriptors, effort and achievement grades following the RP3 assessments. These are usually based on completed coursework components added to the mock examination performance.
- RP4 (end-of-year) report: No formal report from school. However, students receive letters with their access codes for IBDP/CP results and other details for results services, legalization of results and EUR services.

### Process of publishing reports to parents

**Step 1:** Reporting point deadlines discussed by senior leadership team and communicated to all staff in induction week with regular reminders before each reporting point.



**Step 2:** Deputy head sends out an email and outlines process for completion of reports in the reporting cycle. Reporting deadlines shared with all staff.



**Step 3:** Subject teachers complete reports and share their reports with a peer to check for errors by proof reading. The reports are then checked by Heads of department. Missing details are reported to the Deputy Head for further action.



**Step 4:** Heads of department send out emails to staff with missing details of reports. Final check completed by Deputy Head and reports are published to parents.

### Parent-Teacher Conferences (PTCs)

Parents or guardians are invited into school twice a year - once in the first semester and once in the second semester - to discuss with teachers results, student progress, conduct and strategies for improvement where necessary. Given below are the roles of staff in organization of PTCs.

- Senior leadership team sets dates of PTCs in June of previous academic year.
- Deputy Head of Secondary School sends letters to parents communicating dates of PTCs and booking procedures on pickatime.com for parents and teachers.
- IBDP/CP Coordinator contact staff members to identify students whose parents will receive email letters, encouraging them to attend due to concerns about academic progress.
- Subject teachers have record of assessments and work available for parents to see at the conference. They also follow-up with phone calls to parents who are not able to book an appointment on the given days.

Student progress must be actively monitored during the year during between each RP. Any parent whose child in Grade 11 or 12 is flagged by a teacher as being at-risk must receive written communication about these concerns from that teacher, via email, and copy the DP Coordinator and Head of Grade on this mail. A follow up meeting may be set up between parents and the subject teacher, if needed. The DP Coordinator will monitor student progress through each RP cycle. Should a student be cause for concern in more than one subject area, the DP Coordinator will obtain feedback from all teachers of this student, collate this feedback in the form of a Progress Report, send this Report to parents and arrange for a meeting with them and subject teachers.

### Responsibilities of Teachers for assessments

- Design a range of formative and summative assessments that engage different types of learners.
- Design assessments using the assessment objectives and assessment criterion outlined in the subject guide provided by the IB.
- Check for regular updates on assessments on the programme resource centre on myIB.
- Post assessment dates on Managebac at least two weeks in advance with detailed revision lists to guide students.
- Ensure students have at least two formative assessment tasks before a summative task.
- Ensure that students receive timely meaningful feedback to address their gaps in learning using the SIRA feedback forms.
- Ensure regular communication with parents on student learning or concerns about barriers to learning.
- Ensure inclusive access arrangements are made available to students with learning difficulties as identified by the Inclusion department of RWA. For details refer to the Inclusion policy.
- Ensure assessment data is entered accurately and punctually on iSAMS for publishing to parents.
- Conduct deep dive analysis of assessment data to identify gaps and use it to enhance teaching and learning.
- Ensure student assessment tasks are available for parents to review during the parent-teacher conferences.
- Meet with parents to communicate behavioural or academic concerns that may impede learning in the classroom

### Responsibilities of Students for assessments

- Record the dates of formative assessments on their personal calendars as part of their self-management skills. Refer to Managebac regularly to check for updates on assessments.
- Ensure timely submission of classwork, homework and assignments.
- Engage in classroom opportunities to maximise learning and develop ATL skills.



- Prepare well for quizzes, tests and other forms of formative and summative assessments to further their own learning.
- Understand the criterion for assessment of coursework and internal assessment components.
- Be principled when completing the assessments by not engaging in academic misconduct. For details refer to the Academic integrity and honesty policy.
- Develop smart targets using the feedback on assessments to remove gaps in learning.

### Responsibilities of Parents for assessments

- Ensure that students use the Managebac calendar to organise and prioritise assessment tasks.
- Ensure meeting with teachers during PTCs and otherwise to support students with their learning.
- Ensure students complete their homework tasks with academic honesty. Encourage students to be principled learners.
- Ensure students understand the criterion for assessment and communicate with teachers for any clarifications regarding them.
- Help students to take charge of their own learning by supporting their strategies for improvement.
- Inform teachers of absences from assessments and provide a medical note where applicable.

### Responsibilities of Senior leadership for assessments

- Monitor the quality of teaching and learning in the classroom to ensure that it is conceptual and contextual.
- Monitor the quality of assessments across the programmes for consistency, fidelity and integrity.
- Maintain an open channel of communication with parents regarding assessments and its policy.
- Provide opportunities to staff for professional development on managing assessment.

### The Policy Review Process

Old Policy examined against current context by all school staff in a PD. Brainstorming and group discussions with staff led by programme coordinator in a level 1 review

Policy shared with stakeholders - students. Policy recommendations invited from student council in a level 2 review.

Policy shared with stakeholders - parent focus group. Policy recommendations invited from the PARWA (parent body) in a level 2 review.

Policy modified with recommendations from stakeholders and then discussed in middle leaders meeting in a level 3 review. Modified policy also discussed with senior leaders meeting in a level 4 review.

Final policy drafted with recommendations from all stakeholders and send to Board of Governors for signatures.

### References:

- IBO, 2019, Assessment principles and practices—Quality assessments in a digital age, Cardiff, United Kingdom: IBO.
- IBO, 2020. Diploma Programme Assessment procedures 2021. 1st ed. Cardiff, United Kingdom: IBO.
- IBO, 2015. Diploma Programme: From principles into practice. 1st ed. Cardiff, United Kingdom: IBO.
- IBO, 2021. Diploma Programme: Teaching and learning informed by assessment in the DP. 1<sup>st</sup> ed. Cardiff, United Kingdom: IBO.
- IBO, 2021. Grade descriptors
- IBO, 2010. 2. Guidelines for developing a school assessment policy in the Diploma Programme.

### Policy Review status

The assessment policy was last updated on 30 October 2020. The new review cycle commenced on 30 August 2021. The policy review is currently in stage 2 where students and parents' focus groups are providing their recommendations on the padlet.