BCA Assessment Policy

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- Approved by: Principal

Statement of Intent

BCA Mission

The British College of Andorra provides opportunities for all our students to achieve academic, artistic and sporting excellence, lasting physical, spiritual and mental health and to be inspired to accomplish personal and professional success.

BCA Values

We especially value the following in guiding the learning experience and promoting wellbeing at The British College of Andorra:

- *Communication Skills*
- *Inquisitiveness*
- *Appreciation of Diversity*
- *Ability to Solve Problems*
- *Sense of Responsibility*
- *Commitment to Sustainability*
- *Tenacity*
- *Courage*
- *Self-awareness*
- *Team-working skills*
- *Inventiveness*
- *Compassion*

  (Inspired by the BCA Values v.1 (2018-2021), results of the BCA Community Survey 2022, the IB Learner Profile, and the Round Square Discovery Framework)

Effective assessment is what underpins a solid education, and at BCA we recognise the importance of assessment and effective feedback as part of the teaching and learning cycle. As such, all teachers should be informed about, and consistent in, the way assessment is implemented in all sections of the school. As well as standardizing our fundamental assessment practices, this policy codifies and formally aligns them with the philosophy and requirements of the IB Diploma Programme.

It will mandate the summative assessment practices which all teachers should follow, as well as detail a range of feedback strategies and tools to inform students of where they are and where they need to go in their learning, including peer and self-assessment practices. It will also explain the systems that the school uses to record and report on student progress as well as those students will use to carry out their IB Extended Essays.

Feedback is recognised as one of the most powerful means to enhance student learning (Hattie & Timperley, 2007; Hattie & Gan, 2011), as it can help students to identify their progress in relation to the goal or standard to be attained (Sadler, 1989; Stobart, 2008).

Ultimately, at BCA, we want to develop "environments that bring out the best in people, take learning to the next level, allow for great discoveries, and propel both the individual and the group forward into a lifetime of learning. This is something all teachers want and students deserve." (Ritchhart, 2015:5-6). Assessment plays a crucial role in this process as it aims to provide students with essential feedback on their learning and thinking.

Aim of Policy

The aim of this policy is to communicate the purpose of assessment at BCA to all stakeholders in order to:

- ensure consistency across all year groups
- ensure that stakeholders are aware of the types of feedback that can be given.

The policy aligns assessment at BCA with:

- the guiding statements of the school;
- the philosophy and principles of the IB;
- research-informed best practice.

This policy addresses IB PSP (0301-05-0100), namely that the school implement and review an assessment policy that clearly describes the conditions for participation in the school's programme(s).

This policy consists of a main section, outlining general principles, and of several appendices that outline the assessment practices and requirements of each section.

Application of Policy

The primary audience for this policy will be teachers, who need to be familiar with its contents as they plan, implement and review the assessment of student work. This policy will also be available to students and their parents. The policy will be a reference point for resolving questions or conflicts related to assessment practices.

Assessment and feedback are part of a continuous cycle; therefore, it will be applied in all teaching and learning opportunities, including remote learning. It is an integral part of daily school life. The policy applies at all times and to all BCA students, teachers and others involved in teaching and learning. There are no known restrictions, exclusions or special conditions to this policy.

Process (IB PSP 0301-06-0200)

This Policy was first developed during the 2022/2023 school year, primarily written by the Principal and IBDP Coordinator, in collaboration with the Primary and Secondary Coordinators.

A feedback policy preceded this assessment policy. That policy, which is now incorporated into this one, was authored by Julia Costin, Paul Holmes and Ingrid Delfolie, born out of the following steps:

- Whole school Professional Development
- Review of current exemplar feedback policies from others schools
- Review of current research and educational theories. These included Education Endowment Foundation's (EEF) *Teacher Feedback To Improve Pupil Learning Guidance* Report; and The Independent Teacher Workload Review Group's *Eliminating unnecessary workload around marking* report.
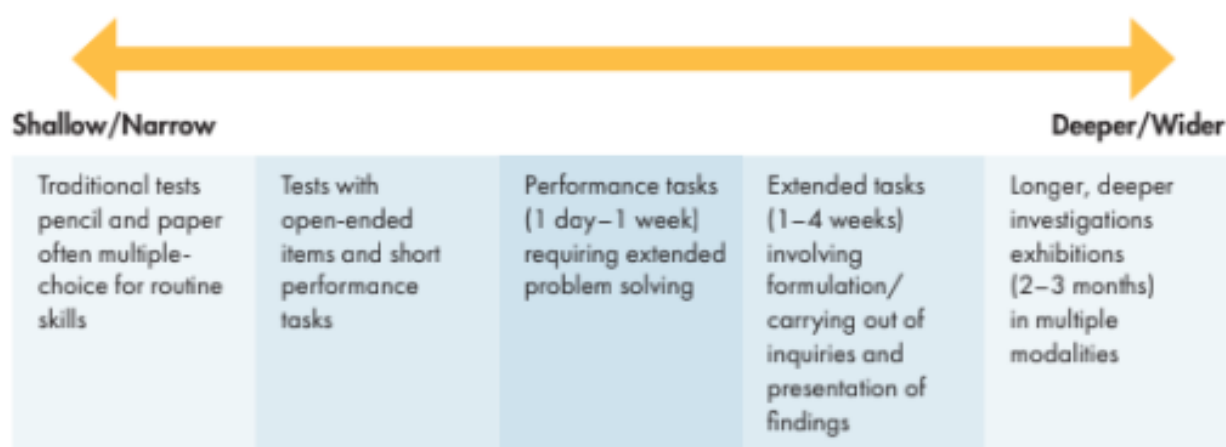
Definitions

The following terms, which appear in the policy or in the supporting appendices, are defined as follows:

Assessment Task

An assessment task is a cognitive challenge within the zone of proximal development. Such a task provides students opportunities to demonstrate learning and higher-order thinking objectives. The following diagram demonstrates a continuum of assessment methods:

Figure 3. A continuum of assessment methods, adapted from Darling-Hammond (2017), p 6

Shallow/Narrow				Deeper/Wider
Traditional tests pencil and paper often multiple-choice for routine skills	Tests with open-ended items and short performance tasks	Performance tasks (1 day–1 week) requiring extended problem solving	Extended tasks (1–4 weeks) involving formulation/carrying out of inquiries and presentation of findings	Longer, deeper investigations exhibitions (2–3 months) in multiple modalities

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Authentic Assessment

Authentic assessment refers to the evaluation of "intellectual accomplishments that are worthwhile, significant, and meaningful" Wehlage, Newmann, & Secada. W. G. (1996: 21-48). In this respect, authentic assessment is promoted by tasks, projects, structures and learning environments that mirror those seen in the real-life problems that subjects and curriculum areas

address, outside of the academic environment.

In the context of the BCA, authentic assessment provides a clear and visible route to align curriculum and pedagogy with mission and the vision for high quality learning.

Formative and Summative Assessment
Formative and summative assessment are two functions of assessment that work together.

Formative assessment intends to elicit information about the ongoing progress of a student's learning during an assessment cycle to inform further instruction. Formative assessment can be conceptualized as consisting of five key strategies (Black & Wiliam, 2009:5):

1. clarifying and sharing learning intentions and criteria for success

2. engineering effective classroom discussions and other learning tasks that elicit evidence of student understanding (through classroom questioning, for example)

3. providing feedback that moves learners forward (through comment-only marking, for example)

4. activating students as instructional resources for one another; and

5. activating students as the owners of their own learning (through peer- and self assessment as examples of activities to promote 4. and 5. for example)

Summative assessment takes place at the end of an assessment cycle and sums up the learning that has taken place. At BCA, summative assessment results are communicated to students and parents through semestral reports, and include termly assessments, and the IGCSE and IB external examinations.

John Hattie (2012:162) presents this distinction between formative and summative assessment:

> *The terms formative and summative may refer both to the time at which a task is administered and, more importantly, to the nature of the interpretations from the tasks. If the interpretations from the tasks are used to modify instruction while it is ongoing, it is formative; if the interpretations from the task are used to sum up the learning at the end of the teaching, it is summative.*

Internal Assessment (IA)
A piece of formally assessed work required by the IB, marked by the subject teacher and moderated by the IB.

Moderation
An external process whereby an exam board checks a school's marking and makes adjustments to all of the marks accordingly.

Report
A periodic formal summative statement of a student's performance and progress.

Standardization
An internal process whereby teachers within a subject or from related subjects check each

other's marking to ensure consistency.

Zone of Proximal Development (ZPD)
"[The zone of proximal development is] the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers ..." Vygotsky (1978:86)

<u>Policy Statement</u>

1. The Purpose of Assessment

1.1 Assessment is a planned process that should provide students with the following opportunities:

> **1.1.1** demonstrate what they have understood or skills which they have learned

> **1.1.2** provide evidence of thinking

> **1.1.3** understand their own progress towards learning objectives

> **1.1.4** understand the progress made by the class as a community, and be motivated to plan the next step/s both in

>> **1.1.4.1** their learning (reflection and goal setting)

>> **1.1.4.2** their learning goals and criteria for success

> **1.1.5** self- and peer-reflect and share reflections with peers

> **1.1.6** provide critical feedback on both learning and teaching

> **1.1.7** self-assess and reflect on the learning process

> **1.1.8** build confidence and self-esteem and to be recognized and affirmed in the many identities that they bring

1.2 Effective assessment enables teachers to:

> **1.2.1** reflect, monitor, and modify curriculum, instruction and assessment practices

> **1.2.2** determine degrees of prior knowledge before connecting new learning

> **1.2.3** ascertain degrees of understanding at various stages of the learning process

> **1.2.4** identify and support learning differences and learning styles

> **1.2.5** informs decisions on the appropriate class placement (programme/course/level) for students

> **1.2.6** plan the next steps in the learning process

1.3 Effective assessment provides parents with:

> **1.3.1** opportunities to be involved in and better understand the learning process

> **1.3.2** accurate information on their child's/children's progress towards specific learning objectives

> **1.3.3** accurate information on their child's/children's strengths and development of learning

1.4 Effective summative assessment provides school leaders with:

> **1.4.1** assessment information necessary for effective curriculum evaluation and revision

> **1.4.2** information about student progress necessary for effective academic support

2. General Assessment Practices

At BCA, a backwards design approach is used when planning. Learning objectives, and the way of assessing these, are at the forefront of learning experiences.

These are the general practices applicable to the whole school and all curricular areas. Practices which need to be specified by school sections will align with these, and must be detailed in the curricular area assessment protocol (see Appendices, Section 1).

2.1 Level descriptors, levels, and marks/grades are decided by aligning evidence provided by students with published assessment criteria.

2.2 Students must be given at least two opportunities, each school year, to be assessed against published subject criteria.

2.3 Students must provide assessment when scheduled in order to receive timely feedback. If absent during an assessment, the student should complete it under the same conditions at the first opportunity.

2.4 If the student provides work late, the teacher will still provide feedback, but it is understood that teachers organize their work schedules in such a way that other work must take priority, and feedback may be delayed as a result.

2.5 Student work provided within reasonable time before reporting deadlines must be considered as long as it can be assessed against published assessment criteria.

2.6 Students are entitled to repeat summative assessments. Any *resit* should be more than just an opportunity to repeat the original assessment: it should be similar in scope and difficulty, but not identical. The outcome of the *resit* will count, in that it will supersede the original.

2.7 Report grades are exclusively based on summative assessment. Grades what they mean are

published to all students and parents at the beginning of the school year.

2.7.1 In the Early Years and Primary, grades are not used. The assessment framework is under review (school year 2022-23) and this policy will be updated accordingly in June 2023.
2.7.2 In Secondary, students will be given a 9-1 grade, in line with IGCSE assessment.
2.7.3 In the Diploma Programme, students will receive a level out of 7, in line with IB assessment

2.8 The written comments that provide feedback for individual pieces of work should provide constructive feedback in line with the feedback section (cf. 4. Feedback)

3. Monitoring Assessment Standards

3.1 Common Grade Level Assessments

3.1.1 A common assessment is one taken by more than one class or group of students. The purpose of a common assessment is to:

- Enable standardization across and between classes/groups;
- Develop consistency in the learning experience of students;
- Promote collaboration between teachers (where there is more than one teacher of that subject).

3.1.2 Curriculum planning is the responsibility of individual teachers. GIven the size of BCA, there are no 'departments' as such, and so every teacher is a de facto coordinator of their subject's curriculum. In the rare cases where there are two or more teachers delivering a subject, collaboration is encouraged when planning lessons and expected when planning assessments in order to ensure the common assessment rationale set out in 3.1.1. This collaboration is an essential part of the IB philosophy (PSP 0401-02-0200).

3.1.3 Initial unit design should include creation of assessments, thereby ensuring that the teachers who will be overseeing assessments have been involved in the assessment design/redrafting. It is this understanding of how students will be assessed that helps drive learning experiences within a unit.

3.1.4 All assessors (and students) should be familiar with mark schemes or rubrics. These should make specific reference to assessment criteria. Before teacher designed assessments and rubrics are given to students, they should have been shared with all colleagues involved in the teaching of the class and the administration and supervision of the assessment. This design component is a key early step within the unit design focus.

3.1.5 Collaborative planning and meeting time is crucial for successful development of common assessments (PSP 0401-01-0400).

3.1.6 The term 'common assessment' also applies to formal IB internal and external assessment, including essays, projects and orals, where the students' individual topics and titles will vary greatly, but are nonetheless assessed against common criteria.

3.2 Principles of Standardization

3.2.1 Standardization is a quality assurance process that ensures marks or grades are awarded, and/or feedback is provided, appropriately and consistently, and, where appropriate, to the standards defined by external examining bodies such as the IB. A student should receive the same grade or mark, and a similar style and quality of feedback, irrespective of who is marking the assessment, to increase the reliability of the assessment opportunity (PSP 0404-03-0121 & -0131)

3.2.2 In the context of BCA where there tends to be one teacher per subject, standardization should take place with at least one member of the teaching team within the same broader area of study (e.g. sciences, STEM, humanities, social sciences, languages etc.); this may depend on the teacher's previous experience or relevant skills. If no appropriate teacher is available, a request should be made to the relevant section coordinator for support with standardization. Where possible, informal standardization via cross-marking, during practice tasks which are not formally assessed (i.e. do not contribute to a student's report grade), is encouraged as a way of aligning teachers' marking.

3.2.3 Standardization should be distinguished from the process of 'moderation', which is conducted by external examining bodies such as the IB, involving a review of a sample of already standardized assessment work submitted by the school.

3.2.4 The process of standardization includes checking and reviewing in order to reach a consensus and is best done as a collaborative exercise. This process of standardization provides feedback to assessors as well as providing valuable professional learning, in addition to fairness for students (cf. BCA Academic Integrity Policy, section 1.2).

3.2.5 Student assessment samples and criteria should be submitted to section coordinators to inform consistency across years.

3.2.6 Standardization may follow various approaches, selecting from one or more of the following strategies. The decision on the standardization protocol to be used will be made by the teachers involved, in possible collaboration with the section coordinator. Collaborative planning and meeting time is crucial for successful implementation of most of these standardization strategies.

3.2.6.1 Peer Standardization with samples: Assessors meet early on in the marking process to compare an initial sampling of student work. This is usually with a variety of levels of responses. Discussions of student work against the criteria are the basis of these professional conversations. Once a shared understanding exists,

teachers should complete the remaining marking independently using discussion to inform judgements.

This is a very common approach though it needs to be scheduled to allow for individual teachers' commitment.

3.2.6.2 Blind remarking: Student work is remarked by a peer/expert, without knowing the initial judgement. Hence no marks or comments can be included on student work (which can be challenging). Where there is considerable discrepancy a discussion should take place to come to a consensus. An additional person may be brought in to make a final judgement if consensus cannot be reached.

3.2.6.3 Confirmatory review: This is when an additional person reviews marks or grades awarded against criteria and agrees. If there is discrepancy, then discussion leading to consensus takes place.

3.2.6.4 In-situ standardization: When assessments occur and are assessed at that time, such as orals, practicals, presentations or performances, then these can be recorded for standardization purposes. Alternatively, a second assessor can be present and consensus sought.

3.2.7 Where possible, a facilitator should direct the process. This is even more crucial when teams include three or more, acknowledging that this is less likely at BCA. The facilitator's role is to:

3.2.7.1 reference back to the criteria within discussions

3.2.7.2 ensure all participants contribute to discussion

3.2.7.3 keep to the set time frame for the process

3.2.7.4 ensure perception of individual students does not influence evidence within student work samples

3.2.7.5 reinforce/restate consensus point upon conclusion

3.2.8 While principal responsibility for standardization lies with the teachers, the respective section coordinators will oversee and may guide standardization, stepping in to resolve any disputes if necessary. In some cases, they may facilitate the standardization process themselves, including making the choice of strategy.

3.2.9 Standardization must be completed before communication and feedback to students of assessment results.

3.2.10 Any section/program specific standardization requirements are included within the relevant appendix to this Policy.

4. Feedback

This section was authored by a committee comprising three members of the teaching and learning team, who researched and produced the following section on feedback at BCA. This was initially shared with staff at the beginning of academic year 2022/23 but is now incorporated into the Assessment Policy.

4.1 Research relating to feedback.

>**4.1.1** Key points from the *Eliminating unnecessary workload around marking* report summarizes:

>>**4.1.1.1** "Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress."

>>**4.1.1.2** "Marking - providing writing feedback on pupils' work - has become disproportionately valued by schools and has become unnecessarily burdensome for teachers"

>>**4.1.1.3** "The quantity of feedback should not be confused with the quality."

>>**4.1.1.4** "Marking is a vital element of teaching, but when it is ineffective it can be demoralizing and a waste of time for teachers and pupils alike."

>>**4.1.1.5** "There is no "one-size-fits-all' approach. A balance needs to be struck between a core and consistent approach and a trusting teacher to focus on what is best for the pupils and circumstances."

>>**4.1.1.6** Marking should be "meaningful, manageable and motivating."

>**4.1.2** Furthermore, the EEF's *Teacher Feedback To Improve Pupil Learning* recommendations are summarized:

>>**4.1.2.1** Lay the foundation for effective feedback. High quality initial instruction will reduce the work that feedback needs to do.

>>**4.1.2.2** Deliver appropriately timed feedback that focuses on moving learning forward. Teachers should judge whether more immediate or delayed feedback is required. Feedback should target specific learning gaps.

>>**4.1.2.3** Plan for how pupils will receive and use feedback. Teachers should

implement strategies that encourage learners to welcome feedback and monitor whether they are using it. Teachers should provide opportunities for pupils to use feedback.

4.1.2.4 Carefully consider how to use purposeful, and time-efficient, written feedback. The method of delivery (whether to use written or verbal feedback) is less likely to be less important than ensuring that the principles of effective feedback (recommendations 1-3) are followed.

4.1.2.5 Carefully consider how to use purposeful verbal feedback. Verbal feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback.

4.1.2.6 Design a school feedback policy that prioritizes and exemplifies the principles of effective feedback.

4.1.3 To complement the EEF's *Teacher Feedback…*, John Hattie said that "errors invite opportunity and they should not be seen as embarrassments, signs of failure or something to be avoided (...) they are signs of opportunities to learn.

4.1.4 *Educational Leadership* / April 2016 'Do they hear you?' John Hattie, Douglas Fisher, and Nancy Frey

4.1.4.1 It is recommended that in order for students to understand the feedback well it is important to "establish Clear Success Criteria."

4.1.4.2 "We cannot overstate the importance of setting clear expectations for learning. To make the most of feedback, teachers and students must understand what success looks like. When students are able to compare their performance with a clearly understood criterion for success, they are more likely to accept and value the feedback the teacher provides to help them reach that goal."

In Table 1, according to John Hattie (2012), types of feedback revolve from three questions and three levels.

Where am I going?	• the content • the knowledge • the information • the surface
How did I get here?	• The student is processing their thinking. • How do they go about making strategic decisions about where to go next? • How do they know the level of standard that is required? • Have they got alternative ways and alternative strategies of doing things?
Where am I going next?	• Self regulation area • This is the area where we want students to be involved and self teaching themselves as to how they go about error detection and strategic thinking.

Table 1

	Where the learner is going	Where the learner is right now	How to get there
Teacher	1. Clarifying, sharing and understanding learning intentions and success criteria.	2. Eliciting evidence of learning.	3. Providing feedback that moves forward.
Peer		4. Activating learners as instructional resources for one another.	
Learner		5. Activating learners as owners of their own learning.	

Fig. 1: The Five Key Strategies of Formative Assessment (Wiliam, 2018)

4.2 Feedback strategies used at BCA

Teachers and learners should evaluate tasks completed in lessons, and use this information to allow them to adjust teaching strategies or inform the next steps. Feedback is an important part of the learning process. At BCA we are following the recommendations of the Independent Teacher Workload Review Group who suggest that there is not a 'one size fits all' approach to giving feedback. As a result, teachers are encouraged to use any feedback strategies that they deem appropriate for maximizing student progress. Subsequently, there are no minimum requirements for when and how written marking/feedback will be given.

4.2.1 Feedback can be:

4.2.1.1 Immediate feedback - at the point of teaching - To know where the learner is going and where they are right now

4.2.1.2 Summary feedback - at the end of a lesson or a task - To know where the learner is right now and where to next

4.2.1.3 Review feedback - away from the point of teaching - To know where to next and how to get there.

Type	What it looks like	Strategies
Immediate	- Includes teacher gathering feedback from teaching, including mini whiteboards, book work, questioning - Takes place in lessons with individuals, small groups or the whole class - Often given verbally to pupils for immediate action - May involve the use of an additional adult to provide further support or challenge - May re-direct the focus of the teaching or the task - May include highlighting/annotations according to the marking code - Addresses immediate errors, misunderstanding or misconceptions	- Live marking (often using a marking code)* - Verbal feedback* - Questioning/dialogue between teachers and learners - Mini plenaries - Visualiser critique - Self/peer assessment breaks - Checklists - Conferencing
Summary	- Takes place at the end of an activity or lesson - Often involves whole groups or classes - May take the form of self or peer assessment against an agreed set of criteria - In some cases, may guide a teacher's further use of review feedback, focussing on areas of need	- Whole class feedback - Checklists - Colour coded success criteria - Self assessment against a WAGOLL* - Answers/mark scheme to mark own work - Provide a list of typical errors - Conferencing - Quizzes - Detective activity*
Review	- Takes place away from the point of teaching - May involve written comments/annotations for pupils to read/respond to - Provides teachers with opportunities for assessment of understanding - Leads to adaptation of future lessons through planning, grouping or adaption of tasks - May lead to targets being set for pupils' future attention, or immediate action	- Conferencing - Quizzes

Table 2, adapted from Tidd (2016)

*See Appendix 6

5. Principles of Reporting

5.1 Reporting may be thought of as an infrequent, formal and official form of feedback. Though read by students, typically the primary audience will be parents. Reports may also be later read by those responsible for admission to schools and universities. They form part of a student's formal academic record, and data from them will be used in the student transcript (Years 10 & 11 (IGCSE) and Years 12 & 13 (IB)).

5.3 BCA publishes two reports per year, a mid-year report at the end of January and an end-of-year report at the end of June. Two parents' evenings also take place: a first in the autumn term and a second in the spring term.

5.4 Specific guidance on reporting procedures within each section of the school are given below in Section 1 of the Appendices.

References

In order to ensure alignment with BCA's sister school, The British College of Gavà, this policy borrows, liberally and with permission, from their assessment policy.

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Appendices

The following appendices form an integral part of the Assessment Policy. The purpose of each appendix is to further articulate (not repeat) and differentiate (not diverge from) the whole school Assessment Policy within a specific section, programme or curricular area context. The appendices and their protocols thus guide the practical implementation of the Policy.

Section 1: Section-Specific Appendices.

Appendix 1: Assessment in the Early Years

This appendix will be added in June 2023, following a review of existing practice during school year 2022-23, and staff professional learning and research.

Program/Subject Specific Guidelines

Assessment Methods

Feedback and Reporting

Appendix 2: Assessment in Primary

This appendix will be added in June 2023, following a review of existing practice during school year 2022-23, and staff professional learning and research.

Program/Subject Specific Guidelines

Assessment Methods

Feedback and Reporting

Appendix 3: Assessment in Secondary, KS3

This appendix will be added in June 2023, following a review of existing practice during school year 2022-23, and staff professional learning and research.

Program/Subject Specific Guidelines

Assessment Methods

Feedback and Reporting

Appendix 4: Assessment in Secondary: KS4-IGCSE

This appendix will be added in June 2023, following a review of existing practice during school year 2022-23, and staff professional learning and research.

Program/Subject Specific Guidelines

Assessment Methods

Feedback and Reporting

Appendix 5: Assessment in KS5: IB Diploma Programme (DP)

The information in this appendix builds on, and fully aligns with the core policy statement above.

More detailed guidance on DP assessment will be found in the respective subject guides, and this policy will not replicate this information. The text below does, however, align with those documents, and in case of doubt, the definitive guidance will be provided within the relevant IBO documentation.

Program/Subject Specific Guidelines

Assessment in the IB Diploma Programme (DP) plays a significant role in the realization of the school's guiding statements. All aspects of learning as embodied in the IB Learner Profile, goals and objectives will be evaluated and monitored to provide students and teachers with information on the progress being made towards attaining the goals of the DP. Assessment at BCA Diploma Programme will therefore:

- Provide timely, appropriate and quality feedback to improve student learning consistently and systematically throughout the two years of the IB Diploma Programme;
- Include a variety of formative feedback strategies to help the students to know where they are and where they need to go (cf. Section *4. Feedback* of main policy);

- support setting personal learning targets and help each student to reach their full academic potential;
- enable students, teachers, and parents to monitor and reflect on the learning and achievement of each student in terms of all-round personal development;
- facilitate the evaluation, adjustment, direction and redirection of curriculum planning and delivery.

This appendix represents a statement of intent and action, describing the principles and practices for achieving educational goals relating to all aspects of assessment in the DP at BCA. BCA recognizes that "the goal of an IB education is far more than a series of academic grades" (IBO, 2018).

1.1 Teachers look for evidence of what students know and understand through both formative and summative assessments. Assessment is:

- objective,
- criterion referenced
- against level descriptors.

Any mark scheme used should not be considered exhaustive. Teachers must reward alternative but equally valid answers that contain coherent ideas.

1.2 Individual DP subjects are assessed on a 1-7 scale. Letter grades A to E are awarded for Theory of Knowledge (TOK) and the Extended Essay (EE). The maximum points total is 42 plus 3 Diploma points for Theory of Knowledge and the Extended Essay, calculated using the table in *Fig. 1* below, totalling 45 points overall. There are nine conditions that a student must meet to prevent failing the programme:

1.2.1 CAS requirements have not been met

1.2.2 Candidate's total points are fewer than 24

1.2.3 An N (no grade awarded) has been given for theory of knowledge, extended essay or for a contributing subject

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

1.2.5 There is a grade 1 awarded in a subject/level

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

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

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

1.2. 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).

	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				

Fig. 2: Core Matrix (IBO, 2018)

1.3 The weightings for assessment components in each DP subject are based on those set out in DP subject guides. The Grade Boundaries for Higher Level and Standard level subjects are based on those published by the IB in each of the subject reports.

1.4 In the event of the implementation of a new DP subject cycle, accompanied by the release of a new DP subject guide, then subject teachers, in consultation with the DP Coordinator, will review historical data and any IB clarifications to determine grade boundaries for the assessment components of the new course until the first subject report with grade boundaries is published and made available.

1.5 Exemplar work will be available to current students for consideration and familiarization with the application of the assessment criteria as they relate to each particular DP subject.

1.6 When a teacher has serious concerns about the academic performance of a student then the tutor should be notified in the first instance. The DP teacher should also inform the DP Coordinator. Students of concern will then be monitored.

1.7 If it has been established that a DP student is guilty of malpractice, the DP teacher must not award a level of achievement and should adhere to the school's Academic Integrity Policy (cf. *BCA Academic Integrity Policy*, Section 2.2 and Appendix A). The DP Coordinator will be informed and take action accordingly.

1.8 At BCA there is annual and comprehensive analysis of the assessment data released by the IB to inform teaching and learning across the DP in the secondary school. This takes place at the beginning of each academic school year. All DP Core and subject teachers complete an analysis of the final results of their subject from the previous year with the assistance of the DP Coordinator. This analysis may include: past results, averages, predictions, and these will be compared with world averages, current predictions and relative performance in each subject assessment component. This process is conducted by the DP Coordinator with oversight and input from the Principal.

1.9 In the event that a DP student misses a scheduled summative assessment task for DP Core (TOK, EE & CAS) or DP academic subjects published on the school's assessment calendar as a result of an unexcused absence, that student should provide a certificate (e.g., medical, dental etc) and seek to arrange a mutually agreed upon alternate summative assessment date and time. This will be coordinated by the relevant DP subject teacher and supported by the DP Coordinator as required.

2. Assessment Methods

2.1 The IBDP assessment has two parts: formal IB assessment and school-based assignments, tests and internal examinations which are designed to assist students prepare for final IB assessment requirements.

2.2 IB assessment consists of formal examinations and internal assessment during the two year course period. This is externally graded and moderated by the IB, contributing to an individual student's final DP qualification. The IB publication, *Assessment principles and practices—Quality assessments in a digital age* (2018), clearly stipulates the principles and practices by which the assessment is to be carried out. Specific subject guidelines are included in the *Diploma Programme Assessment Procedures* (2022) and in individual subject guides. It is expected that teachers will be familiar with all information relating to formal assessment in their subject areas.

2.3 School based assignments, tests and internal examinations use a combination of ATTs (PSP 0403), ATLs (0402-01-0100) and additional strategies to consolidate student learning in preparation for final DP grading. They will also strengthen the learner profile attributes (PSP 0402-02-0200), foster international-mindedness (0402-02-0300) and make connections with CAS and theory of knowledge (0401-02-0131) as detailed in the respective subject course outlines.

2.4 Assessment tasks in the DP are criterion-related and must be scaffolded by teachers, or utilize examination (end-of-course external papers) criteria, so that at the end of the first year of the programme, DP1 students have had access to the full range of assessment grades commensurate with the course components covered and as specified in each subject guide.

2.5 For the DP, assessed work may vary in its purpose, and teachers are expected to use the full range of formative and summative assessment activities. Teachers must inform students in advance which criteria will be used to evaluate their work, both for internal assessment (IA) and external examinations. Teachers must explain what is required for students to fulfil the criteria for any particular piece of assessed work.

2.6 Assessment of Internal Assessment (IA) work requirements must follow the stipulated requirements set out in each DP subject guide. Feedback must adhere to the stipulated requirements of these subject guides.

2.7 Teachers must keep a clear and accurate record of all assessment activities using the Toddle/BCA grade book. Assessment activities must be evidenced, entered and uploaded through the Toddle units and calendar. The BCA DP assessment calendar must be adhered to and once

published any changes in the course of an academic year must be authorized by the DP Coordinator. Summative tasks will be posted to the Toddle calendar by a set date at the start of each academic semester. Teachers will be informed in advance of this set date to allow adequate planning and time to input summative assessment dates on the school's internal assessment calendar and on Toddle

2.8 In summative assessment pieces, the assessment process must be informed by the use of subject-specific assessment criteria, and these criteria should be understood by the students. When marking such assessment according to the IB rubrics, a 'best-fit' model is used. Two determining factors exist when applying this model:

a. to what extent a student has met a descriptor;
b. how many descriptors have been met within a level band.

Here are some examples. These examples are merely illustrative, and the teacher may use their judgement to reach a slightly different outcome.

Case 1: the student's work meets most of the descriptors within a level band to a high level, but one descriptor is not met at all. **Result:** the teacher may reduce the mark to the next level band down but with a high mark.

Case 2: the student's work seems to fall between two level bands, only partially fulfilling the requirements of the descriptors in a higher level band. **Result:** teachers should re-read all of the level descriptors in question and choose the level descriptor which is a 'best fit' description of the candidate's work. This might be a lower mark of the higher level band or a higher mark of the lower band. Such a piece of work might be selected and considered for an internal school standardization process (cf. 3.2 Principles of Standardization).

Internal assessment criteria (SL and HL)

Criterion A: Identification and evaluation of sources (6 marks) — Criterion

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	The question for investigation has been stated. The student has identified and selected appropriate sources, but there is little or no explanation of the relevance of the sources to the investigation. The response describes, but does not analyse or evaluate, two of the sources.
3–4	An appropriate question for investigation has been stated. The student has identified and selected appropriate sources, and there is some explanation of the relevance of the sources to the investigation. There is some analysis and evaluation of two sources, but reference to their value and limitations is limited.
5–6	An appropriate question for investigation has been clearly stated. The student has identified and selected appropriate and relevant sources, and there is a clear explanation of the relevance of the sources to the investigation. There is a detailed analysis and evaluation of two sources with explicit discussion of the value and limitations of two of the sources for the investigation, with reference to the origins, purpose and content of the two sources.

Level Band — Marks — Descriptor

Fig. 3: Sample from Subject-Specific Assessment Criteria (History)

2.9 A process of standardization must be followed and adhered to for DP subjects. The standardization process is set out in detail in section *3.2 Principles of Standardization* in the main policy.

2.10 Academic Integrity: in the event that a teacher suspects malpractice, they will refer to the school's Academic Integrity Policy for guidance. Teachers must ensure that all submissions of summative tasks and IAs go through Turnitin: they should set up the work via Turnitin, and the students can submit their work directly to the platform. The DP Coordinator and experienced staff can assist in setting up this process if necessary.

2.11 BCA School Examinations

Guidelines for the administration and conduct of both school-based (i.e. mock) examinations, as well as formal IB external examinations, are provided separately, and at the appropriate time of year.

3. Feedback and reporting

3.1 Written feedback must be provided for all summative assessments (IAs and EAs which take the form of coursework). The feedback must refer to the assessment criteria published in IBDP subject guides and contain individualized comments for each student. Where coursework is completed in school which is then externally marked (i.e. the Higher Level Essay for Language A courses), an indicative grade should also be provided, whilst making it clear that this is not the final grade. Assessment data ('grades') and written feedback should be recorded once standardization has been completed.

3.2 Assessment data and feedback should be recorded in Toddle. At their discretion, teachers may delay the publication of grades to parents to a day later than the publication of grades to students.

3.3 In the case of IA tasks, students are permitted to only receive one round of written feedback on a draft piece of work. For additional clarifications, teachers must consult their subject-specific guides and the DP Coordinator in the first instance.

3.4 All internal deadlines, set out each year by the IB Deadline Calendar, must be adhered to, and once a final version of an IA has been submitted, it may not be revisited.

3.5 Through authentic and reliable feedback, based on grades that accurately reflect a student's performance, as measured against DP objectives and subject-specific criteria, students are informed about their performance and are given suggestions as to what they need to do to progress. Emphasis is placed on students learning how to learn, with the aim to help them be better judges of their own performance, so they can develop strategies to improve (IBO, 2010, p.3).

3.6 A formal report is published, via iSAMs, to students and parents at the end of Semester 1 (end of January) and at the end of Semester 2 (end of June). Reports state:

a. a DP student's level of attainment (1-7) for each of the DP academic subjects
b. a DP Core grade (A-E) for Theory of Knowledge and Extended Essay (if applicable)
c. an indicative grade from A-E for their effort and progress in Creativity, Activity, Service.

References

IBO. (2010). *Guidelines for developing a school assessment policy in the Diploma Programme.* https://resources.ibo.org/data/d_0_dpyyy_ass_1101_1_e.pdf (Accessed 5 November 2022).

IBO. (2018). *Assessment principles and practices—Quality assessments in a digital age.* https://www.ibo.org/contentassets/1cdf850e366447e99b5a862aab622883/assessment-principles-and-practices-2018-en.pdf (Accessed 5 November 2022).

IBO. (2022). *Diploma Programme Assessment procedures.* https://resources.ibo.org/data/dp-assessment-procedures-2022_77ca7e4e-5f0c-4c63-9ffa-e8edac3e6bfb/dp-assessment-procedures-2022-en_1bfc0c6c-a095-489f-96a9-94770779b4a8.pdf (Accessed 5 November 2022).

Section 2: Feedback Appendices

Appendix 6: Word cloud

The purpose of a word cloud is to highlight the most frequently used word in a text. As it can be seen, the key words at the heart of the BCA feedback policy are *feedback* and at the same level *teachers (teacher, teaching) and* **pupils (pupil, student, students, children)**. It shows that BCA understands the importance of feedback as the major role of both **pupils** and **teachers**. Teachers have an important role to help the students to complete *success criteria*. Teachers reflect on those questions: Does the student's answer meet the success criteria? What did he or she do well? Where did he or she go wrong? What other information is needed to meet the criteria? Feedback is a starting point of a critical, meaningful and robust conversation with *strategies.* It is intended to trigger thinking and reflection.

In order to be effective, it must be on-going (*daily school life*) and frequent.

Appendix 7: Feedback Strategies

<u>Verbal feedback</u>

Ask students questions such as:

- What happened when you . . . ?
- What further doubts do you have regarding this task?
- How have your ideas changed?

<u>Live marking</u> (often using a marking code)

Where written marking is used, please follow the marking code outlined below. Marking should evolve with time - less guidance can be given later in the year to encourage children to find their own learning opportunities. For example, early on in a child's development you may use CL at the exact point of the omission to show a capital letter hasn't been used. Later on, you might just use a circle so the child has to decide whether to use a capital letter or a full stop, or you may just indicate that there is a capital letter or a full stop omission within a sentence, paragraph or a whole text using a dot/circle. The same can be done with any of the marking code.

✔	correct
●	incorrect
CL or ◯	capital letter
FS or ◯	full stop
I	independent work
T	teacher/adult supported work
∿	grammatical error or doesn't make sense
◯	can be used instead of CL or FS

Table 2: marking symbols

Mini plenaries

What makes a great plenary? According to the NQT Network, it:

- Happens at the most useful time in the lesson (can be made up of mini plenaries, and is not always the end of a lesson!)
- Assesses the whole group and individuals
- Is accessible for everyone in your class, including SEND students
- Lets students reflect on what they've learned and how
- Prepares your class for the next phase of learning

Mini plenaries do not need to be planned. If a common error or misconception is identified, a mini plenary might be useful to address the misconception to enable others to either review what they have already completed and make changes, or to help others to avoid the same misconception.

Source: Twinkl, 14 plenary ideas for primary school teachers.

Self/peer assessment/checklist

This is a checklist that can be used for the pupil, peer and teacher to use as a success criteria. This can be co-constructed so that pupils have ownership over their own success. When a pupil has completed part of a task or included a feature they can tick off from the checklist. This can then be cross referenced by a peer or a teacher as is seen fit.

Newspaper Writing Checklist

Does your writing include all of the following things?

Make sure it does by ticking the boxes when you've used them!

	Me	T
Headline		
Byline		
Lead paragraph (Ws)		
Further paragraphs		
Quotes		
Sentences make sense		
Accurate spellings		
Formal language		
Third person		
Written in past tense		
Accurate punctuation . , ? ! "" ' : ;		

Self- assessment against a WAGOLL

The acronym **WAGOLL'** means '**What a Good One Looks Like**.' These are '**good**' and detailed model texts or examples of effective writing teachers may use to help their students create an exemplary piece of writing. They are an excellent tool for developing literacy texts and help pupils

understand how to move their learning forward. Primarily used as a writing tool, they help children develop a dee[er understanding of different types of non-fiction writing including explanation texts and non-chronological reports. Developing effective writing skills requires children to understand what exemplary looks like. Incorporating these examples into lesson activities gives children opportunities to unpick the skills and knowledge they need to master writing.

WAGOLL is used to establish a certain **standard** that students must be aiming to achieve for meeting the lesson goals. They can be seen as a central pillar in literacy teaching providing ample opportunities to dig deeper into the lesson objectives and time for comprehension questions.

Source: https://www.structural-learning.com/post/wagoll-a-teachers-guide

Conferencing

Conferencing allows you to work through a piece of work with a pupil. They are usually completed 1:1 or in small groups. The teacher should prepare for the conference by reviewing the completed work in advance in order to pick out some key learning points to discuss. Questioning can then be used to check a pupils reasoning, guide discussion and check misconceptions. Pupils should be suggesting their own revisions to work or scaffolding used to enable pupils to succeed.

Whole class feedback

Whole class feedback is about sharing commonalities between a class's work. Instead of reading and marking each book individually, a note is made about any common learning points. Whole class feedback can highlight areas of success, areas for improvement and any misconceptions. Whole class feedback is useful for all pupils as it helps those who may have found a task difficult and provides consolidation to those who may have been successful.

https://readingallthebooks.com/2016/03/19/giving-feedback-the-michaela-way/

https://www.teachwire.net/news/whole-class-feedback-a-short-guide-to-making-it-work-for-you/

Quizzes

The use of low stakes testing can be a useful tool in checking pupil's knowledge and understanding. They can be used during or at the end of an activity, unit of work, or as a revision tool. This can be done using online apps such as Kahoot!, Plickers, Quizlet and Quizziz. Offline quizzes could also be used.

Mark schemes

Pupils can use mark schemes to check their own answers. Pupils should be trained how to use these so that they can use the mark scheme to correct their initial answer and not just replace it with the correct answer from the mark scheme.

Detective activity

With a detective activity, work is 'marked' but only in a general sense. Pupils will be shown that there is an error on the line, paragraph or page that they are working on. They then have to carefully work through to detect the error and fix it.

- Students match work to anonymised feedback
- Dot marking (green)
- Total mark but no other marking (or per page), students work together to figure out best answers
- Marks only in margin
- Make feedback on a Student's work in pairs to define errors and then tally up each type.

References

Main, Paul. *WAGOLL: A Teacher's Guide: How can classrooms enhance their writing curriculum using WAGOLL?* Structural Learning.
https://www.structural-learning.com/post/wagoll-a-teachers-guide (Accessed 4 November 2022).

Twinkl UK. (2020). '14 Plenary Ideas to Make Your Lesson Outstanding'.
https://www.twinkl.es/blog/plenary-ideas (Accessed 4 November 2022).