

THE FALCON SCHOOL



Assessment Policy

Middle Years Programme & Diploma Programme

Academic Year 2026–2027

This Assessment Policy will be reviewed periodically to ensure its relevance and effectiveness. Any necessary revisions will be made in consultation with relevant stakeholders.

<i>Created by</i>	<i>TB</i>	<i>21/01/2024</i>
<i>Reviewed by</i>	<i>TB</i>	<i>05/02/2024</i>
<i>Reviewed by</i>	<i>TB, II, ME</i>	<i>26/08/2024</i>
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<i>Reviewed by</i>	<i>TB</i>	<i>01/12/2024</i>
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<i>Reviewed by</i>	<i>GG, TB</i>	<i>25/09/2026</i>
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Introduction

The MYP Definition of Assessment states that:

Assessment is integral to all teaching and learning. MYP assessment requires teachers to assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme. To provide students with opportunities to achieve at the highest level, MYP teachers develop rigorous tasks that embrace a variety of assessment strategies.

In the MYP, teachers make decisions about student achievement using their professional judgment, guided by mandated criteria that are public, known in advance and precise, ensuring that assessment is transparent. Across a variety of assessment tasks (authentic performances of understanding), teachers use descriptors to identify students' achievement levels against established assessment criteria.

MYP internal (school-based) assessment uses a “best-fit” approach in which teachers work together to establish common standards against which they evaluate each student's achievement holistically. This “criterion-related” approach represents a philosophy of assessment that is neither “norm-referenced” (where students must be compared to each other and to an expected distribution of achievement) nor “criterion-referenced” (where students must master all strands of specific criteria at lower achievement levels before they can be considered to have achieved the next level).

Assessment in the MYP aims to:

- support and encourage student learning by providing feedback on the learning process
- inform, enhance and improve the teaching process
- provide opportunities for students to exhibit transference of skills across disciplines
- promote positive student attitudes towards learning
- promote a deep understanding of subject content by supporting students in their inquiries set in real-world contexts
- promote the development of critical- and creative-thinking skills
- reflect the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts
- support the holistic nature of the programme by including in its model principles that take account of the development of the whole student.

Assessment in the IB Diploma Programme at the Falcon School is **criterion-referenced** rather than norm-referenced. Student performance is evaluated against pre-determined IB criteria, mark schemes, and grade descriptors (on a scale of 1 to 7) rather than ranked against peer distributions.

Assessment is divided into ongoing **formative assessment** (designed to offer diagnostic feedback and foster skill development) and **summative assessment** (evaluating final achievement against published IB standards).

Theory of Knowledge (TOK): TOK is assessed through an internally marked/externally moderated Exhibition in DP Year 1 and a 1,600-word externally assessed Essay in DP Year 2.

Extended Essay (EE): The EE is a 4,000-word independent research paper assessed externally by IB examiners against published criteria A–E.

Creativity, Activity, Service (CAS): CAS is not awarded numerical points; however, successful completion of the CAS portfolio and achievement of all seven learning outcomes is a mandatory requirement for the award of the IB Diploma.

Alignment of the Falcon School and IB Missions

The Falcon School and the International Baccalaureate aim to develop inquiring, knowledgeable, and principled young people who help to create a better and more peaceful world through intercultural understanding and respect.

IB Learner Profile

The IB learner profile is a set of attributes that the IB aspires to develop in students. These attributes are to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective.

Policy Statement

The Falcon School firmly believes in the promotion of the IB learner profile attributes. As such, the following Assessment Policy has been established to guide and support students, teachers, and others in how assessment is used as a tool to collect, interpret and analyse information about achievements and performance to improve teaching and enhance learning. Assessment is seen as an integral part of teaching and learning; it recognizes achievement and effort, shows progression, and provides sufficient evidence that can be monitored.

Whole-School Assessment Principles

Assessment at The Falcon School is an integral part of learning and teaching. It is designed to be valid, fair, inclusive, transparent and appropriate to the learning outcomes being assessed. Assessment information is used to report achievement, identify strengths and next steps, adapt teaching, support student agency and reflection, and improve the effectiveness of the curriculum.

- Assessment is criterion-related: achievement is judged against published or clearly communicated criteria and standards, not against the performance of other students.
- Students are informed in advance of the purpose of significant assessment tasks, the criteria or mark schemes that will be used, and relevant deadlines.
- A balanced range of formative and summative evidence is used. No single task should, by itself, determine a school-reported level or grade where a wider body of valid evidence is available.

- Feedback is timely, specific and actionable. Students are expected to use feedback, reflection and self-assessment to improve subsequent learning.
- Assessment tasks should allow students to demonstrate knowledge, conceptual understanding, skills and transfer in familiar and unfamiliar contexts, as appropriate to the programme and subject.
- Assessment is inclusive. Access arrangements remove or reduce barriers without changing the construct being assessed or giving an unfair advantage.
- Assessment practices uphold academic integrity. Work submitted for assessment must be authentic, and sources and permitted assistance, including use of artificial intelligence tools, must be acknowledged in accordance with the School Academic Integrity Policy and current IB requirements.
- Access arrangements, described in the Inclusion Policy, are applied in formative and summative assessment, not only formal examinations.
- Section 10 of the Falcon School's Language Policy has information relating specifically to Language and Assessment.
- Teachers use professional judgment, collaborative planning and standardization to support consistency and fairness.

Rights and Responsibilities

The following responsibilities apply across the MYP and DP and are read together with the School Academic Integrity, Inclusion, Language and Admissions policies.

- Students have the right to clear expectations, appropriate notice of major tasks, access to criteria/mark schemes where applicable, constructive feedback, fair and inclusive conditions, and clarification. Students are responsible for meeting deadlines, acting on feedback, producing authentic work, acknowledging sources and permitted assistance, and following assessment and examination rules.
- Teachers are responsible for designing valid and accessible assessments aligned with programme objectives, communicating expectations and deadlines, providing formative feedback, keeping appropriate records, applying criteria consistently, participating in standardization, authenticating student work, and raising concerns promptly with the relevant programme coordinator.
- Parents/guardians have the right to clear information about progress and school assessment procedures. They support attendance, routines and deadlines while ensuring assessed work remains the student's own.
- The MYP and DP Coordinators communicate current IB requirements; oversee assessment calendars, registration and submission processes; support standardization, access arrangements and academic integrity procedures; and ensure staff use current subject guides and assessment procedures.

- School leadership ensures adequate time, staffing, resources, professional learning and systems for fair and valid assessment, and ensures this policy is communicated and reviewed.

Training teachers new to the Falcon School / new to the IB

New teachers are trained on assessment practice by the MYP/DP Coordinator in conjunction with other subject specialists (where available).

Induction covers criterion-related philosophy, how best-fit judgment works, how standardization meetings function, where to find grade descriptors/subject guides, etc)

Wherever possible, new teachers are paired with an experienced colleague. All teachers expect to be observed, not only during their first weeks of teaching, but throughout their career at the Falcon School.

In most cases, IB approved training is provided for new teachers.

Part A: Middle Years Programme

A1. MYP Assessment Criteria

The MYP assessment criteria across subject groups are summarized in the table below:

	A	B	C	D
Language and Literature	Analyzing	Organizing	Producing text	Using language
Language Acquisition	Listening (Comprehending spoken and visual text)	Reading (Comprehending written and visual text)	Speaking (Communicating verbally)	Writing (Communicating using written language)
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating

A2. MYP Assessment Tasks

A variety of assessment strategies may be used to develop suitable and appropriate performances of understanding. Tasks, which target MYP objectives, are broadly represented by the following list.

- Compositions—musical, physical, artistic
- Creation of solutions or products in response to problems
- Essays

- Examinations
- Questionnaires
- Investigations
- Research
- Performances
- Presentations—verbal (oral or written), graphic (through various media)

The MYP subject-group guides (available from the IB) provide more information on assessment tasks and their applicability to certain criteria.

Generally, MYP internal assessment includes tasks, strategies and tools that are designed, developed and applied by teachers working with students in our school. These assessments encourage teachers to monitor students' developing understanding and abilities throughout the programme.

Each MYP unit includes planned opportunities for formative assessment and appropriate summative assessment. Assessment is aligned with the relevant subject-group objectives and criteria. Students are informed of the purpose of assessment and the criteria being used. Service as action and ATL development are monitored and reflected upon, but they are not converted into MYP subject criterion achievement levels unless explicitly required by a subject criterion.

A2.1 Formative Assessment

Through effective formative assessment, teachers gather, analyze, interpret and use a variety of evidence to improve student learning and to help students to achieve their potential. Student peer and self-assessment can be important elements of formative assessment plans.

Tools and Strategies for Formative Assessment include: Rubrics, Checklists, Exemplars; Anecdotal Observations, Performance, Process-focused assessment, Selected response (quizzes & tests), Open-ended tasks

A2.2 Summative Assessments

These generally occur at the end of the teaching and learning process. Summative assessment allows students to demonstrate their understandings in actions and demonstrate a range of knowledge, conceptual understanding and skills. It also allows them to base their learning on real life experiences that can lead to further inquiries. It provides information for parents and teachers on the progress of the student and what has been learned. Internal (school-based) summative assessment is part of every MYP unit. Summative assessments are designed to provide evidence for evaluating student achievement using required MYP subject- specific assessment criteria (see below).

A2.3 Homework

The purpose of homework in the MYP at the Falcon School is to practise skills, consolidate learning, and prepare for future learning. It is set regularly and monitored by teachers, as well as the Senior Leadership Team. In cases where homework is not completed, students are expected to make up the work. This may involve supervised study sessions at school.

Homework is coordinated across subjects to avoid clustering.

Teachers employ their professional discretion in deciding whether a piece of homework can count towards formative or summative evidence for their subject.

A3. MYP Levels of Achievement

For school reporting, an MYP subject grade is reported on the 1–7 scale. Teachers determine a final achievement level for each criterion using a best-fit professional judgment based on sufficient, relevant and recent evidence; criterion levels are not calculated by averaging task scores. The criterion levels are added and the total is converted to a 1–7 grade using the applicable MYP grade boundaries. Across the year, students have sufficient opportunities to demonstrate achievement in every strand of every criterion required for the year level.

To explain the evolution of an OLA, we shall follow the creation of a Mathematics OLA for an S2 (MYP Year 2) student named Darya. There are four criteria in Mathematics. After the first term, Darya has at least 1-2 grades in all 4 of the Mathematics criteria. In Mathematics Criterion A: Knowing and Understanding, Darya has 4 pieces of evidence (marks).

Mathematics Criterion A: Knowing and Understanding (Achievement levels)

	Unit Rates	Percent	Representing and Reasoning about Ratios	Dividing Fractions by Fractions
Darya	3	3	6	6

Darya's teacher will then make a professional judgment on the criterion level of achievement for her in this criterion. **This is not an average of all the marks for this criterion**, but a professional judgment based on patterns in the data, the development of that student, and the context that the work was completed in. It is the role of teachers to use the evidence to decide the level that the student is performing at in each specific criterion at the end of the assessment period. As a result of Darya's consistent improvement over the semester, she would receive a criterion level of achievement of 6 on a scale of 1 to 8 for Mathematics in Criterion A.

But, how do criteria marks become a final OLA with a top grade of 7? The process of determining criterion levels of achievement is done for all criteria in every subject. In each subject the 4 criterion levels of achievement are then added together to give a Criterion Levels Total. This total is then compared to the Grade Boundaries Table published by the IB to give the student a final grade from

1 to 7 for that subject for the assessment period. Darya's level 6 in Mathematics Criterion A would be added to her criterion level of achievement in the other 3 Mathematics criteria, which would give her a Criterion Levels Total of 21. As a result, Darya would be deemed to have reached level 5 for her final OLA in Mathematics (See below).

Darya: Mathematics

MYP Mathematics Criteria	Term 1: Level of Achievement
Criterion A: Knowing and Understanding (max 8)	6
Criterion B: Investigating Patterns (max 8)	6
Criterion C: Communicating (max 8)	4
Criterion D: Applying Math in Real World Contexts (max 8)	5
Criterion Levels Total (max 32)	21

IB Published Mathematics Grade Boundaries

Grade (OLA)	1	2	3	4	5	6	7
Boundaries	1-5	6-9	10-14	15-18	19-23	24-27	28-32

MYP assessment differs from other assessment models in that it is not based on a “bell curve” distribution of scores, and is neither percentage graded nor letter graded. Students are not ranked against others in their class or year group. MYP assessment emphasizes **individual achievement**. Students are encouraged to reflect on their own learning and use the descriptors to motivate themselves to a higher level of achievement.

What does Darya's OLA 5 in Mathematics really mean? Below are the IB General Grade Descriptors for each grade. To fully understand student achievement, it is important to focus on all the individual criterion scores as these highlight a student's strengths and weaknesses in the subject.

OLA	MYP General Grade Descriptors
7	Produces high quality, frequently innovative work. Communicates comprehensive understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
6	Produces high quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
5	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real world situation.
4	Produces generally good quality work. Communicates basic understanding of most concepts and contest with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstanding or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
2	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applies knowledge and skills.

OLA	MYP General Grade Descriptors
1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.

Important distinction: the school's promotion/progression requirements below are local Falcon School requirements. They are not IB MYP Certificate award requirements. The separate IB MYP Certificate requirements that follow apply only to candidates registered for the full MYP Certificate.

A4. Success Criteria

For MYP students to be successful in passing the academic year:

The student may not fall below level 3 and is expected to gain at least level 4 in each of the 8 subject groups.

The student must achieve at least a total of 30 from all grades.

The student must complete one interdisciplinary unit per year.

The student must fulfil the action as service requirements.

If the student:	Consequence
achieved less than level 3 in 1 subject	Assessment re-take in July and if below standard he/she will complete catch-up course
achieved less than level 3 in 2-3 subjects	Catch-up courses and make-up assessments in the subjects
achieved less than level 3 in more than 3 subjects	Catch-up courses and make-up assessments in the subjects. If below standard, he/she will be required to repeat the year

The MYP Certificate will be awarded when all conditions have been met, as described below.

A candidate may register for any number of subjects (including arts, physical and health education, and design), but only six subjects contribute to the award of the MYP Certificate. A candidate must also register for the personal project and an interdisciplinary on-screen examination. If a candidate takes more than one subject from the same subject group, the highest grade will count towards the MYP Certificate. Where a candidate chooses to take multiple subjects from arts, physical and health education, or design, the highest single grade from these subject groups will count towards the MYP Certificate.

A grade from at least one subject from each of the following six subject groups must contribute to the award of the MYP Certificate.

- Language and literature
- Language acquisition (or a second language and literature)
- Individuals and societies
- Mathematics
- Sciences

One subject from arts, physical and health education, or design

The IB will award an MYP Certificate to each candidate who has:

- gained a grade total of at least 28 points from six subject groups, the interdisciplinary on-screen examination and the personal project combined, out of a possible maximum of 56 points
- gained at least a grade 3 in at least one subject from each subject group
- gained at least a grade 3 for the personal project
- gained at least a grade 3 for the interdisciplinary on-screen examination
- completed the school's requirements for service as action.

Any subjects in addition to the six that contribute to the award of the MYP Certificate will also be indicated on the accompanying MYP Course Results document. Any additional subjects will not contribute to the MYP Certificate, so the MYP Course Results document will not indicate the total number of points achieved.

A candidate cannot be registered for assessments as an anticipated candidate prior to the "Certificate" session.

A candidate who attempts the MYP Certificate but does not attain it will receive the MYP Course Results. This document will record what a candidate has achieved and will not indicate assessments where no grade has been awarded or non-completion of the community service requirement. Similarly, there will be no indication that the candidate has not achieved the MYP Certificate.

A5. Service as Action Learning Outcomes

There are seven outcomes prescribed by the IB. Students keep in mind that they will need to choose one or more of the following outcomes, think about them while working on the activity. Next, they are required to reflect on them. These reflections are kept as a Service Journal by the student, and monitored by the service coordinator.

During their time in the MYP students must meet and grow through all of these all seven learning outcomes.

- Awareness: Become more aware of your strengths and areas for growth
- New skills: Undertake challenges that develop new skills
- Initiative: Discuss, plan and evaluate student-initiated activities
- Commitment: Persevere in action
- Collaboration: Work collaboratively with others
- Global value: Develop international mindedness through global engagement, multilingualism, and intercultural understanding
- Ethics: Consider the ethical implications of your acts.

A6. Assessing the Learner Profile Attributes

At the Falcon School, students are expected to model the IB Learner Profile attributes.

- Students will be introduced to a minimum of two learner profile attributes per unit, to be reflected upon by the students
- Subject Teachers will reflect on the students' demonstration of the learner profile attributes on the internal spreadsheet on OneDrive.

A7. Assessing Approaches to Learning Skills

ATL skills are assessed in the course of teaching a unit. There are 4 levels of expectation for each skill: *Novice, Learner, Practitioner, and Expert*.

Novice/beginning— students are introduced to the skill, and can watch others performing it (observation)

Learner/developing— students copy others who use the skill and use the skill with scaffolding and guidance (emulation)

Practitioner/using— students employ the skill confidently and effectively (demonstration)

Expert/sharing— students can show others how to use the skill and accurately assess how effectively the skill is used (self-regulation)

Students are graded according to whether they are *Below, Approaching, Meeting or Exceeding* the level of expectation for their year group.

See the Falcon School ATL Skills Handbook for specific information about Levels of Expectation.

A8. Recording

All formal assessments carried out in class are recorded as follows

- Teachers map the strands of each MYP objective/criterion assessed across units and record achievement in the school's agreed digital systems. This mapping ensures that all required strands and criteria are taught and assessed and that students have repeated opportunities to demonstrate achievement. At The Falcon School, all criteria are assessed at least once before the first formal reporting point and at least twice across the academic year, where the subject structure permits.
- Teachers use anecdotal notes as a recording tool when assessing what the learners understand (concepts), what they can do (skills) and what they feel, value and demonstrate (attitudes).
- In addition, teachers keep different evidence for the recorded achievements, including, but not limited to: students' written work, pictures taken, recorded videos and audios.
- Portfolios may be used as a record of students' involvement in learning. They are used to show evidence of the students' learning and to monitor their progress.

A9. Reporting

Reporting is carried out through the SchoolBase Information Management System. Academic achievement are recorded on Report Cards.

Dates are set for parent teacher meetings after parents have had access to assessment reports (twice yearly, once in November and once in February). Parents are invited for a short meeting with each teacher to discuss their child's progress and to agree actions for improvement.

A10. Moderation of Students' Work (Standardization)

Standardization is carried out for:

- Summative assessments
- Unit tasks (task descriptors against assessment criteria)
- Unit tasks against unit objectives
- Types and timeliness of assessment

Standardization happens a minimum of once a semester in each subject area and is carried out where a department has two or more teachers. Where there is a single teacher in a subject, a teacher from another subject area (or the MYP Co-ordinator) will volunteer to share tasks for standardization. During collaborative meetings, teachers collect samples of assessed student work, unit objectives, sample tasks, and lists of task types to drive the process of standardization. Discussion should revolve around how the other teacher would have assessed the work. Outcomes should be documented with notes or marked on unit plans for record keeping and future use.

A11. MYP eAssessment and Personal Project

In MYP Year 5, the school follows the current MYP Assessment procedures for students registered for IB eAssessment. On-screen examinations are externally assessed. Published ePortfolios and the Language Acquisition individual speaking assessment are internally assessed and externally moderated in accordance with current subject requirements. The Personal Project is compulsory for students completing MYP Year 5 at the school and is internally assessed and externally moderated/validated by the IB in accordance with current procedures.

Teachers and coordinators follow current session deadlines, submission requirements, file specifications, academic integrity/authentication procedures and examination conduct rules. School-based coursework that is not an identified IB eAssessment component does not contribute to an IB MYP Certificate or MYP Course Results.

Part B: Diploma Programme

B1. Purpose and Principles of DP Assessment

During DP candidacy and, following authorization, implementation, assessment practice is aligned with current IB subject guides, Diploma Programme Assessment procedures and IB assessment

principles. DP assessment is criterion-related and standards-based. Student performance is judged against published assessment criteria, mark schemes and grade descriptors rather than ranked against peers.

The DP uses both external and internal assessment. For most subjects, final examinations are externally assessed by the IB. Most subjects also include internally assessed components that are marked by teachers and externally moderated, or coursework that is externally assessed. Teachers use the current subject guide for the relevant cohort because component weightings and requirements may change.

B2. Formative and Summative Assessment

Formative assessment is embedded throughout teaching and learning. It identifies prior learning, misconceptions, strengths and next steps; provides feedback; and informs teaching. Evidence may include questioning, drafts, practice examinations, quizzes, discussions, peer/self-assessment, practical work and other subject-appropriate activities.

Summative assessment evaluates achievement after a period of learning and is aligned with the assessment objectives and standards of the relevant DP course. School examinations, end-of-unit assessments, internal assessment components and other substantial tasks contribute to the school's evidence base. Teachers use an appropriate range of evidence rather than relying on a single assessment event.

B2.1 Independent Study

Independent study for DP is a development of 'homework' for the MYP at the Falcon School. Its purpose is to practise skills, consolidate learning, and prepare for future learning. Independent study tasks are set regularly and monitored by teachers, as well as the Senior Leadership Team. In cases where preparatory work is not completed, students are expected to make up the work. This may involve supervised study sessions at school.

Independent study tasks are coordinated across subjects to avoid clustering.

Teachers employ their professional discretion in deciding whether work not produced under controlled classroom conditions can count towards formative or summative evidence for their subject.

B3. Recording, Reporting and Feedback

Student achievement in DP subjects is reported using the IB 1–7 scale, with 7 as the highest grade. TOK and the Extended Essay are graded A–E. TOK and EE can contribute up to three additional core points. CAS is not awarded points but completion of CAS requirements is a condition for the award of the IB Diploma.

School reports distinguish clearly between current attainment, teacher feedback and, where used, predicted grades. Teachers maintain sufficient records to explain reported achievement and identify progress over time. Feedback identifies what has been achieved, what needs improvement and practical next steps.

B4. Internal Assessment and Coursework

Internal assessment (IA) and other coursework are completed under the conditions specified in the current subject guide and DP Assessment procedures. Teachers explain task requirements, assessment criteria, permitted teacher support, authentication requirements and school deadlines before work begins.

Teachers provide only the level of guidance permitted by the IB and do not edit or rewrite student work in a way that compromises authenticity. Students are responsible for retaining working evidence where required and acknowledging all sources and permitted assistance.

Departments conduct standardization before final IA marks are submitted. Where there is only one teacher in a subject, the DP Coordinator arranges an appropriate quality-assurance process using IB exemplars, subject reports, teacher support material and/or an appropriately experienced colleague.

B5. Predicted Grades

A predicted grade is the teacher's evidence-based estimate of the grade a student is expected to achieve in the subject, based on demonstrated attainment against current IB standards. It is based on a sufficient body of relevant evidence, which may include school examinations, timed tasks, internal assessment/coursework and other summative work.

Predicted grades are not mathematical averages and are not adjusted to meet parental expectations, university offers or historic grade distributions. Teachers apply professional judgment using current subject grade descriptors, component expectations and available evidence. The DP Coordinator oversees consistency and reasonableness across subjects.

Evidence supporting official IB predicted grades is retained until final results are issued. After each examination session, the school reviews differences between predicted and awarded grades to improve future assessment practice without imposing quotas or predetermined grade distributions.

B6. DP Core Assessment

Theory of Knowledge (TOK): students complete the internally assessed TOK exhibition and the externally assessed TOK essay in accordance with the current TOK guide. The school internally assesses the exhibition and follows IB moderation and submission requirements.

Extended Essay (EE): the Extended Essay is an independent research paper of up to 4,000 words. Supervisors provide the support permitted by the current EE guide, conduct required reflection sessions, authenticate the work and do not edit the essay for the student. The EE is externally assessed by the IB.

Creativity, Activity, Service (CAS): CAS is not formally graded and does not contribute points. Students must meet the programme's CAS requirements and provide evidence and reflection sufficient for the school to confirm completion.

B7. Academic Integrity and Authenticity

Assessment is implemented in accordance with the School Academic Integrity Policy and current IB academic integrity requirements. Students are explicitly taught appropriate citation, referencing,

collaboration and responsible use of digital and artificial intelligence tools. Any permitted use of AI or other assistance must be transparent and acknowledged where required.

Suspected academic misconduct is investigated fairly and consistently. For work submitted to the IB, the DP Coordinator follows current IB procedures for authentication, suspected malpractice and required reporting. The school will not knowingly authenticate work that it cannot reasonably confirm as the student's own.

B8. Inclusive Assessment Arrangements

The Falcon School is committed to equitable access to learning and assessment. Access arrangements remove or reduce barriers and must not change what is being assessed or give a student an unfair advantage. Where possible, arrangements used for IB assessment reflect the student's usual way of working during learning and school assessment.

The SENCO, Educational Counsellor, teachers and DP Coordinator work with students and families to identify needs, maintain appropriate evidence and submit requests for IB authorization by published deadlines where authorization is required. Arrangements that the IB permits schools to implement without prior authorization are documented and applied in accordance with current policy.

Inclusive practice applies throughout teaching, formative assessment and summative assessment, not only during final examinations. The School Inclusion Policy and current IB Access and inclusion policy should be read alongside this policy.

B9. Missed Assessments, Adverse Circumstances and Deadlines

Students are expected to meet published school and IB deadlines. Internal school deadlines are set early enough to allow authentication, standardization, technical checks and submission before the IB deadline. Failure to meet an internal deadline may jeopardize the school's ability to submit work to the IB.

When illness, bereavement, injury or another serious circumstance affects assessment, the student or parent/guardian should notify the school promptly and provide supporting evidence where required. The DP Coordinator determines the appropriate school response and, for IB assessment, follows current IB procedures for adverse circumstances, extensions or other available provisions.

B10. Standardization and Quality Assurance

Standardization is a required part of school assessment practice. Teachers teaching the same subject/course collaboratively review task interpretation, application of criteria/mark schemes and samples of student work. Standardization is completed before final internal assessment marks are submitted to the IB.

Where a subject is taught by one teacher, the school uses IB exemplars, subject reports and teacher support material and, where feasible, cross-school or appropriately experienced subject expertise. Records of standardization decisions are retained by departments and/or the DP Coordinator.

Following the release of IB results, departments review available component results, moderation feedback and subject reports to identify strengths and areas for improvement in teaching and assessment.

B11. DP Award Requirements

The IB Diploma is awarded by the International Baccalaureate, not by the school. The school communicates current diploma award requirements to students and parents and checks the applicable DP Assessment procedures for the examination session. As a general requirement, the diploma requires at least 24 points together with specified minimum performance conditions and successful completion of TOK, the Extended Essay and CAS. Current IB regulations always take precedence if requirements change.

B12. Assessment Calendar and Workload

The DP Coordinator, in consultation with teachers, maintains an assessment calendar including major school assessments, mock examinations, internal assessment milestones, TOK and EE deadlines and IB submission dates. The calendar is used to reduce avoidable clustering of major tasks and support manageable student workload.

Teachers communicate changes promptly. Students are expected to plan ahead, use the calendar and raise potential deadline conflicts as early as possible.

Policy Communication, Review and Evaluation

This policy is made available to staff, students and parents/guardians and is introduced to relevant groups at appropriate points in the academic year. It is reviewed at least annually and whenever significant IB requirements change. Review involves school leadership, the MYP and DP Coordinators, teachers and, where appropriate, feedback from students and parents/guardians. The review considers assessment data, moderation/standardization outcomes, IB feedback, inclusion and academic integrity cases, and the effectiveness of reporting and feedback processes.

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