



**NORTHFLEET SCHOOL FOR GIRLS  
CO-OPERATIVE LEARNING TRUST**

**POLICY ON  
ASSESSMENT  
THE IBCP**

<b>Date of Policy:</b>	<b>February 2017</b>
<b>Member of staff responsible:</b>	<b>J Dowden</b>
<b>Review Date:</b>	<b>January 2021</b>
<b>Reviewed:</b>	<b>January 2019</b>

## **IBO Mission Statement**

The International Baccalaureate Organisation aims to develop enquiring, knowledgeable and caring young people who help to create a better and more peaceful world through international understanding and respect.

To this end, the IBO works with schools, Government and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## **ROLES AND RESPONSIBILITIES OF STAFF FOR IB ASSESSMENT**

### **IBCP Co-ordinator**

- Accountable for the safe and secure conduct of all IBCP assessments
- Ensure assessments comply with IB guidelines, rules and regulations
- Coordinates with CP staff the schedule of IBCP internal/external assessments
- Map overall resource management requirements for the year. As part of this resolve:
  - Clashes/ problems over the timing or operation of assessments
  - Issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- Ensure that all staff involved have a calendar of events

### **Subject Leaders**

- Ensure that the correct internal/ controlled assessment is taken in the exam series in which the IBCP is certificated
- Standardise internally the marking of all teachers involved in assessing an internally assessed component
- Ensure that individual teachers understand their responsibilities with regard to internal/ controlled assessment
- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions
- Supply to the exams office details of all unit codes for controlled assessments
- Obtain confidential materials/tasks set by the IB in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times in co-ordination with the IB exam board regulations/JCQ regulations.
- Retain candidates' work securely between assessment sessions (if more than one)
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the Centre

### **Teaching Staff**

- Understand and must comply with the general guidelines contained in the IB publication Instructions for conducting assessments (where applicable)
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows

- Ensure that students and staff supervising assessment, sign authentication forms on completion of an assessment
- Mark internally assessed components using the mark schemes provided by the IB. Submit correct marks through the exams office to the awarding body when required, keeping a record of the marks awarded
- Ask the SENCO for any guidance required for the administration and management of access arrangements. SENCO will inform staff of access arrangements

### **Exams Office Staff**

- Enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries
- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format
- Download and distribute marksheets for teaching staff to use, and collect and send marksheets to awarding bodies before deadlines

## **FORMATIVE AND SUMMATIVE ASSESSMENT**

The school recognises the importance of Assessment for Learning (AFL) in relation to the IB and principles include;

- Every teacher should know and have clearly communicated to every student where they currently are in their learning, where they need to go next and how best to get there.
- Feedback of any kind given to students should be about the particular qualities of his or her work, with advice on what he or she can do to improve. All targets are based on the content of intellectual/academic work. A teacher may wish to place an additional target related to presentation on a piece of work, but it should not be the case that a presentation target is the only target that exists on a piece of work.
- Students are able to communicate through some means at periods throughout a lesson so that the teacher can track progress in real-time and make necessary adjustments to the lesson to ensure student engagement, understanding and progress.
- Teachers can use a range of AFL methods such as directed questioning, D2A, traffic lights, wipe boards, a Kagan Structure or any other activity to gain instant knowledge of where a student is currently working in the lesson.

## **REPORTING STUDENT ACHIEVEMENT**

- Assessment will be recorded using SIMS and will use an agreed set of common terms. This will be centrally collated and will happen at least termly for all pupils. The following will be collected:
  - Current Grade
  - Predicted Grade (PIXL)
  - Mock Grade (if applicable)
  - Behaviour (Grade 1 to 4)
  - Quality of Work (Grade 1 to 4)
  - Effort and Attitude (Grade 1 to 4)
  - Comment from the teacher once a year with target for progression
- Recorded grades will be linked to course outcomes within Key Stage 4 and 5 (predominately (but not exclusively) GCSE, BTEC and IB systems).

- Reporting to parents will take place according to the school calendar. Each pupil will receive a progress report three times a year and a full report with comments each academic year. They will have one parent consultation meeting in which the pupils progress, attainment and targets will be discussed

### **Vocational Assessment**

Northfleet School for Girls will be offering three separate pathways for the Career-Related element. The awarding body for the BTEC and OCR National Courses have outlined their rules and regulations in relation to assessment processes. Please see separate policies.

### **ASSESSMENT POLICY**

This policy was agreed and adopted at a Governors' Meeting held on \_\_\_\_\_ (date)

Signed: \_\_\_\_\_ (Governor)

Signed: \_\_\_\_\_ (Headteacher)

The policy will be formally reviewed in \_\_\_\_\_ (date)