

Ermitage IB School: Assessment Policy

Our Mission, Vision and Values

Embracing Individuality, Learning Together: From our green setting of Maisons-Laffitte, Paris our IB Programmes offer meaningful and engaging learning experiences which inspire students every day to thrive and reach their potential, preparing them to succeed and make a difference as responsible global citizens.

Our key values are:

- Wellbeing
- Connection & Community
- Inquiry & Innovation
- Intercultural Understanding
- Global Engagement

Policy Communication, Development, and Review Process

This policy is shared openly with all members of the school community.

It was developed collaboratively by the Assessment Working Group members and reviewed by the school's Senior Leadership Team.

Last review: October 2024

Next review: September 2027

To be reviewed by: Ermitage SLT

The Purpose of the Assessment Policy

The Ermitage IB School's Assessment Policy aims to provide a comprehensive framework for evaluating student performance. The policy emphasises fairness, transparency, and continuous improvement, upholding the International Baccalaureate's principles, practices, and philosophy.

Assessment Philosophy & Principles

At Ermitage IB School, we recognise our students' diverse cultural, linguistic, and academic backgrounds. Our assessment practices are designed to support and encourage student learning, providing a means to monitor and improve performance. Assessment is integral to learning and teaching, helping students develop and apply knowledge and skills in new contexts.

It embodies the IB's aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

At Ermitage, our faculty and staff view teaching, learning, and assessment as closely interconnected. Our assessment practices are varied, reliable, and authentic, ensuring they



are ongoing and directly aligned with the course learning objectives and the IB's Approaches to Learning.

The Purpose of Assessment

We believe assessment achieves three key goals:

1. Monitors the progress of student learning and achievement.
2. Provides coherent feedback to students, parents, and external institutions.
3. Informs curriculum and assessment review.

It is important we emphasise that the single most important aim of assessment at the Ermitage IB School is to support student learning.

Assessments are based on evaluating course aims and objectives. Students need to understand the assessment expectations, standards and practices; these are introduced early, appropriately, and thoroughly.

Specifically, Assessment enables **teachers** to:

- Evaluate how well learning objectives have been met.
- Ensure positive outcomes for students.
- Plan for continuity and progression for each student.
- Identify strengths and weaknesses in students' learning.
- Adjust teaching approaches and planning as needed.
- Evaluate the effectiveness of teaching strategies and plans.
- Inform parents and other stakeholders about students' achievements and progress.

Assessment enables **students** to:

- Recognise and celebrate a wide range of achievements.
- Identify their strengths and set targets for improvement and development.
- Take responsibility for their learning and make informed decisions about their future learning.

Assessment enables the **school** to:

- Monitor student outcomes at individual, subject-group, and whole school levels and benchmark them against international standards.
- Make informed decisions about curriculum planning and resource allocation.

Assessment enables **parents** to:

- Understand their child's academic progress and achievements.
- Identify areas where their child excels and where they may need additional support.
- Engage in informed discussions with teachers about their child's learning and development.



- Support their child's learning journey more effectively at home.
- Stay informed about the school's academic standards and expectations.

The Purpose of Standardising Assessments

Standardisation aims to ensure that all grades in a subject group are consistent and of an equivalent standard. This means a student would receive the same mark for their work, regardless of who assesses it. All summative assessments are standardised as part of our commitment to ensuring fairness in school assessment.

Making Assessments Fair and Inclusive

Fairness in school assessment is crucial to ensure that every student has an equal opportunity to demonstrate their knowledge and skills, fostering an environment of trust and integrity. Fair assessments promote principles of respect, equity, and academic honesty, supporting students in becoming principled, open-minded, and reflective learners.

Inclusive Arrangements for Diverse Learners

- Ermitage IB School is committed to supporting every student. Under the leadership of the Head of Diverse Learning, an inclusive arrangements register is maintained, which details the assessment accommodations that must be in place for any student with an identified diverse learning need.
- Differentiation in assessment accommodates students with diverse learning needs as directed by the Head of Diverse Learning.
- The school's **Inclusion policy** details how to apply for and review inclusive access arrangements for assessments.

Inclusive Arrangements for English Language Learners

- Ermitage IB School is committed to supporting every student. Under the leadership of the English Support Program Coordinator, provisions are in place to support English Language Learners.
- Differentiation in assessment accommodates English Language Learners as directed by the English Support Program Coordinator.
- Details of the support and provision for English Language Learners are detailed in the school's **Languages Policy**.

Challenges to being fair and inclusive in Assessment

To make assessments fair and inclusive for all learners, we need to consider the psychological factors that affect their importance for students and teachers and how, if not managed carefully, they can distort the learning process.

- **Importance for Students:** Assessments evaluate how well students have met learning objectives and the environmental circumstances surrounding them. Where



assessments are developed, marked, and moderated internally, students' perception of the stakes around an assessment can influence their motivation and effort. How much time students spend revising and the resulting pressure and potential for anxiety, will depend on how teachers frame the assessment's importance.

- Importance for Teachers: Where assessment outcomes are high-stakes for teachers and they can observe them in advance, revision can be unfairly focused on assessment items and not on the broader learning outcomes. The longer the same assessment remains in place, the more it can distort teaching and learning.

Roles and Responsibilities

Students are responsible for:

- Making sure that all the work they produce is original and in their own voice.
- Citing ideas and information they have researched, including producing a bibliography, in line with the school's **Academic Integrity Policy**.
- Meeting assessment deadlines.
- Engaging in self-assessment and reflecting on feedback.
- Reporting and responding to absences in line with the assessment absence process detailed below

Teachers are responsible for:

- Developing, planning and implementing assessment tasks that are inclusive of students' access arrangements.
- Informing students of the assessment expectations and command terms to familiarise them with assessment standards and practices
- Instruction as well as classwork and other formative tasks.
- Designing formative assessments with their knowledge of the IB summative assessments so that students develop and improve their understanding of the requirements of the course, preparing for the summative.
- Designing assessment tasks that provide opportunities for students to demonstrate all levels of achievement in the corresponding criteria (tasks should be inclusive, allowing all students the chance to demonstrate their abilities, not just the most competent ones).
- Posting assignments/assessments on the ManageBac calendar, including clear instructions. Sufficient time must be given for the students to complete the work.
- Identifying and clarifying the requirements for each task, providing students with task-specific clarification for all summative tasks.
- Collaborating with other year group teachers to create parity of student experience.
- Standardising within subject groups.



- Providing feedback that supports student learning and performance.
- Recording grades on ManageBac.
- Analysing assessment data to identify patterns of individual student performance and needs and modify teaching when necessary.
- Coordinating with peers to meet the timeline of the MYP and DP Assessment Calendars.
- Responding to student absence from assessments.
- Remaining up-to-date with changes to the assessment procedures within their subject.
- Ensuring tasks are inclusive, allowing all students the chance to demonstrate their abilities, not just the most competent ones

Heads of Departments are responsible for:

- Overseeing the quality of assessment so that it appropriately evaluates and feeds into future learning.
- Contributing to the MYP and DP Assessment Calendars and overseeing departmental deadlines
- Ensuring assessment standardisation takes place within their subject group.
- Ensuring that all the MYP subject-group objectives are assessed by each subject-group criteria at least twice each year.
- Ensuring that the planned assessments and standardisation processes in MYP and DP ensure fairness, consistency and quality of the learning outcomes to enable each teacher to make a professional judgement about students' final achievement level.
- Use assessment data to lead the process of curriculum development and review.
- The onboarding and supporting of new team members in this process.
- Ensure teachers within their department adhere to the established guidelines for formative tasks, ensuring they are manageable and supportive of student learning and wellbeing.
- Supporting teachers with their responsibilities.
- In collaboration with their Heads of Department, develop and implement a schedule for formative tasks and homework to maintain a balanced and manageable workload for students. Monitoring its effectiveness and making adjustments as needed to support student wellbeing and learning.

Coordinators are responsible for:

- Coordinating internal and external exam schedules, including mock exams and end-of-year assessments, and ensuring they comply with IB regulations.



- Ensuring that interdisciplinary units, the Personal Project, CAS, TOK, and the Extended Essay, are assessed in compliance with IB regulations.
- Collating and analysing assessment data, providing feedback and analysis with Heads of Departments.
- Handling appeals in line with the appeals process detailed below.
- Supporting Heads of Departments with their responsibilities.
- Leading the school in aligning and complying with relevant IB documentation, including *IB MYP from Principles to Practice*, *IB DP from Principles to Practice*, *Diploma Programme Assessment procedures*, *Assessment principles and practice—Quality assessments in a digital age*.

The Head of School is responsible for:

- Ensuring that this policy is upheld.

Common Assessment Practices for the MYP and DP programs

Assessment practices in the IB programs are implemented by the IB Coordinators, the IB teachers and staff, in line with IB requirements.

- Assessment at Ermitage is fully aligned with the requirements and philosophy of IB programs.
- An assessment measures students' knowledge and understanding, and the extent to which the students have mastered a range of skills.
- IB grade descriptors are used to evaluate students' progress.
- The School uses the ManageBac calendar for assessments and deadlines, identifying dates for formative and summative tasks within and across subject groups in each year group.
- Assessment grades are recorded on the gradebook and reported through Managebac available for parents and students.
- The range of assessment tasks supports the development of Approaches to Teaching and Learning skills.
- Tasks are designed to allow for the demonstration of the top achievement level, while still being accessible to all students.
- Teachers meet to plan collaboratively the assessment and deadline calendar with their respective IB coordinators. The calendar takes into consideration the demands that assessment places on students and teachers to achieve balance in workloads. By spreading out the dates of assessments and deadlines, student and staff stress is reduced. Additionally, this allows teachers to provide timely feedback and to verify authenticity.
- Students engage in self-assessment activities, aimed at reflection and self-awareness.
- Tasks are assessed as promptly as possible in order to provide timely feedback to the students to inform and improve their learning and to allow teachers to adapt their teaching where necessary.
- Teachers standardise their assessment within subject groups. These standards are benchmarked against the global standard as evidenced in examples on MyIB.



- IB teachers are expected to act as supervisors for students in the MYP personal project and the DP Extended Essay while adhering closely to the limits of teacher assistance as outlined in the IB policies.
- Teachers work with the IB librarian and the MYP and DP Coordinators to ensure that students adhere to the Academic Integrity Policy as well as the IB criteria in their internal and external assessments. Please refer to the Academic Integrity Policy for further information.
- Summative assessment at Ermitage is both internal to the school and external with the IB.
- Inclusive access arrangements can be made for students with diverse learning needs. Parents are asked to provide documentation from specialists of specific learning needs and recommended adjustments and arrangements to be approved and implemented by the school. Please refer to the Inclusion Policy for further information.
- Reasonable adjustments and differentiation of assessment can be made for students, including English language learners, when necessary. Please refer to the Language and Inclusion policy for further information.
- IB students at Ermitage are not required to take any local, national or state assessments.

Assessment in the IB Middle Years Programme (MYP)

Our MYP teachers evaluate the subject-group objectives using the assessment criteria for each subject group at least once per semester and twice per year. Each student will be assessed against the Criteria A, B, C, and D of that subject group using the 0-8 grading scale. These can be found in the MYP Subject Guides. Any other grading system such as decimals, percentages, or fractions is not consistent with the IB MYP criterion-related assessment and is not used.

- Teachers use the published IB criteria relevant to subjects, year groups (MYP 1, 3, 5) and phases (phases 1-6 in language acquisition).
- All tasks must address at least one subject-specific criterion in summative assessments.
- Teachers design tasks that either assess students against all strands of a criterion or that evaluate a limited number of strands.
- All strands of the criteria must be addressed twice in the year, at a minimum, to produce a final MYP grade.
- Before each task, students are made aware of the criteria and strands against which the task will be assessed.
- Students can access the full range of achievement descriptors.



- Assessments use IB command terms, whenever applicable and students are introduced early to these terms.
- Formative tasks, which involve work at home, should be placed on ManageBac so as to allow sufficient time for the students to complete the work.
- Summative Assessment tasks must be placed on ManageBac when the task is introduced to the student and at least one week before the task is due.
- Students complete at least one interdisciplinary unit each year and undertake and complete their Personal Project during MYP5.
- Interdisciplinary assessments assess the integration of disciplines using interdisciplinary criteria. The interdisciplinary criteria are always the same regardless of subject or year level. Every year each MYP Level completes at least one interdisciplinary unit.

MYP Formative Tasks

The MYP approach recognises the importance of assessing not only the products but also the process of learning through formative assessment. Formative Assessment (or assessment for learning) supports the development of knowledge, skills, attitudes, and concepts, which will be evaluated in the summative assessment.

Teachers continually gather and analyze information on student progress and provide feedback to students to recognise their achievements and set targets for improvement. By assessing students as they develop disciplinary and interdisciplinary understanding, teachers identify student-learning needs in order to better inform the learning process. During formative assessments, teachers take the time to assist students in reflecting on and understanding their development of the ATL skills that are being taught and developed in the unit of work. Formative assessments should address a variety of assessment strategies including self-assessment, peer-assessment, and teacher assessment.

Formative assessments include multiple forms: tests and quizzes, class discussions, homework, essay plans and drafts, reports or presentations; performances; process journals; reflections and portfolios.

MYP Summative Tasks

Every MYP unit has one or more summative assessments designed to provide an evaluation of student achievements, using MYP subject-group assessment criteria. Summative assessments are evaluations of learning towards the end of a unit and contribute to the final achievement levels in each subject. Therefore, all summative assessments must be criterion-related using the appropriate MYP criteria. It is not acceptable to use any conversion of other marking or assessment systems (such as percentages or letter grades) to create achievement levels in the MYP.



Students' achievement in a subject is assessed in relation to a list of qualitative descriptors based on the subject's objectives for learning as outlined in the subject guides. The strength of this model is that students are assessed for what they can do rather than being ranked against each other.

The teacher evaluates the student on a best-fit approach to award the achievement level for each student. Teachers analyze the most accurate demonstration of student performance, rather than averaging student achievement over given reporting periods. Where it is not clear which overall level should be awarded, teachers use their professional judgment to select the best fit and can be informed by formative tasks. Assessment of student understanding is determined at the end of a course, based on the whole course through the summative assessment process and not individual components of it.

Summative tasks include but are not limited to essays, investigations, lab reports, portfolios, exams, product designs, oral presentations, and performances. Where more than one teacher is teaching a subject, teachers come to a common understanding of the criteria and achievement level and standardise student work against assessment criteria. Teachers also refer to available MYP resources for achievement levels, ensuring they are aligned with the MYP global standard.

Determining MYP end-of-year Subject Group Grades

When determining an end-of-semester or end-of-year subject-group grade, the most accurate demonstration of student performance is considered and determined by the teacher's professional judgement of the student's performance relative to each criterion. Teachers do not take averages to determine student achievement.

The sum of the subject criteria levels (A, B, C and D) of the most accurate demonstration of student performance, compared to a maximum of 32, is then used to calculate the end-of-year subject-group grade.

Criteria Level Total	Grade	Descriptor
28-32	7	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced 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.
24-27	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.



19-23	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 situations.
15-18	4	Produces good-quality work. Communicates basic understanding of most concepts and contexts 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.
10-14	3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings 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.
6-9	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 applying knowledge and skills.
1-5	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.

Assessing and Standardising the MYP 5 Personal Project

The Personal Project requirements are introduced to students at the end of their MYP4 year and must be completed by early February in MYP5. This student-centred project allows individuals to explore a personal passion or interest through the inquiry, action, and reflection cycle. It provides another opportunity for students to develop attributes of the IB Learner Profile and demonstrate ATL skills acquired during their MYP years or elsewhere. At Ermitage IB School, the Personal Project is organized in accordance with the guidelines from *MYP: From Principles to Practice* and *MYP Assessment Procedures*.

- In consultation with the MYP Coordinator, the Personal Project Coordinator ensures that all staff members acting as supervisors for the Personal Project have received adequate and appropriate training to be fully acquainted with the requirements for acting as supervisors.
- In consultation with the MYP Coordinator, the Personal Project Coordinator develops the Personal Project schedule to share with students and supervisors. Staff members acting as supervisors monitor their students' progress through scheduled check-ins, either in person or digitally.



- Staff members acting as supervisors assess the Personal Projects of the students they supervise.
- The Personal Project Coordinator schedules and facilitates the standardisation of Personal Projects in consultation with the MYP Coordinator.

Absences and MYP Assessments

The following process applies to students absent for the day an assessment is due.

Planned Absences		Unplanned Absences	
Three or fewer days	Four or more days	Three or fewer days	Four or more days
The student, with any support necessary from their Homeroom teacher, is encouraged to notify the teacher before their period of absence.		The student, with any support necessary from their Homeroom teacher, is responsible for reaching out to the teacher within three days of returning to school following their period of absence.	
The assessment is rescheduled or adapted.	The assessment is rescheduled or adapted, or the student gets an N/A	The assessment is rescheduled or adapted.	The assessment is rescheduled or adapted, or the student gets an N/A
If the parent does not notify the school ahead of their absence, the teacher can award them an N/A. Once an absence is approved, the student must communicate with their teacher to reschedule a make-up assessment.		If the parent or student does not reach out in writing within 5 days of returning, the teacher can award them an N/A	

Exceptions to this can be made where the MYP Coordinator and Head of Department are both in agreement. Students and families can appeal outcomes by following the appeal process.

MYP 4 & 5 End-of-Year Exams

End-of-year exams are crucial in supporting MYP4 and 5 students in preparing for the exam-intensive Diploma Program and providing a comprehensive evaluation of a student’s understanding and mastery of the year’s curriculum.

- They can assess a broader range of content than unit summative assessments.
- They assess key skills but not all skills of the subject-specific criteria.



- They are awarded an end-of-year subject-group grade separate from the grade determined by unit summative assessments.
- They take a more formal approach, replicating the exam conditions and formatting of the Diploma Program examinations.
- In consultation with Heads of Department, the MYP Coordinator develops the End-of-Year Exam schedule to share with students and parents.
- An online session for parents is held with advice and guidance on supporting their child in revising and managing pressure.
- End-of-year assessments are designed collaboratively by teachers under the guidance of Heads of Department, creating standardised front and cover sheets designed by the MYP Coordinator; these are internally quality assured.
- The MYP Coordinator organises training for staff acting as invigilators to ensure they are fully acquainted with the arrangements for invigilating end-of-year exams.
- The MYP Coordinator works with the Head of Diverse Learning to ensure that all access arrangements are accommodated within the End-of-Year Exam schedule. They also collaborate on quality-assuring every end-of-year assessment.
- Teachers assess and standardise the end-of-year exams, creating an end-of-year subject-group grade based on the IB scale of 1 - 7.

Entry into the DP

Where an MYP5 student's academic progress is a cause for concern, especially with regard to entry into the DP:

- (1) The two coordinators will contact the parents in December to discuss the student's academic situation and the possibilities of an IB Certificate, 'continuing' in MYP5 or entry into a full IB Diploma.
- (2) After the Semester One reports are published a second meeting will be held if academic readiness for the DP is still a concern.

During this meeting, acceptance into the Diploma Programme (or IB Certificates) at Ermitage IB School is established for the student. These decisions are made in collaboration with the relevant HODs

In exceptional cases, and at the discretion of the Coordinators, minimum achievement levels may be required as entry criteria for the Diploma Programme or IB Certificates at Ermitage IB School. The data considered include:

- Overall subject grades from Semester 2 reports
- Specific criterion grades from Semester 2 reports



- MYP5 end-of-year exam grades
- A combination of these factors

This data will ensure students are placed in pathways where they are most likely to succeed.

Assessment in the IB Diploma Programme (DP)

The IB-published subject guides inform assessment for each DP subject and are accessible to teachers, students, and parents. Teachers design assessments based on course aims and objectives, reflecting subject-specific criteria. DP teachers provide subject outlines detailing content, assessments, and resources at the start of their DP courses (or at the start of each specific topic). They inform students of the course content, concepts, assessment expectations and command terms early in DP1 to familiarise them with standards and practices. This is the

Students continuing to the Diploma Programme with Ermitage IB School from MYP5 will be supported through preparation in their Study Skills lessons.

DP students, parents, and teachers receive an assessment timeline for Internal Assessment and Core deadlines to manage workloads and stress. This calendar is designed to allow timely feedback, authenticity checks, and preparation of moderation samples for the IB. It also considers the national (French) holiday calendar.

- The DP Coordinator maps out an assessment calendar working backwards from the IB submission dates, ensuring deadlines are spread out, and shares it with the Heads of Departments.
- Heads of Departments work with their teams to create subject-group-specific deadlines.
- Teachers ensure that these are implemented and scaffolded appropriately to support students.

DP Formative Assessment

Teachers continuously assess students' progress and achievement throughout the Diploma Program. This ongoing assessment helps teachers evaluate the suitability of their teaching methods and materials for the class or individual students, informing future planning.

- **Teacher Evaluation:** Teachers use assessment results to adjust their teaching approaches and plan future lessons.
- **Student Feedback:** Feedback is provided to students to recognise their achievements and set targets for improvement.
- **Recording Assessments:** While not all assessments are recorded, significant tasks are formally documented in ManageBac. Results and feedback are shared with parents through this platform.



DP Summative Assessment

Summative assessments are graded using the DP 1-7 scale for each subject and are designed by teachers to support student's academic growth to ultimately be successful in the DP. Details of the grade descriptors for each subject group area can be found in the Diploma Subject Guides.

- External assessment: This includes the final subject exams in May of DP2 and work completed during the IBDP and sent to the IB for external grading.
- Internal assessment: Each subject has an internally assessed component, as outlined in the relevant subject guide. The teacher marks it, Heads of Department facilitate an internal moderation, and, in consultation with the DP Coordinator, the IB externally moderates samples of student work to ensure the teacher's grading is accurate.
- As internally assessed work is subject to external moderation, such moderation may lead to the adjustment of the student marks awarded by the teacher. These differences are analysed annually by the DP Coordinator, Heads of Department, and teachers to inform the quality of teaching and internal moderation.

DP Exam Preps and Mock Exams

Students complete a fortnightly Exam Prep based on the types of questions found in the final DP examinations, allowing students to prepare and rehearse for a larger-scale assessment than those offered by in-class formative and summative assessments.

DP1 students have an end-of-year exam in May or June of their DP1 year. DP2 Students have a Mock Exam week in early January. Both are for students to become more familiar with the IB examination procedures and to support them in revising for an intensive assessment window.

- In consultation with Heads of Department, the DP Coordinator develops the Exam Prep and Mock Exam schedule to share with staff, DP students and their parents.
- An online session for parents is held with advice and guidance on how they can support their child in revising and managing pressure alongside support for students through the Life and Study Skills lessons.
- End-of-year assessments are designed collaboratively by teachers under the guidance of Heads of Department, creating standardised front and cover sheets designed by the DP Coordinator. These assessments are internally quality-assured.
- The DP Coordinator organises training for staff acting as invigilators to ensure they are fully acquainted with the most up-to-date IBDP regulations for invigilating end-of-year exams.
- The DP Coordinator works with the Head of Diverse Learning to ensure that all access arrangements are accommodated within the End-of-Year Exam schedule. They also collaborate on quality-assuring every end-of-year assessment.



- Teachers mark and moderate assessments.

DP Examination-Specific Guidance

All IB examinations conducted at Ermitage International IB School in May and November comply with the Diploma Programme Assessment Procedures. The DP Coordinator is responsible for ensuring the school's compliance with the guidance on the secure storage of confidential IB examination material.

- The DP Coordinator organises annual training for staff acting as invigilators to ensure they are fully acquainted with the arrangements for conducting DP examinations.
- All staff members acting as invigilators are familiar with the most up-to-date *conduct of examination booklets*. Where appropriate, additional training is provided for staff on the latest calculator guidance for examinations.
- All students receive a briefing and guidance document from the DP Coordinator to ensure compliance with the Diploma Programme Assessment Procedures, a digital copy of this is shared with all parents. This is reinforced throughout the Diploma Programme through the Exam Preps and Mock Exams.

Assessing the DP Core

In addition to the subjects in the six subject groups, there is a DP core. The core comprises three required components, which aim to broaden students' educational experience and challenge them to apply their knowledge and skills.

Assessing Theory of Knowledge

The Theory of Knowledge (TOK) course allows students to explore and reflect on the nature of knowledge and the process of knowing. Students reflect on the knowledge, beliefs and opinions built up from their years of academic studies and their lives outside the classroom.

- In consultation with the DP Coordinator, The TOK Coordinator ensures that the TOK Exhibition and Essay are completed in accordance with the Diploma Programme Assessment Procedures.
- For the Exhibition at the end of DP1, teachers are permitted to provide feedback on **one** draft of their object commentary. For the Essay at the end of DP2, the three formal recorded interactions between the student and teacher must be recorded on the TOK essay Planning and Progress Form to be ready for possible submission to the IB.
- Following the exhibition and essay submission date, the teacher marks it, the TOK Coordinator facilitates an internal moderation, and, in consultation with the DP



Coordinator, the IB externally moderates samples of student work to ensure the teacher's grading is accurate.

Assessing Creativity, Action, and Service (CAS)

Creativity, Action, and Service enable students to enhance their personal and interpersonal development by providing opportunities for self-determination and collaboration.

- CAS is not formally assessed; however, students will be awarded a pass or fail at the end of the DP based on their reflections.
- Students reflect on their CAS by providing evidence of achieving the seven learning outcomes for CAS and undertaking a CAS Project through ManageBac.
- In collaboration with the DP Coordinator, the CAS Coordinator ensures that all CAS supervisors have received adequate and appropriate training to ensure they are fully acquainted with the arrangements for acting as supervisors.

Assessing the Extended Essay

The Extended Essay (EE) is an independent piece of research, culminating with a 4,000-word paper.

- A member of staff who acts as their EE supervisor supports each student in all steps of researching and writing their extended essays.
- Based on students' expressions of interest, the Extended Essay Coordinator allocates an appropriate supervisor to each student.
- In collaboration with the DP Coordinator, the Extended Essay Coordinator ensures that all staff members acting as supervisors for the EE have received adequate and appropriate training to ensure they are fully acquainted with the arrangements for acting as supervisors.
- While completing their EE, students must arrange three mandatory reflection sessions with their supervisors. The final session, a concluding interview, is also known as *viva voce*.
- Examiners appointed by the IB externally assess all extended essays. Predicted grades for the extended essay are based on the IB's EE qualitative grade descriptors. Teachers provide a predicted EE grade to the IB.

Absences from Internal DP Assessments

For internal formative and summative assessment tasks, the following process applies to students absent on the day an assessment is due.

Planned Absences		Unplanned Absences	
Three or fewer days	Four or more days	Three or fewer days	Four or more days



The student is responsible for notifying their teacher well before their period of absence.		The student is responsible for reaching out to the teacher within three days of returning to school following their period of absence.	
The assessment is rescheduled	The assessment is rescheduled or adapted, or the student gets an N/A	The assessment is rescheduled	The assessment is rescheduled or adapted, or the student gets an N/A
<p>If the parent does not notify the school in writing ahead of absence, the student is likely to be awarded an N/A.</p> <p>Once an absence is approved, students are responsible to reach out to their teachers to find out what they will miss, and to catch up on that work (preferably before returning to school).</p>		<p>If the student or parent does not reach out in writing within 2 days of the student returning, the student is likely to be awarded an N/A</p>	

Exceptions can be made where the DP Coordinator and Head of Department agree.

Absences from Formal DP Examinations

Are followed up in line with the guidelines published directly by the IB.



Reporting to MYP and DP Parents

Reporting to parents is essential for keeping them informed about their child's academic progress and areas for improvement, fostering a collaborative approach to the student's education. It ensures transparency and supports parents in actively engaging with their child's learning journey, aligning with the school's commitment to student success and development.

Where a student has attained N/A for one or more assessed tasks, the teacher, in association with the Coordinator will incorporate them into the student's report grade, fairly and reasonably to reflect the student's level of academic attainment.

Where an MYP student joins the school partway through a unit, this will be taken into account when grades are determined.

Parent-Student-Teacher-Conferences

Parents and students are invited to two conferences each academic year, one in the first Semester and one in the second, to discuss their child's progress and learning. These follow a hybrid approach, providing time on the first day, after class hours, for parents to join digitally and the following day is entirely dedicated to in-person meetings between parents, students, and teachers.

If parents or teachers believe that discussing a child's progress would be beneficial at any other time of the year or if a more extensive discussion than what is possible during scheduled times is needed, an appointment can be arranged by emailing ibprograms@ermitage.fr.

Written Reports

Three reports for parents are produced each academic year. Details of what is incorporated are in our Report guide. A summary is below.

(1) Progress report in November

For the first half term, each subject teacher assigns a working grade on the IB's 1 - 7 scale which is a reflection of the student's academic performance and participation.

MYP teachers qualitatively rate each student on their motivation, engagement and academic discipline.

DP teachers qualitatively rate each student on their personal investment & application

Homeroom teachers provide comments on the student's social-emotional development, ATL skills and engagement with the school community.

Student reflections communicate their goals and plans to achieve them.



(2) First Semester Final Report published at the end of Semester One

MYP teachers provide a 0-8 grade for each criterion. An overall MYP grade is given, based on the IB 1-7 to reflect the student's overall performance in the subject.

DP teachers provide a DP 1-7 grade, based on work completed under formal conditions, in line with their subject guides.

Each student is qualitatively rated:

- MYP on each student's level of motivation, engagement and academic discipline.
- DP on each student's Personal investment & application

Homeroom teacher provides comments on the student's continued social-emotional development, ATL skills and engagement with the school community.

Student reflections communicate their progress in achieving their goals and update goals and plans, if necessary.

(3) Second Semester Final Report in June

The same as the First Semester Final Report, but based on the second semester of the year. Teachers may make comments regarding the student journey for the full academic year as well.

In the MYP, Second Semester Final Report criteria grades reflect the full year's performance, relative to each subject-specific criterion and overall subject grade from 1 - 7. Additionally, in MYP4 and MYP5, the end-of-year exam grades, which do not impact the MYP grades, are also shown as grades from 1 - 7.

8. How are complaints and appeals managed?

If a student or parent wishes to submit an appeal to the IB to re-evaluate a decision affecting a candidate for the Diploma Programme, they should contact the DP Coordinator, who will outline the process.

If a student or parent wishes to appeal an internally awarded grade, the following process will be followed:

1. **Concerns:** Students are first asked to contact their classroom teacher and arrange a time to discuss their assessment and results.
2. **Filing a Complaint:** Students or parents unsatisfied with internal assessment results where they have already contacted the classroom teacher can file a complaint with the MYP/DP Coordinator, clarifying the assessment result and reason they wish to challenge and providing details as to why they feel the grade is incorrect.



3. **Reassessment:** The MYP/DP Coordinator reassesses the student's work and gathers evidence within 8 days.
4. **Initial Decision:** The MYP/DP Coordinator communicates the decision to the student and parents.
5. **Filing an Appeal:** If still unsatisfied, the student or parents can file an appeal by replying to the MYP/DP Coordinator to request an appeal board be formed.
6. **Appeal Board Assembled:** Comprising of either a subject teacher who does not teach the student or the Head of Department, the MYP/DP Coordinator, and the Head of School. They will make a final decision based on all the available evidence no later than 15 working days after the day the request to form an appeal board was submitted.
7. **The Decision of the Appeal Board is final.**

References

This policy has been written with the support of the following resources:

International Baccalaureate Organization. IB MYP From Principles to Practice, Peterson House, Cardiff, Wales, 2014 (Updated August 2022).

International Baccalaureate Organization. MYP Assessment Procedures, Peterson House, Cardiff, Wales, 2014 (Updated August 2022).

International Baccalaureate Organization. IB DP from Principles to Practice, Peterson House, Cardiff, Wales, 2014 (Updated August 2022).

International Baccalaureate Organization. Diploma Programme Assessment procedures, Peterson House, Cardiff, Wales, 2014 (Updated August 2022).

International Baccalaureate Organization. Assessment principles and practice—Quality assessments in a digital age, Peterson House, Cardiff, Wales, 2014 (Updated August 2022).

International Baccalaureate Organization. Conduct of examination booklets, Peterson House, Cardiff, Wales, 2014 (Updated Annually).

International Baccalaureate Organization. Calculator guidance for examination booklets, Peterson House, Cardiff, Wales, 2014 (Updated Annually).

Stephen Tierney (2018) Assessment: It's a Curriculum Not a Data Issue