

DE LISLE COLLEGE

INTERNATIONAL BACCALAUREATE ASSESSMENT POLICY

July 2024

International Baccalaureate mission statement:

“The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations 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.”

De Lisle College mission statement:

“Rooted and grounded in Love”. Ephesians 3:17

Our mission is to be rooted and grounded in God’s love so that each student receives the highest quality Catholic education and knows that they are loved deeply by Jesus Christ.

- All students experience the Love of Jesus Christ every day.
- Everyone is given the Opportunity to grow.
- Everyone Values themselves and each other by ‘doing what is right, not what is easy’ in the words of our school motto.
- Above all, we will grow actively in our faith by seeking a personal Encounter with Jesus Christ, so that we bear witness to the good news and to the teachings of the Church.
- We all Serve our neighbours near and far as missionary disciples.

L = Love

O = Opportunity

V = Values

E = Encounter

S = Serve

#DeLisleLoves

IB learner profile:

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

- **INQUIRERS:** We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
- **KNOWLEDGABLE:** We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
- **THINKERS:** We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
- **COMMUNICATORS:** We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
- **PRINCIPLED:** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
- **OPEN-MINDED:** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
- **CARING:** We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
- **RISK-TAKERS:** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
- **BALANCED:** We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
- **REFLECTIVE:** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Assessment Policy Rationale:

When used effectively, assessment helps pupils to embed knowledge and use it fluently, and assists teachers in producing clear next steps for pupils.

Ofsted Inspection Handbook November 2019 p.185

Aims:

The process of assessment is used to support each student in the achievement of his or her learning potential. As part of the process, students will develop personal responsibility within a self-reflective context in each classroom. The process also encourages the involvement of all staff, students and parents in the education of our students as we chart their progress and achievements.

Through the assessment process we aim to gather information which enables our teachers to:

- evaluate and record each student's attainment and progress
- identify individual students' strengths and weaknesses
- evaluate their teaching effectiveness
- plan future learning and teaching experiences
- match work to the needs of individual students
- compare individual, class and college levels of attainment and progress using internal and external measures
- provide accurate information to parents and colleagues about the progress and development of each student which is consistent across the college
- enable students to develop the skills needed to become effective learners
- ensure all students experience challenge and success
- recognise the whole range of students' achievements

As a college we will use two distinct form of assessment each with a clear purpose.

Formative Assessment (Assessment for Learning)

It is essential that pupils work as hard as, if not harder than, their teachers, acknowledging their responsibility to engage in their own learning, as lifelong learners. For this to happen, teachers need to ensure pupils know the answers to these two questions:

What am I doing well in this subject?

What do I need to do to improve my work in this subject?

If pupils can answer these questions accurately, in subject specific detail, they are receiving effective feedback.

Assessment for learning is an on-going process. It supports learning through identifying difficulties, providing feedback and setting future learning priorities. Essentially, it is the process of finding out where learners are in their learning journey, where they need to go and how best to get there. It is important that teachers effectively plan their assessment within their lessons to check on student progress and to allow students time to identify and reflect on their own strengths and weaknesses in order to support their further learning and personal development.

Methods of Assessment for Learning:

There is no-one size fits all approach to formative assessment. This is because the needs of each individual subject can be very different. Therefore, each subject has the independence to develop their own approach to formative assessment within the parameters outlined above. Teachers should be able to articulate student's strengths and weaknesses to parents.

Some examples of approaches to formative assessment which may be seen are:

- diagnostic questions
- student self-assessment written in red pen
- peer assessment written in green pen
- verbal feedback from teacher or student
- selected diagnostic marking
- whole class feedback
- written feedback from teacher or student on class-based activity
- written feedback from teacher or student on homework-based activity
- identification of and feedback on common misconceptions

Summative Assessment (Assessment of Learning)

While formative assessment is designed to inform students on what they need to improve, it is also important that students' progress is tracked through a system of effective summative assessment.

Summative assessment is used to measure performance and identify a standard of student attainment. It provides evidence that learning has taken place and it is focused on outcomes.

Students will take part in no more than three summative assessments during each academic year. These assessments will be synoptic, and will be a sample of the domain of knowledge covered at that stage in their learning. Summative assessments will take the form of formal internal or external examinations.

Staff will liaise with the learning support department to ensure that students requiring access arrangements in completing summative assessments receive the appropriate provision, including in relation to students with additional language requirements, as documented in the College's *IB Language Policy*.

All summative assessments will produce a grade which will enable attainment and progress to be tracked. These results will be reported to both students and parents in a monitoring 'snapshot' twice per year as part of the college reporting system, via our online reporting platform, Go4Schools. This will be in conjunction with annual written reports and parents' evenings for all year groups. Parents' evening for each year group take place once a year: for year 12 this is in April; for year 13 this is in January.

The Mandarin IB Standard Level two-year overview and medium-term schemes of work will be designed to accommodate the earlier exam dates of the IB in year 13, in comparison with the later A level exam period. Students who are due to complete IB Mandarin assessments before the formal year 13 study leave period has begun will be granted permission to prepare for their examination at home during the learning period directly prior to their assessment, for up to but not exceeding half a day, in line with the school policy for Sixth Form students.

Feedback:

'When anyone is trying to learn, feedback about their efforts has three elements - the desired goal, the evidence about their present position and some understanding of a way to close the gap between the two.'

Black & Wiliam 1998

Research shows that one of the most important factors in enhancing student achievement is feedback. It gives students the opportunity to develop as **reflective learners**: students are given the information they need to assess their own strengths and weaknesses. They then have the opportunity to develop as **risk-takers**, responding with resourcefulness and resilience to their own individual learning challenges in order to support their future learning and development.

There is no single correct type of feedback; it will suit the subject and the situation.

Good quality feedback also contributes positively to behaviour management, as evidence strongly suggests that it leads to increased motivation and engagement, and is worth the time and effort involved.

Effective feedback will:

- Be based on clear learning intentions - all students need to understand what they are being asked to learn and why. Self-assessment is impossible if students do not know what is expected of them.
- highlight success; give praise with a reason
- show where improvement could take place
- give strategies for improvement
- be given promptly and regularly
- be an on-going dialogue which leads students to improvement
- be accessible to each student
- be appropriate to the level of each student
- have time allocated for any written comments to be read, responded to and work reflected/improved upon
- make use of modelling, demonstration and exemplar work
- be used by teachers to plan the next steps of learning and pitch work at appropriate levels for each student

'It was only when I discovered that feedback was most powerful when it is from the student to the teacher that I started to understand it better. When teachers seek, or at least are open to, feedback from students as to what students know, what they understand, where they make errors, when they have misconceptions, when they are not engaged - then teaching and learning can be synchronised and powerful. Feedback to teachers helps make learning visible.'

John Hattie 2009

Monitoring and Evaluation of Assessment

It will be the responsibility of SLT, Subject Leaders, all teachers and support staff to ensure that all assessments are accurate and standardised within subject areas. All stake holders will be required to act in accordance with the school's *Academic Integrity Policy* in the administration, monitoring and evaluation of assessments at the College.

The monitoring of assessments will take a number of forms:

- work sampling
- in-house moderation
- collaboration with MEP teachers from other schools offering the IB Mandarin qualification and MEP staff at UCL's IOE.
- advice from external moderators
- classroom observation
- student interviews
- sharing of good practice

- exemplar work from students
- Learning Walks

Tracking Student Progress

- Students in year 12 and 13 will be provided with a target based on their performance at Key Stage 4.
- In addition to the three formal summative assessments, subjects will also collect and record assessment data on smaller topic tests or formative assessments through go4schools.
- Class teachers, subject leaders and SLT will monitor the performance of students by comparing student attainment in their summative assessments against their FFT targets. Following analysis of these results, interventions may be required to accelerate pupil progress.

Intervention

All teachers are committed to supporting students to achieve or exceed their targets. Where students are performing below their target grade, a range of intervention strategies will be available to support the needs of the individual students:

- extra support from the classroom teacher
- in-class support from the Learning Support Department
- 1:1 support from Learning Support and the British Council Mandarin language assistant
- peer mentoring
- tutor mentoring
- extra classes
- revision classes
- home learning

Policy review date: July 2026

Policy review bodies: SLT, DLC Governing Body