



IB World School

IB DP ASSESSMENT POLICY

Policy Area:	Academic
Author:	Vice Principal, Academic
Staff Member Responsible:	Vice Principal, Academic
Approved by:	Education, Safeguarding and SEND Committee
Version Control	
Version Number:	2.1
Last Reviewed:	08/10/2026
Last Amendment:	08/10/2026
Next Review Date:	Autumn Education Committee, Oct 2027



St Clare's Assessment Policy

Contents

Section	Title	Page
1	Introduction and rationale	3
2	Testing and examining	3
3	Homework: principles and guidelines	4
4	Feedback: principles and guidelines	5
5	The International Baccalaureate formal exams	7
6	Internal assessment	8
7	Extended essay	8
8	IB DP Coursework Deadline Policy	8
9	Assessment of value-added and progress	9
10	Work scrutiny	9
11	Predicted grades for IB students	9



1. Introduction and rationale

- 1.1. Assessment is a vital part of St Clare's teaching and learning programme as it provides students, teachers and parents with valuable information. Assessment is the process of collecting and interpreting information about the extent of students' learning. By measuring and assessing the outcomes of learning, it is possible to monitor and improve both teaching strategies and learning strategies.
- 1.2. Assessment must be closely linked to teaching. Assessment can identify when teaching has been successful and learning has taken place. It can also identify when teaching has not led to sufficient learning and reteaching, using a different strategy or style, is necessary.
- 1.3. Feedback in all subjects is also an important element in the language support we provide for EAL students. It should be a two-way process through which we acquire a better understanding of a student's progress in learning to read, write, speak and listen in English and the student acquires a better understanding of the areas which he or she needs to develop. This process should inform our teaching and the development of strategies and materials to support language learning in the different subjects.
- 1.4. Assessment is a shared responsibility. Teachers are responsible for designing and applying assessment fairly and consistently and providing appropriate feedback; students are responsible for engaging with assessment and feedback and completing assessed work with academic integrity; parents support students without providing inappropriate assistance; and the College is responsible for ensuring fair and valid assessment, including appropriate inclusive access arrangements.

2. Testing and examining

Entry assessment tests

- 2.1. During the orientation period, IB students sit standardised Maths and English tests. This (i) facilitates appropriate placement of students in maths groups and (ii) evaluates the level of English language support required for particular students. This information is also supplied to other teachers, so that a Chemistry teacher, for example, will have some idea of the levels of Maths and English of a particular student.
- 2.2. The English department assesses the English language level of non-native speakers of English. For IB students, following additional observation in class an EAL level is assigned using a traffic light system for each student by October in the first year. These levels are used to identify which students need additional English language support, which is delivered to agreed students by members of the English Department. These levels are also referenced in all teachers' class profiles, and are reviewed and updated by the English department each term.
- 2.3. The Modern Foreign Languages Department also, where possible, completes a profile on students' capabilities in their first language. This can be used to identify problems in first language literacy, which may impact then on second language acquisition.

Internal formal tests and exams for International Baccalaureate Diploma Programme students

- 2.4. IB Students have 3 sets of exams during the course as an integral part of preparation for the final IB exams. They take place in November of IB1, May of IB1 and February of IB2.

	Year	Time Point	Exam Length	Purpose
1	IB1	Term 1 Exams in November	up to 1.5 hours per subject	First formal test to establish student standards. Review of work so far Benchmark for future progress
2	IB1	Term 3 Year Exams in May	2-3 hours per subject	To examine the material covered throughout the first year of study, though focus is on the material not examined by the previous test session. Measure of student progress.
3	IB2	Term 5 Mock Exams in February	Generally, as for IB exams	To practice for IB finals. Measure of student progress.



- 2.5. Teachers may set tests in Terms 2 and 4 if they wish and these assessments will contribute to the course grade, but no separate exam grade is recorded.
- 2.6. All exams have the purpose of being practice for the final exams and therefore include questions, grading and conditions that are like IB exam questions and modelled on IB exams. They are also essential for formative assessment and are used to identify misunderstandings and misconceptions. This is used to adjust the teaching programme so that these are addressed and rectified.

3. Homework: principles and guidelines

- 3.1. Homework is set in all subjects to reinforce, extend, and consolidate learning. Homework, like classroom activities, should be designed to challenge all learners. It should be directly relevant to the syllabus and programme of study and should allow students to develop the skills and understand the value of independent, self-directed learning. Teachers will respond to all homework tasks promptly, either through individual oral or written comments on the students' work, further supported by whole class feedback.

Homework for IB Diploma students

- 3.2. The IB Diploma is a challenging programme and DP students are expected to take responsibility for their own learning. Different subjects and tasks such as the EE will require a significant amount of work at different times.
- 3.3. At St. Clare's the following principles and guidelines should be followed in setting homework:
 - 3.3.1. As a guide, students should have a maximum of 3 hours per Higher and 2 hours per Standard subject a week, as well as 45 minutes for ToK and an hour for university research/applications. Please note these are maximum and not required amounts; it is also important to understand tasks will take students different lengths of time, especially given the language profiles of many of our learners.
 - 3.3.2. Teachers are asked to bear in mind that the IB diploma programme makes many demands of students and to be sensitive to student workload when setting tests or written work. At least a week's notice should be given to students for significant tasks and tests, to allow them to plan ahead. Large homework tasks should never be set for the following day. In some subjects, smaller-scale tasks such as the completion of classwork, or reading may be set if it is required for the continuation of learning in the following lesson. It is understood that different subjects will require different frequencies and lengths of homework.
 - 3.3.3. Homework embargoes are put in place to allow students to revise for internal examinations as well as around key submission dates such as for the Extended Essay
 - 3.3.4. If a student does not have assigned specific homework, it is expected they engage in reviewing their notes or reading/researching about what they are currently studying or reading in general.

Homework During Holidays

- 3.4. As a rule, homework should not be set in holidays. The exceptions to this are;
 - 3.4.1. When holidays fall within the timeline of major IB assignments, such as the extended essay or IAs. Aside from this, other homework tasks should not be given.
- 3.5. If a half-term holiday falls within the timeline of a major assignment (i.e. EE, an IA or EA), or required reading for Languages courses, there should be enough time on either side for students to work on this so that working in the break is a choice.
- 3.6. In the Winter, Spring and Summer holidays, it is expected that students will need to spend some of that time working on major IB assignments, reading and/or revising for examinations. There should not be any additional homework tasks set.
- 3.7. No deadlines should be set the first day back after a holiday.

Expectations for independent study

- 3.8. Students can and should be encouraged to read and review work for all subjects independently throughout the year, and this expectation should be clearly stated, and guidance given in all subjects as to how they can do this effectively. However, the expectation is that students do this independently,



without the need for this to be set as homework.

4. Feedback: principles and guidelines

4.1. At St. Clare's we define feedback as follows:

4.1.1. Feedback is useful information for students about their learning and performance which they can use to further develop their skills, knowledge and understanding.

4.2. At St. Clare's the following guidelines and principles should be followed when giving feedback:

4.2.1. Feedback should focus on strengths (i.e., what the student does well) as well as areas for improvement.

4.2.2. Feedback should be clear, learning focussed, explicit, and responsive to a student's needs. The SMART acronym is useful when considering how to give feedback: specific (to task and student), measurable (so it is clear what the limitations are and what progress and success would look like), achievable (within the student's zone of proximal development), relevant (to future learning and tasks), timely (so the student has a chance to practice and implement it).

4.2.3. Students need to be actively involved in the process and develop a sense of ownership over feedback (this might involve self and peer assessment, re-trying tasks etc.) Early in the year, all teachers should have a discussion with students about feedback; as part of this, teachers should ask students how they like to receive feedback.

4.2.4. It is important to recognise that our students join us from many different countries and educational systems so some may take time to understand and adapt to the IB approach. Our expectations are made explicit from the beginning through our focus on the IB learner profile, which should be reiterated consistently in the way we speak to students about their role in the learning process when we give feedback.

4.2.5. Departments and teachers should think carefully about how and when they give grades to students: some students are focused on grades rather than learning, and research suggests that putting grades alongside feedback hinders or prevents students learning from that feedback (e.g. Wiliam, 2011). Therefore, if grades are to be given, teachers should consider staggering grades and feedback and grades should always be given within the context of criteria and descriptors.

4.2.6. Students need models of good work and teachers should share rubrics and exemplar work of different levels throughout the programme.

4.2.7. Whole class feedback can be an effective means of addressing patterns of strengths and areas for development within a class. Feedback about an individual's work should always be given one to one and not publicly; teachers should ask a student's permission if they want to share their work with the whole class.

Consistency of feedback

4.3. Heads of Department have a responsibility to ensure that appropriate feedback procedures are followed so that there is consistency across different classes within the same course. In each Department, the Head of Department oversees the administration of procedures to safeguard the integrity of marking and feedback. While these procedures vary from Department to Department, depending on the nature of the student work being assessed and other factors, the common purpose is to ensure, so far as is possible, that there is consistency. Marking procedures could include:

4.3.1. one marker only marking an entire question or task

4.3.2. pilot marking (i.e. teachers mark in teams until all agree regarding the standard)

4.3.3. double marking (i.e. two teachers mark each paper)

4.3.4. check marking (i.e. a teacher sample checks the marking of others for consistency)

4.3.5. group marking (i.e. teachers mark in teams, discuss standards and check each other's marking)
employment of external personnel to mark, double mark and/or check mark

4.3.6. student checking of marking

4.4. Each Head of Department is responsible for developing a policy in relation to this matter and ensuring that staff are aware of it and implement it on all occasions.



- 4.5. Teachers' Marking** should take the form of a comment which covers all the relevant areas dealt with by the task, a target for the pupil and sometimes a grade/mark. A balance of positive comments and specific areas for improvement should be aimed for, especially with students who need help in a variety of areas.
- 4.5.1.** Work should be collected in regularly and returned as quickly as is practicable, usually within a week.
- 4.5.2.** Responses should wherever possible be constructive, acknowledging what has been achieved but also highlighting areas for improvement.
- 4.5.3.** Normally, only a limited number of errors should be noted e.g. no more than 4 or 5 spellings unless a point about carelessness/drafting is being made or spelling was a specified target area.
- 4.5.4.** A specific comment on learning needs to be made at the end of a piece of work. The aim should be to summarise achievement and to set a further target.
- 4.5.5.** Students should be supplied with the appropriate Assessment Criteria if these are being used.
- 4.5.6.** When indicating errors in Standard English, all staff should adopt the following standard symbols:

sp	Spelling error Underline the word or the part of the word and write sp in the margin.
p	Punctuation error Underline the error and write p in the margin
Wiggly line	Error in expression/register
//	New Paragraph needed

Formative assessment

- 4.6.** All teachers continually assess the effectiveness of their teaching and the extent of student learning by using a range of formative assessment techniques, designed to combine assessment of learning with guidance on how to rectify errors and misconceptions and to make improvements in understanding. The techniques will include some or all the following:
- 4.6.1.** in class questioning
- 4.6.2.** oral comments about written work
- 4.6.3.** written comments on written work
- 4.6.4.** comments and discussion of test scripts
- Tracking reviews are used to regularly share teachers' assessments of individual students. These are recorded electronically and then discussed by the Personal Tutor and the student in their weekly meetings. The Personal Tutor has a key role monitoring the progress of students and advising them in response to outcomes of the assessment process.

Target setting

- 4.7.** The process of target setting takes place in consultation with subject teachers: students identify areas for development, decide on the strategies for improvement and ways of determining if the target has been met (success criteria). An agreement is reached between the student and teacher as to targets for the next exam session.
- 4.8.** The process will be recorded in the full reports that are sent to parents/carers.

Reports

- 4.9.** St Clare's formally reports on student progress at the following times:
- 4.9.1.** IB1
- 4.9.1.1. Personal Tutor meeting or letter in October
- 4.9.1.2. End of Autumn term report in December
- 4.9.1.3. Parent teacher meeting in March
- 4.9.1.4. End of Spring term course grade sheet in March



4.9.1.5. End of year report in June

4.9.2. IB2

4.9.3. Parent teacher meeting in November

4.9.4. End of Autumn term Tutor letter November

4.9.5. Post mock exam final report in March

- 4.10. Reports use IB grades 1-7 for achievement and we have used the IB Learner Profile and the IB Approaches to Learning to identify three broad areas for students and teachers to focus on in terms of how students approach their studies: **Self-Management**, **Collaboration and Communication**, and **Self-Direction**. The table below gives descriptors of ideal behaviours for each of these approaches, and these are evaluated with a scale to indicate whether a student **rarely**, **sometimes**, **usually** or **consistently** demonstrates those behaviours. On the report for each subject these three approaches are evaluated using the letter code as shown below.



Approaches to Learning

	Rarely R	Sometimes S	Usually U	Consistently C
Self-Management	- Arrives to class on time with required materials. - Meets deadlines and gives tasks necessary time and attention.			
Collaboration and Communication	- Listens to others and seeks to understand other points of view. - Makes positive contributions to group and class discussions/activities. - Communicates in a thoughtful way that helps move learning forward.			
Self-Direction	- Uses instructions to independently meet objectives of lessons/tasks. - Seeks to understand by asking questions or doing further research/testing on their own. - Uses effective organizational strategies to aid learning. - Extends learning to novel situations.			

- 4.11. Full reports include information about the programme studied in each subject and a detailed written comment by the teacher. Extra-curricular involvement in the CAS programme will also be reported. Comments by the Personal Tutor, Boarding Staff and a member of IBMG will be included as appropriate.

5. The International Baccalaureate formal exams

- 5.1. IB candidates receive a mark for each subject out of 7, and a total mark out of 45. This comprises:

5.1.1. 3 Higher Level (HL) subjects each out of 7 (= possible 21 marks)

5.1.2. 3 Standard Level (SL) subjects each out of 7 (= possible 21 marks)

5.1.3. Theory of Knowledge and Extended Essay 'core' points' out of 3.

- 5.2. The IB Diploma will be awarded to candidates who obtain a total points score of 24 or more, except for the following conditions:

5.2.1. The student has failed to complete the CAS requirements

5.2.2. The student has obtained any of the following grades:

5.2.2.1. Grade E in TOK or Extended Essay

5.2.2.2. An N any subject

5.2.2.3. Any grade 1

5.2.2.4. Four grade 3's or below

5.2.2.5. Three grade 2's

5.2.2.6. Less than 12 at HL

5.2.2.7. Less than 9 at SL.



5.2.3. Academic misconduct may result in penalties affecting the award of the Diploma, in accordance with the IB Academic integrity policy.

6. Internal assessment

6.1. An Internal Assessment mark is based on the required IA components within each subject and is moderated by the International Baccalaureate (IB) to ensure consistency of standards across the world-wide candidature. The moderated Internal Assessment then contributes directly to the student's final result for the subject (the percentage differs from subject to subject). These tasks are used to determine the Internal Assessment mark submitted to IBO, as well as influence the Predicted Grade determined by the teacher.

7. Extended essay

- 7.1.** The Extended Essay is one of the compulsory core elements of the IB Diploma. It constitutes a piece of research carried out in one of the IB subjects and then presented in the form of an academic paper, with a bibliography, etc. Its length must be no more than 4000 words, and the IB says that it expects about 40 hours to be spent on the Essay.
- 7.2.** Students start their research at the end of January of their IB1 academic year. Three EE days are specified in the calendar at suitable points in the course and a homework embargo follows the final EE day to allow time for the students to complete their essays. The final submission date usually falls on a Friday after half term in October of their IB2 year.
- 7.3.** They are supervised by teachers, usually the appropriate subject teacher, and the teacher submits a comment with the essay, along with a confirmation that it is the student's own work. Essays are then sent to be graded externally by IB examiners.
- 7.4.** For first assessment in May 2027, the Extended Essay is assessed using five criteria: A Framework for the essay (6 marks); B Knowledge and understanding (6); C Analysis and line of argument (6); D Discussion and evaluation (8); and E Reflection (4), giving a total of 30 marks..
- 7.5.** The totals are then converted to an A – E scale, in which A = Excellent; B = Good; C = Satisfactory; D = Mediocre; and E = Elementary.

		Theory of Knowledge				
		A	B	C	D	E
Extended Essay	A	3	3	2	2	0 (F)
	B	3	2	2	1	0 (F)
	C	2	2	1	0	0 (F)
	D	2	1	0	0	0 (F)
	E	0 (F)	0 (F)	0 (F)	0 (F)	0 (F)

7.6. These are then combined with Theory of Knowledge grades using the matrix below to give up to three core points, which contribute toward the Diploma total.

8. IB DP Coursework Deadline Policy

- 8.1.** All St. Clare's deadlines for official IB IA (internal assessment) and EA (external assessment) are set well in advance by departments and a calendar of IA and EA deadlines is provided to all teachers, PTs and students so that pinch-points can be clearly seen.
- 8.2.** There are two types of deadlines: initial submission deadlines and final submission deadlines.
- 8.3.** Initial submission deadlines are in place for students to have the opportunity for feedback on a draft of their work. If a student does not meet this deadline, they should not expect to get feedback on their work, although work in progress needs to be seen so that teachers can verify the final submission.
- 8.4.** Final submission deadlines: these dates are not negotiable and are set far in advance so that students can plan ahead to ensure they meet the deadline. The deadlines are also in place in the interest of fairness:



all students have the same deadline so that no student has an unreasonable advantage over others. If the deadline is missed then the initial submission will be submitted to the IB. In the interests of consistency and fairness, final submission deadlines are the same for all students taking a subject.

- 8.5.** If there are adverse circumstances (e.g. severe illness, an accident) that mean a student's ability to meet the deadline is seriously affected then a request for an extension should be sent to the teacher, Head of Department and DP Coordinator, and a decision will be made by the DP Coordinator. It is expected that this request will come as soon as the situation is known and, unless a sudden incident, at least a week before the deadline. Any request for an extension will need to be supported by communication from parents/house parents and supporting documentation (e.g. medical certificate). If a teacher's absence adversely affects students' ability to receive feedback and complete the work, then an extension may also be granted in this situation.

9. Assessment of value-added and progress

- 9.1.** ALIS - all IB students sit the Baseline Assessment called ALIS in September of IB1. The purpose is to provide an entrance ability baseline against which value added during the IB programme can be measured.

10. Work Scrutiny

- 10.1.** Student notes should be regularly seen by teachers. It is expected that this will be needed more frequently for PIB and IB1 students, although some IB2 students may continue to need this support. Department Heads should periodically review a selection of work across all sets to ensure consistency of review across all teachers.
- 10.2.** Teachers should make sure students are keeping useful material: e.g. returned homework, revision notes etc. SEND students may need extra help with organisational strategies.
- 10.3.** When HoDs observe classes, they should choose some student work to review at the same time.

11. Predicted grades for IB students

- 11.1.** Initial predicted grades are collected in June of the IB1 year following the term 3 exams. At this point split grades are permitted. For example a student sitting between 5 and 6 would be awarded 5.5. Teachers can use split grades where a student has shown some evidence of attainment at the higher grade but is not yet achieving consistently at that level. These initial predicted grades are used to inform university and other careers discussions. Final predicted grades are generated twice during the second year of the IB Diploma: the first is for university application processes, and the second is for the IBO.

Purpose and process

- 11.2.** For the university application process, grades are needed to assist in guiding students' choices of courses/colleges and be included in the reference.
- 11.3.** To help the student make appropriate choices, realistic predicted grades are required before the end of September for early window applications and in mid-October for other applications in the second year. If teachers later decide to change a grade, a final date of 25 November for late re-considerations is in place for students who have not applied before that date.
- 11.4.** The final predicted grades will be entered by teachers in week 6 of the first term of the second year of the IB Diploma.
- 11.5.** These will be reviewed by Heads of Department, the Head of Careers and the VPA. If there are any discrepancies, inconsistencies, or concerns these will be discussed with individual teachers.
- 11.6.** Teachers are expected to inform students of their predicted grades in the context of a 1-to-1 conversation.
- 11.7.** Personal Tutors will have a 1-to-1 conversation with each of their tutees in week 7 in order to discuss the overall picture.
- 11.8.** IB predicted grades are submitted to the IB in March of IB2. These are not shared with students and have no impact on university applications or IB Diploma outcomes. These are the official predicted grades submitted to the IB and should represent the teacher's most accurate prediction of the student's final performance. They do not determine the student's final IB grade and are not a substitute for completion



of IB assessment.

Guidelines for teachers when giving predicted grades

11.9. UCAS guidelines Please look at this before going through the process of assigning predicted grades.

11.10. Further St. Clare's guidelines The UCAS phrase “**aspirational but achievable**” reflects the approach we take at St. Clare's: predictions should be based on evidence of a student's assessment history and development, while also taking into account other factors such as their approach to learning, likely progress on the remainder of the course, and teachers' knowledge of IB standards, grade boundaries and grade descriptors. Grades should not be changed based on pressure by students, parents, or Personal Tutors.

Predicted Grades FAQs

11.11. Should teachers discuss PGs with students? YES. Teachers should ensure that the student is aware of what their PG will be so that they are not taken by surprise. It is particularly important to let the student know if their grade will be lower than their June report/predicted grade, and to provide context for this change.

11.12. What is meant by evidence/data? Anything tangible that can help you to accurately predict a student's mark. The most important pieces, by far, will be the student's own work. Student performance on comparatively “high-stakes” assessments (such as exams) may carry more weight, however it is important that predicted grades are not based on any single assessment. All evidence should be considered in the context of other data, including:

11.12.1. The IB Grade descriptors

11.12.2. Grade Boundaries for your subject

11.12.3. Historical data (for example, percentages of students who receive specific scores worldwide in your subject, as well as trends within the college)

11.12.4. Student performance on those assessments which carry more weight within a subject

11.12.5. A student's ATLs, indicating the degree to which a student is likely to apply themselves to improving and addressing feedback

11.12.6. Trends within the student's own performance

11.13. How do I ensure I have sufficient evidence to support predictions? All courses vary in terms of the relative challenge of different components, and it is understandable that more challenging aspects may be covered fully in the second year. However, it is important that each subject's course and assessment design gives students exposure to the range of skills required on the whole course, so that students and teachers a realistic sense of where they are by the end of DP1. This means that likely predicted grades will be captured as best as possible in the June exam and report grades.

11.14. What are the IB Grade Descriptors? While grade boundaries provide the specific numbers used to assign marks, the grade descriptors “consist of characteristics of performance at each grade.” These are used by senior examiners to set the grade boundaries and seek to define the “qualities of a typical performance.” The grade descriptors should be used as a data point when determining PGs.

11.15. I am a new teacher of a DP2 class. What PG should I assign? For the first PG collection in October, you will probably want to use the June report mark as well as any other data handed over from the previous teacher.

11.16. Why do we collect PGs again in March? The March PGs are the official PGs for IB purposes. These are really for the IB's internal purposes, and for us to check our own accuracy in predictions. If you feel it is appropriate to change a PG, please do so as we want our own data to be as accurate as possible going into the examinations. This number will not have an impact on university admissions and will only impact DP scores if a student is unable to sit an exam.



- 11.17. When do I need to assign a PG for the Extended Essay and/or Theory of Knowledge?** We do not collect PGs for these core elements until the assessments are completed. You will be asked to provide a PG for the March IB collection, but not for University PGs. We wait to assign PGs because October is too early to predict these marks with any specificity. For University PGs, we assign an estimate of 0-3 points based on the student's overall prediction and data from previous years.
- 11.18. I feel extremely confident in the grade I am predicting for a student, but the student continues to push me to assign a higher PG. What should I do?** Refer to the data you have used to determine the PG in all conversations. If the student (or parent) continues to press you, let the VPA and/or Head of Careers know so that we can intervene.
- 11.19. What happens if I provide an inflated grade?** The danger here is that a student will be admitted to a program based on PGs which they will be unable to attain during the actual exams. We want students to make informed decisions about what programmes are right for them, and which they realistically stand a chance of being accepted to. Some countries and programmes are very strict regarding PG numbers and admission offers. In the UK, for instance, if a student does not meet their offer, there is a high chance they will have to enter the clearing process. As most of our students are international fee payers, we know that waiting until mid-August (A level results) for confirmation puts severe pressure on their accommodation choice and visa process and can jeopardise a September start. In the USA, while this is rare, a drop of >5 points from PG to actual can lead to an offer being rescinded.
- 11.19.1. What happens if I provide a grade that is too low?** While we do not want inflated grades, we also want to be realistically optimistic: if the data suggests a student has a good chance of attaining a grade, we should assign this grade, particularly for systems like the UK where PGs are the most important filter for admissions.