



REPTON

DUBAI



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IB ASSESSMENT POLICY

ASSESSMENT IN THE IB DIPLOMA PROGRAMME AND THE IB CAREER-RELATED PROGRAMME AT REPTON SCHOOL DUBAI.

Assessment policy (all programmes) Includes: • philosophy of assessment that supports student learning • description of the school's use of programme assessment criteria • processes for standardization of assessment of students' work • frequency of formative and summative assessment • description of local/national/state assessment requirements • procedures for access arrangements (MYP if participating in eAssessments, DP and CP) • processes for recording and reporting DP assessments (DP only) • processes for recording and reporting CP core assessment (CP only).

(Taken from <https://pypatpwe.files.wordpress.com/2016/09/guide-to-programme-eval.pdf>)

REPTON DUBAI



Repton School Dubai Mission and Values

Mission statement: The rigorous pursuit of excellence, inside and outside the classroom, combined with a passionate concern for the wellbeing of each individual.'

Values: Alongside the pursuit of academic excellence, Repton Dubai is proud of the outstanding pastoral care provided for all students and proud too of the traditions and core values that underpin all that goes on at the school. Combining the culture, energy and dynamism of the UAE, with the rich heritage and traditions derived from our close partnership with Repton School in the UK, standards and traditions that have stood the test of time, we are determined to remain a world class school and a beacon of excellence where people matter, and the whole Repton community, pupils, staff and parents, work together to develop young people who are confident yet compassionate, courageous and curious.

Repton Dubai aims to develop open-minded, knowledgeable and nurturing young people who help to create a more peaceful world through international-mindedness and respect.

1. Definitions

Assessment

Assessment is the process of gathering information from a variety of sources to gauge student progress against curriculum expectations, to provide feedback to guide future instruction and learning.

Evaluation

Evaluation is the process of judging the quality of student work against explicitly identified criteria and assigning a value to represent the level of achievement attained.

Criterion-based Assessment

Criterion-referenced assessment occurs when candidates are measured against defined criteria provided at the beginning of the learning period by the IB and the teacher.

Formative Assessment

Formative assessment is the process of gathering information, by a variety of means, during the learning process, to identify the knowledge, skills and understanding that students have at that moment in time and that they should be developing. It provides constructive and specific feedback to teachers and students on the nature of students' strengths and weaknesses aimed to improve learning. This evidence is not intended as a measure of each student's achievement and should not be used for determining a level except in circumstances when there is insufficient evidence from summative assessments.

REPTON DUBAI



Summative Assessment

Summative assessment occurs throughout a course and is designed to allow students to demonstrate achievement towards the course expectations. It forms the primary basis for establishing levels reported to parents. Summative assessment provides information about student achievement, an accountability mechanism to evaluate teachers and schools, and a driving force for reform of curriculum.

Diagnostic Assessment

Diagnostic assessment is the process of gathering evidence of students' knowledge, skills and understanding prior to instruction and is used to guide future teaching and tailoring programs to a particular student, or group of students. It is not used to evaluate student achievement.

2. Reasons for Assessment

- 2.1 To provide feedback to students on their own learning
- 2.2 To provide feedback to students about how they are performing against the criteria from the IBO
- 2.3 To provide feedback to teachers about knowledge, understanding and/or skill development
- 2.4 To provide a level for reporting, understanding and progress to parents
- 2.5 To provide information for university applications
- 2.6 To provide motivation for learning
- 2.7 To provide a quality assurance mechanism (both for internal and external reasons)
- 2.8 To prepare students mentally for assessments by the IBO, colleges and other organisations

3. Principles

The following are central to Repton School Dubai's principles of assessment:

- 3.1 The primary purpose of assessment and evaluation is to support and improve student learning.

REPTON DUBAI



- 3.2 Students have different learning styles, experiences and abilities, so the assessment and evaluation of their learning must be fair, varied in nature and allow students to demonstrate the full range of their learning. Assessment and evaluation practices are fair and equitable to all students, including EAL students, whose mastery of language should not necessarily affect the evaluation of, for example their ability to think critically.
- 3.3 Assessment, learning and teaching are interdependent and should be focused on the habits of mind, critical thinking skills, 21st century skills, knowledge and attitudes that will provide for success within the IB programmes and beyond.
- 3.4 Assessment is an integral part of the teaching and learning process, as well as indicating student progress. The outcome of assessment should inform teaching methods and provide feedback on the curriculum.
- 3.5 Careful thought is given to the purpose of assessment, and a wide range of methods are adopted to reflect the curriculum and range of learning opportunities.
- 3.6 There is potential in assessment for developing a positive self-image in the student from positive and constructive feedback, and the feeling of success which encourages further study.
- 3.7 Assessment supports the development of classroom learning cultures which are learning oriented rather than performance oriented.
- 3.8 Assessment does not promote competition or fear of failure, but encourages risk-taking, mistake-making and self-evaluation.
- 3.9 In each department, teachers use a common framework for marking which is understood by all members of the department. Each department outlines its marking policy.
- 3.10 Assessment of day to day progress depends heavily on marking and the correction of written work and other tangible forms of student response. The main purpose is formative – helping students to see how their work can be improved and developed, identifying weaknesses and uncertainties as a basis for remedial action, and as a major and effective practical means of establishing suitably high expectations of each student.
- 3.11 Learning expectations and criteria for assessment are based on IB criteria and are communicated to students in advance either in the curriculum maps or in notes to students before each topic.
- 3.12 Students are provided with examples/ models of each level of achievement against the criteria to assist them in understanding how to achieve excellence.
- 3.13 Assessment promotes and evaluates deep understanding.

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- 3.14 Students are involved in the assessment process by learning how to self-assess their own work, assess their peers and set goals for improvement, and then by completing self and peer assessments during formative assessment.
- 3.15 Teachers work with IBO materials and resources to determine appropriate criteria, achievement levels and to establish examples and models of achievement.
- 3.16 Determination of grades for formal reporting purposes primarily reflect student performance on summative tasks and reflect their most consistent level of achievement with an eye to their most recent levels of achievement at the time of reporting.
- 3.17 Communication about assessment is regular; clear and formal reporting of student achievement occurs 3 times a year.

4. Methods of Assessment

- 4.1 Teachers use a wide variety of formative and summative methods of assessment.
- 4.2 The type of assessment chosen is related to learning outcomes and governed by decisions about its purpose, validity and relevance.
- 4.3 A range of types of assessment reduces the element of disadvantage suffered by any particular student. Types of assessment to choose from include, but are not limited to: Class discussions, data based questions, essays, experimental investigations, fieldwork, group and individual oral presentations, group critiques, historical investigations, individual oral commentaries, investigation workbooks, multimedia presentations, multiple-choice questions, portfolios, projects, reflection logs, research papers, response journals, short and extended responses, sketchbooks, skits and performances, studio work.

5. Assessment Practices

Formative Assessment

Students are involved in the formative assessment of their own learning and that of their peers through feedback on their work and formal and informal discussions. Formative assessment involves providing students with descriptive feedback as they learn. Descriptive feedback provides students with an understanding of what they are doing well, links to classroom learning, and gives specific input on how to reach the next step in the learning progression. Teachers will provide students frequent and descriptive feedback on formative tasks that aims to improve performance. The feedback given should provide

REPTON DUBAI



incentives for improvement and should be positive in tone, providing encouragement, positive feedback as well as constructive critique. Generally this feedback will not include a level, though occasionally a level or mark will be given as a diagnostic tool and as an incentive for improvement. It is far more important that formative assessment correctly identifies the knowledge, skills and understanding that students should develop, rather than accurately measuring the level of each student's achievement.

Summative Assessment

Summative assessment occurs at the end of a teaching and learning cycle and are an opportunity to demonstrate learning. Summative assessments are a means to gauge student learning relative to the pre-defined criteria communicated to students prior to and during formative assessment. Although the information gleaned from this type of assessment is important, it can only help in evaluating certain aspects of the learning process. Summative assessment is generally used as part of the leveling process. Examples of summative assessments include, but are not limited to, tests, exams, final draft essays and assignments. The timing, type, scope and format of a summative task should be clearly communicated to the students ahead of time, and rubrics, examples and practice assessments should be distributed and discussed.

Prep

Prep is given to either support learning or demonstrate learning in each class and can consist of reading, studying material, watching documentaries, as well as formative and summative assessments. An anticipated amount of homework for HL courses is four hours per week, and for SL classes two hours per week.

Examinations

The purpose of an examination is to assess understanding of the material covered, to give the students experience in preparing for and taking formal assessments, and to help teachers to give an accurate predicted level. IB1 students will be assessed formally in May/June. IB2 students will take mock examinations in September/October of IB2.

Formal Assessments (IA)

Formal assessment describes all those externally examined and internally marked assessment instruments that are used to contribute to the students' final IB qualification. Each student will sign a contract which has details of the task what feedback will be given and when and all deadlines. Work is marked according to IB criteria, which represent the standards for each subject and will be shared with the students.

REPTON DUBAI

6. Marking and Student Feedback

The aim through Departmental Marking Policies is to have consistency within Departments, clarity in the marking for the students, clarity in the marking for the parents.

Thorough and effective marking can improve student motivation and performance. It is important that the following guidelines are followed:-

- 6.1 Registers, mark books and feedback are subjects specific; all classes can now operate within MS Teams and therefore Class Notebook is often utilised.
- 6.2 Work handed in is marked promptly and returned to the student at the earliest available opportunity.
- 6.3 Marking is detailed with positive and encouraging comments throughout and at the end.
- 6.4 Students are able to understand how work has been assessed. Teachers ensure that students clearly understand the criteria that are used to award levels (where appropriate) and are aware why one piece of work might attract a higher grade than another.
- 6.5 Written comments and oral feedback communicate clearly to an individual student and his/her parents the student's strengths and weaknesses, level of performance, suggested strategies for improving his/her knowledge, understanding and skills and goals to be achieved.
- 6.6 Marking is fully integrated with the School's policies on rewards and sanctions. Steps are taken to act on missing, incomplete or poorly presented work.
- 6.7 Marking is linked to IB criteria affording a consistent approach across the Diploma Programme.

7. Evaluation Practices

- 7.1 Student performance is evaluated in a number of different ways:
 - As against baseline data collected through CAT tests.
 - As against prior performance by that student on paper, in the classroom and in internal examinations.
 - As against results in external examinations.
 - As against the year group and historic data from previous year groups.

7.2 Individual student performance in each subject is evaluated by the subject teacher. Strategies for improvement are made formally on reports and informally on work in the classroom.

8. Reports and Student Tracking

8.1 End of term/year reports provide a more formal evaluation of student progress. Each report comprises approach to learning scores (1*, 1, 2 or 3), based upon Learner Profile attributes, an end of year target grade, an indication of progress (towards the end of year target) and a comment. i.e. progress or otherwise since the last report and advice for future improvement. All reports are written through Engage (MIS system).

The approach to learning scores, for IB students change from the rest of the senior school and reflect 4 IB Learner Profile attributes.

As such, parents and students are aware how students are demonstrating 4 of these important attributes (this will be brought into Year 10/11) in the next year:

'Attitude to learning' becomes 'Thinkers'

- 1* Demonstrates originality of thought; creative and critical thinking
- 1 Frequently uses critical thinking skills to analyse complex problems
- 2 Engages well with critical thinking skills when prompted to do so
- 3 Works well in class but struggles to engage with critical thinking

'Prep' becomes 'Principled'

- 1* Takes full responsibility for their actions and completes all Prep to a high standard
- 1 Takes some responsibility for their actions and completes Prep to an acceptable standard
- 2 Takes little responsibility for their actions and is haphazard in their approach to completing Prep
- 3 Takes little responsibility and does not complete Prep adequately

'Contribution to class' becomes 'Communicators'

- 1* Frequently expresses ideas and information confidently and creatively in class
- 1 Expresses ideas and information of their own free will in class
- 2 Expresses ideas and information when requested to contribute in class
- 3 Rarely expresses ideas and information in class

'Behavior' becomes 'Inquirers'

- 1* Frequently goes beyond the confines of the subject specification
 - 1 Engages with some subject-based academic enrichment opportunities
 - 2 Works well in class but does not fully engage with subject-based academic enrichment opportunities
 - 3 Works passively and within the confines of the lesson
- 8.2 The Senior Management Team (SMT) produces progress tracking spreadsheets (using SISRA) after each report for all students which enables there to be a quick comparison of progress and effort both since the last reporting session and in relation to the year group as a whole.
- 8.3 The HOY/tutor evaluates student performance after each report.
- 8.4 Academic data is evaluated within departments with recognition and praise/intervention for students working at high and low attainment levels and/or exceeding or falling short of target levels.
- 8.5 HOYs and SMT look at the formal reports of those in their charge. The Headmaster / Head of the Senior School / Deputy Head reviews all end of term reports.

9. Managing Deadlines

- 9.1 Guiding students to meet deadlines helps them to manage the demands of the IB Programmes and provides important preparation for University life.
- 9.2 Assessment Deadlines are set at the start of the academic year. Deadlines are shared with students, academic staff and parents and are strictly adhered to.
- 9.3 In the event that a student misses a published deadline the following sanctions apply:
- i) The student is entered into a two hour Thursday detention on the Thursday following the deadline. Any work completed will be taken by the teacher at the end of the two hour detention.
 - ii) A two hour Saturday detention in the same weekend will be the students' final opportunity to access the work and to submit it for marking.
- 9.4 The times and dates of the detentions are not negotiable. If no work is submitted by the end of the Saturday detention, no marks will be awarded to that piece of work and the student shall bear the consequences.



Embedding the Policy into Practice

This policy will be introduced to the Repton community through multiple pathways including staff meetings, CPD sessions and Heads of Department meetings. The policy will also be featured on the Repton Website. New staff will be familiarised with the document during induction.

This policy will be reviewed annually as part of the whole school improvement plan and the IB Action plan.

The Leadership team will review the implementation of this policy in classrooms and throughout the school on a regular basis as part of the performance management process.

Reviewed by Assistant Head (IB Development) Lisa Hollis / September 2020

Due for review: September 2021

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