



## **IBDP Assessment Policy**

This policy is to be understood in conjunction with the school-wide Assessment and Feedback Policy and the Academic Integrity Policy and is in place to address the specific needs of pupils studying for the International Baccalaureate Diploma Programme. It fundamentally follows the guiding principle of the school-wide policy, namely that assessment should support and improve pupil learning. All assessment of learning should be fair to all pupils and allow all pupils to demonstrate the full range of their learning.

In addition, all assessment within the International Baccalaureate Diploma Programme at Haileybury Malta is conducted in accordance with IB regulations and procedures. This includes formative and summative assessment, internal assessment, externally assessed coursework, orals, examinations, predicted grades, and all digital submissions. This policy therefore sets out how the school's plans to comply with IB requirements relating to the conduct of all forms of DP assessment are implemented and monitored in practice.

Assessment across all departments is both formative and summative. Assessment, learning and teaching are understood to be intertwined and interdependent, and a focus is given to the IB Learner Profile that will provide for success within the IB Diploma Programme, in university, and beyond. In addition, learning and assessment at Haileybury Malta is criterion-referenced and the IB criteria are used by all departments to assess pupils' work. Quality control of assessment is achieved by moderation within and, where possible and appropriate, between departments, in line with IB expectations for standardisation and reliability.

### **Section 1 – Philosophy**

Assessment at Haileybury Malta is grounded in the belief that it should meaningfully support learning and provide valid and reliable insights into each pupil's progress. It is an ongoing, collaborative process that helps teachers respond to learners' needs and informs the next steps in teaching in a timely and purposeful way.

We understand that effective feedback takes many forms including verbal, written, digital, and reflective. The value of feedback lies in how it deepens understanding and guides improvement. Teachers maintain appropriate records so that progress can be monitored holistically, recognising both strengths and areas for growth, and so that evidence is available to support IB reporting and predicted grade processes.

Assessment is designed with clear intent to reveal what pupils know, understand, and can do, and to help them reflect on their own learning. Low-stakes formative assessment is

embedded in everyday classroom practice, supporting recall, diagnosis, and conceptual understanding, while carefully planned summative tasks provide key points for reflection and measurement in preparation for IB internal and external assessment requirements.

We view the curriculum as a progression model. Pupils are progressing when they are engaging with and understanding the learning that the curriculum sets out. Common, criterion-referenced assessments across departments ensure coherence, fairness, and alignment with the aims, objectives, and assessment requirements of the IB Diploma Programme, nurturing learners who are reflective, principled, and committed to continuous growth.

## **Section 2 – Reasons for Assessment and Evaluation**

- The aims of assessment for the IBDP are as follows:
- To provide feedback to pupils on their own learning, to aid progress
- To provide feedback to pupils about how they are performing against the criteria outlined by the school and the IBO
- To provide feedback to teachers about knowledge, understanding and or skill development
- To provide regular updates on progress to parents, tutors, guardians and other stakeholders in a pupil's education
- To provide information for college admission and placement in college courses
- To provide motivation for learning
- To provide a quality assurance mechanism for both internal and external reasons
- To prepare pupils for external assessments conducted by the IBO
- To ensure early intervention is provided when a need for support is identified

## **Section 3 – Methods of Assessment**

Assessment at Haileybury Malta is designed to be inclusive by intention, with both formative and summative assessments planned to recognise linguistic diversity and individual learning needs, and to remove barriers that may prevent pupils from demonstrating what they know and can do fairly and authentically. These approaches align with IB assessment principles and the IB's access and inclusion expectations.

### **Formative Assessment**

Formative assessment is the process of gathering information through a variety of means during the learning process to identify the knowledge, skills, and understanding that pupils have at that point in time and that they should be developing. Pupils are also assessed on their attitude to learning and effort, both inside and outside the classroom. Pupils can

attain effort grades of Needs Improvement, Meeting Expectations, or Exceeding Expectations.

### **Summative Assessment**

Summative assessment occurs throughout a course and is designed to allow pupils to demonstrate achievement against course expectations and IB subject criteria. It forms the primary basis for establishing reported levels of attainment. Summative assessment provides information about pupil achievement and is established through internal examinations, departmental tests, and other regular subject-specific assessments. IBO grade descriptors and grade boundaries are used to establish levels of attainment.

### **Diagnostic Assessment**

Diagnostic assessment is the process of gathering evidence of pupils' knowledge, skills, and understanding prior to instruction and is used to guide future teaching and tailor programmes to individual pupils or groups. Baseline data is gathered for IB pupils and may also be used to support university grade predictions and academic monitoring.

Some of the assessment approaches used at Haileybury Malta include:

- Class discussions and Socratic seminars
- Data and document-based questions
- Essays
- Experimental investigations
- Fieldwork
- Group and individual oral presentations
- Historical investigations
- Individual oral commentaries
- Multimedia presentations
- Multiple-choice quizzes and tests
- Portfolios
- Problem-solving tasks
- Research-based projects
- Reflection logs
- Research papers
- Response journals
- Short and extended responses
- Sketchbooks
- Performances
- Studio work

### **Key Areas of Focus**

Assessment supports the development of classroom learning cultures that are learning-oriented rather than performance-oriented. Assessment does not promote competition or fear of failure, but instead encourages risk-taking, mistake-making, and self-evaluation.

Assessment and evaluation practices are fair and equitable for all pupils, including EAL learners, whose developing proficiency in the language of instruction should not unduly affect the evaluation of subject understanding, conceptual knowledge, or critical thinking skills.

Pupils are provided with examples and models of each level of achievement against the criteria to support their understanding of how to achieve excellence.

Pupils are actively involved in the assessment process through self-assessment, peer assessment, and goal setting, particularly during formative assessment.

Teachers work collaboratively with IBO materials and resources to determine appropriate criteria, achievement levels, and exemplars, and engage in ongoing professional development related to assessment practice and IB standardisation requirements.

### **Summative Assessment**

Summative assessment is used to evaluate student learning at defined points in the course and to measure progress against IB subject criteria and assessment objectives. Summative assessments are designed to reflect the demands, structure, and standards of IB external and internal assessments and are aligned with published IB mark schemes and level descriptors.

Summative tasks may include examinations, coursework-style assessments, extended written responses, presentations, investigations, or practical work, depending on the subject. All summative assessments are criterion-referenced and are designed to assess both subject knowledge and the skills outlined in the relevant IB subject guides.

### **Grade Descriptors**

IBO grade descriptors can be found in individual subject guides. School-based descriptors can be found in the school-wide Assessment and Reporting policies.

### **Scoring of Summative Assessments**

Summative assessments are marked using IB-aligned mark schemes and assessment criteria. Teachers apply these criteria consistently, using professional judgement informed by IB grade descriptors, exemplars, and standardisation materials.

Marks awarded for individual summative tasks reflect the level of achievement demonstrated by the student in relation to the assessment objectives. Where appropriate,

internal moderation takes place within subject departments to ensure consistency and reliability of marking across classes and teachers, in preparation for IB moderation processes.

### **Moderation and Review**

To ensure fairness and consistency, summative assessment outcomes are subject to internal moderation and regular review. Departments engage in standardisation activities, collaborative marking, and analysis of assessment data to support accurate judgement and continuous improvement in assessment practice, in line with IB expectations.

### **Internal Assessment**

Each department develops their own practices for internal standardisation of assessment. All IB Internal Assessment is conducted in strict accordance with IB regulations and procedures.

These practices must include the following principles:

- Standardisation must involve all Diploma teachers in that subject.
- Work of three different levels must be selected for moderation, representing high, medium, and low attainment.
- Once the marked work of the Diploma teachers has been scrutinised it is the responsibility of the Head of Department to apply an internal moderation factor to adjust all internal assessment.
- It is strongly recommended that marks are justified on the pupils' work to assist the moderators and give credibility to the school's marks.
- Internal assessment marks must not be shared with candidates as these are subject to change by the IBO.

Authentication of pupil work, permissible teacher support, collaboration, and responses to suspected malpractice are governed by the Academic Integrity Policy and IB regulations relating to the conduct of DP assessment.

## **Section 4 – Grades and Reporting**

### **Determining Predicted Grades**

Summative grades are determined by considering a body of evidence gathered over time rather than relying on a single assessment. Teachers use professional judgement to arrive at a best-fit grade that reflects a student's overall level of attainment at that stage of the course.

Where numerical scores are used, marks from summative assessments may be combined using agreed departmental weightings that reflect the relative importance of different assessment objectives and task types. These marks are then referenced against IB grade boundaries or school-agreed grade descriptors aligned to IB standards to generate a summative grade.

Predicted grades are based on sustained performance over time, progress relative to the course requirements, and the student's demonstrated ability to meet the demands of the final IB assessments, in accordance with IB guidance.

## **Reporting**

Progress, including grades, is formally communicated to pupils and parents three times a year at the end of each term. This report includes the overall achievement grade from 1 to 7 for each pupil as well as an effort grade from 1 to 3. Students also receive a grade for the areas of collaboration, communication, independence, leadership, reviewing and improving, and thinking and learning, using grades from 1, emerging, to 5, exceptional.

Twice a year, pupils also receive written comments from each teacher based on demonstrated strengths, areas needing improvement, and suggestions for next steps.

## **Section 5 – Assessment Data**

Haileybury Malta manages all assessment data responsibly, securely, and in accordance with IB regulations and GDPR requirements. Teachers maintain accurate records of formative, summative, and internal assessment using approved school systems so that pupil progress can be monitored effectively and teaching adjusted where needed.

Assessment data, whether digital or physical, is stored securely and accessed only by authorised staff such as teachers, Heads of Department, Learning Support, and the IB Diploma Programme Coordinator. Digital information is held on password-protected platforms compliant with GDPR standards, while any physical documents are kept in locked storage.

Materials related to IB internal and external assessments, including drafts, final work, marks, and moderation samples, are handled according to IB procedures. Examination papers and confidential instructions provided by the IB are stored under restricted and monitored conditions to preserve their integrity.

Assessment information is retained only for as long as necessary for pedagogical, administrative, and regulatory purposes and is then disposed of securely in line with GDPR. Throughout these processes, the school prioritises confidentiality, data protection, and the well-being of all pupils.

## **Use of Assessment Data**

Assessment data at Haileybury Malta is used not only to understand pupil progress, but also to strengthen teaching, curriculum design, and the overall quality of the IB Diploma Programme. Patterns in assessment outcomes, including formative assessment, summative assessment, internal assessment performance, and external examination results, are reviewed regularly by teachers, Heads of Department, and the DP Coordinator.

Departments analyse assessment trends to identify areas of curricular strength, gaps in understanding, and opportunities to refine sequencing, pedagogy, and resource allocation. This analysis informs planning at both subject and whole-programme levels, ensuring that the curriculum remains coherent, responsive, and aligned with IB expectations.

Assessment evidence also contributes to programme evaluation and the IB self-study process. Findings from internal assessment moderation, predicted grade accuracy, and external IB feedback are incorporated into school improvement planning and professional development priorities.

This reflective use of data supports a culture of continuous improvement and ensures that the IB Diploma Programme at Haileybury Malta remains rigorous, balanced, and centred on enhancing teaching and learning for all pupils.

## **Section 6 – External Assessment**

Haileybury Malta follows all IB regulations for the administration, conduct, security, and submission of external assessments. The IB Diploma Programme Coordinator oversees the entire process, ensuring that examination procedures, deadlines, authentication requirements, and security protocols are adhered to and that all staff involved understand their responsibilities.

Teachers prepare pupils for external assessments by integrating IB assessment criteria, past papers, mark schemes, and subject-specific guidance into regular classroom practice. They provide timely feedback, ensure that pupils understand expectations, and contribute evidence-based predicted grades in line with IB guidelines.

The school maintains strict security protocols for the storage, handling, and distribution of IB examination materials. Question papers, confidential instructions, and completed scripts are kept in secure, restricted-access locations and are managed according to IB procedures. Only authorised personnel may handle these materials.

All digital submissions, such as internal assessments, orals, and externally assessed coursework, are uploaded through official IB systems by the established deadlines.

Teachers and the DP Coordinator work together to verify the authenticity of work, the accuracy of documentation, and compliance with IB formatting and submission standards.

By upholding these responsibilities, the school ensures the integrity of the assessment process and supports pupils in demonstrating their best work under fair, secure, and standardised conditions.

### **Predicted Grades**

Predicted grades at Haileybury Malta are generated carefully, consistently, and in accordance with IB guidance. Their purpose is to provide universities and the IB with a realistic indication of the level of achievement each pupil is expected to attain in their final examinations.

Teachers base predicted grades on a holistic review of evidence, including performance on formative and summative assessments, internal examinations, class engagement with IB criteria, and trends in progress over time. Predictions must be supported by documented assessment data and reflect the professional judgement of teachers, informed by IB grade descriptors and historical grade boundaries.

Predicted grades are determined collaboratively within departments to ensure consistency and fairness. Heads of Department and the DP Coordinator review predictions to check alignment across subjects and alignment with IB standards. Adjustments may be made where necessary to maintain reliability and coherence.

Predicted grades are submitted to universities and the IB according to official deadlines. While teachers may discuss general expectations with pupils, final predicted grades remain confidential and are not negotiated with candidates or families.

The goal of the predicted grade process is to provide honest, evidence-based projections that reflect the school's commitment to integrity, accuracy, and the best interests of each pupil.

### **Section 7 – Access and Inclusion**

Haileybury Malta is committed to ensuring that all pupils can demonstrate their learning through fair, equitable, and inclusive assessment practices. In alignment with IB principles, assessment is designed to recognise the diverse strengths, backgrounds, and learning needs of pupils and to remove barriers that may hinder their ability to access the curriculum or demonstrate what they know and can do.

The school follows the IB's guidelines for access arrangements and reasonable adjustments to support pupils with diagnosed learning support needs, long-term medical conditions,

temporary injuries, or English as an Additional Language need. Access arrangements are not intended to give an advantage, but to enable candidates to participate in assessment on an equal basis with their peers.

**Access arrangements may include:**

- Additional time
- Rest breaks
- Use of a word processor or assistive technologies
- Reader or scribe support
- Separate or smaller room for assessments
- Modified papers provided by the IB where applicable

These arrangements are granted based on documented evidence, professional recommendations, and a demonstrated history of need in the classroom. All requests for IB examination accommodations are made through the IB Diploma Programme Coordinator in accordance with IB procedures and deadlines, with support from the SENDCo.

Inclusive assessment practices extend beyond examination arrangements. Teachers differentiate instruction, assessment tasks, and feedback as part of everyday classroom practice. Language proficiency, cultural background, and individual learning pathways are considered thoughtfully in the design of both formative and summative assessments.

The school's SENDCo, IB Diploma Programme Coordinator, teachers, and families work collaboratively to ensure that support is consistent, transparent, and centred on pupil wellbeing. All access decisions prioritise dignity, fairness, and the IB's commitment to inclusive education.

**Policy Review and Communication**

This policy is reviewed annually by the Senior Management Team, the SENDCo, and the IB Diploma Programme Coordinator. As part of the review process, the school seeks input from the wider school community, including teaching staff, pupils, and parents, to ensure that the policy remains current, effective, and aligned with IB requirements and best practice.

All IB Diploma Programme teachers are required to apply this policy consistently. Pupils and parents are made aware of its contents at the start of the Diploma Programme through induction processes, published guidance, and ongoing communication.

This policy is available to staff and shared with pupils and parents via the school website.

| <b>Version history</b>  |                                       |              |
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