Assessment Policy

Ambassador International Academy

Academic Year of Issue: 2026–27

Programmes covered	BTEC	Academic year of issue	Policy review cycle
PYP · MYP · DP · CP	Level 3 Extended Diploma	2026–27	Annual

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Policy owner: Head of Programmes, in collaboration with the PYP, MYP, DP/CP and BTEC Coordinators. Approved by: Senior Leadership Team. This policy is reviewed annually.

1. General Assessment Principles

1.1 What is Assessment?

Assessment is the gathering and analysis of information about student learning. It identifies what students know and understand, what they can do, and how they feel at different stages in the learning process. Assessment is the means by which the school analyses the effectiveness of its teaching and acts as the foundation on which future planning and practice is based. At Ambassador International Academy, assessment of and for learning is treated as an integral part of curriculum design across every programme the school offers - the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), the Career-related Programme (CP) and the BTEC Level 3 Extended Diploma.

This document is AIA's single assessment policy for the whole IB continuum and for BTEC. It is derived from AIA's own assessment philosophy and from the assessment philosophy and principles published by the International Baccalaureate and by Pearson, which are consistent with one another as the IB requires. It is intended to be a living reference: used by teachers to plan and conduct assessment, by students and parents to understand how achievement is determined and reported, and by the wider community to see how AIA meets its obligations as an IB World School and Pearson BTEC centre. How class work, home learning and assessments are marked day to day, and the form that feedback takes, is set out in AIA's Marking and Feedback Policy. The two policies are written to be read together: wherever this policy refers to marking or feedback, it follows the principles and procedures of that policy.

1.2 What is an Assessment Policy?

An assessment policy is derived from a school's own assessment philosophy and from the assessment philosophy and principles of the awarding bodies whose programmes it delivers, and these must be consistent with one another. It is constructed around educational and pedagogical values and represents a statement of intent and action, describing the principles and practices a school follows to achieve its educational goals in every aspect of assessment. IB programme standard C4 requires that assessment at a school reflects IB assessment philosophy: that it aligns with the requirements of the programme(s) offered; that the school communicates its assessment philosophy, policy and procedures to the whole school community; that a range of strategies and tools is used to assess learning; that students receive feedback that informs and improves their learning; that systems exist for recording and reporting progress in line with programme philosophy; that assessment data is analysed to inform teaching and learning; and that students have opportunities to participate in, and reflect on, the assessment of their own work.

A policy of this kind is only meaningful if it is a living document, used daily by teachers and administrators to improve practice, reviewed collaboratively, and visibly "lived in practice" rather than filed away. This document sets out AIA's statement of philosophy and principles; the practices teachers, students and parents are expected to follow for both formative and summative assessment, including grading, recording, reporting and homework; and the roles and responsibilities for implementing, evaluating and reviewing the policy.

1.3 The IB Principles of Assessment

Five principles summarise the IB's underlying approach to assessment across all of its programmes. IB assessments must:

- be valid for the purposes for which they are intended - balanced between the conflicting demands of construct relevance, reliability, fairness (freedom from bias), comparability with alternatives, and manageability for candidates, schools and the IB;
- have a positive backwash effect, meaning their design encourages good-quality teaching and learning rather than distorting it;
- be appropriate to the widest possible range of candidates, allowing each student to demonstrate their personal level of achievement;
- be considered as part of the wider context of an IB programme, not in isolation - supporting concurrency of learning and the overall learner experience; and
- support the IB's wider mission and the attributes of the learner profile, in particular inquirers, knowledgeable, thinkers, communicators and internationally minded learners.

Formal assessment - assessment that contributes directly to a final qualification - represents the culmination of summative assessment practice across the IB continuum. Because of its high-stakes nature in determining students' pathways to further education, it is essential that every AIA teacher understands how formal assessment is conducted, and that classroom practice throughout each programme prepares students for it without narrowing the curriculum to it.

1.4 AIA's Philosophy of Assessment

AIA's mission is to equip every student to become a lifelong learner, empowered with the skills, optimism and values to pursue their dreams and enhance their own life and the lives of others. Assessment at AIA, of and for learning, is built around this mission and around the following aims, consistent with IB philosophy:

- Assessment should support the curricular and philosophical goals of each programme, through the encouragement of good classroom practice and appropriate student learning.
- Published results of DP/CP assessment must have sufficiently high levels of reliability, appropriate to a high-stakes university-entrance qualification.
- Assessment must reflect the international mindedness of AIA's programmes, avoid cultural bias wherever possible, and make appropriate allowance for students working in their second language.
- Assessment must pay appropriate attention to higher-order critical-thinking skills - discussion, evaluation, synthesis, reflection - as well as fundamental cognitive skills of knowledge, understanding and application.
- Assessment for each subject must include a suitable range of formative and summative tasks that ensure every assessed objective is met.

Effective assessment provides valuable information about what constitutes learning and how to support it and is meaningful to every member of the AIA learning community. Assessment allows AIA to evaluate the depth of its curriculum and the effectiveness of its teaching, and decisions about targeting resources, support and professional development are based on assessment outcomes. This process is underpinned by the following considerations: assessment should support and encourage student learning through feedback on the learning process; inform, enhance and improve teaching; promote positive student attitudes towards learning; promote deep understanding through real-world inquiry; develop higher-order cognitive skills through rigorous objectives; reflect international mindedness through varied cultural and linguistic contexts; support the holistic development of the whole student; identify barriers to learning and student needs; confirm alignment between learning outcomes and curriculum goals; and feed back into curriculum development.

1.5 Principles of Assessment at AIA

Assessment should allow students to: have success criteria that are known and understood in advance; understand their learning and what needs to improve; synthesise and apply learning rather than simply recall facts; highlight their strengths

and demonstrate mastery; learn in ways their teacher did not necessarily foresee; be reflective and engage in self- and peer evaluation; express different points of view and interpretations; take responsibility for their own learning; experience successful learning; and perform at a higher level when challenged.

Assessment should allow teachers to: design learning activities, resources and engagement built around each subject's assessment criteria; inform students in advance of assessment criteria and tasks, ensuring these are clearly understood; reflect on their teaching and adapt planning as necessary; highlight student ability and differentiate and scaffold teaching accordingly; and offer feedback to parents on their child's performance.

1.6 Characteristics of an Effective Assessment

Highly effective assessment shares a consistent set of characteristics regardless of programme. It is authentic - supporting connections to the real world to promote student engagement; clear and specific - with desired learning goals, success criteria and the learning process made explicit; varied - drawing on a wide range of tools and strategies fit for purpose; developmental - focused on an individual student's own progress rather than comparison with others; collaborative - engaging both teachers and students in designing and evaluating assessment; interactive - built from ongoing, iterative dialogue about learning; and structured to turn feedback into feedforward - using evidence of current learning to shape what comes next and to raise student motivation.

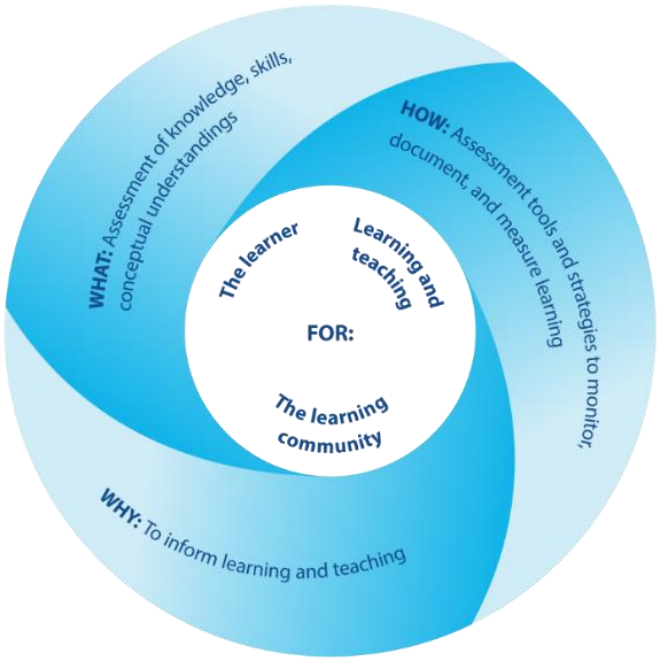


Figure 1.1. What, how and why AIA assesses - for the learner, learning and teaching, and the learning community.

1.7 Developing Assessment Capability

All members of the AIA learning community work to develop assessment capability, making the understanding that is otherwise "hidden" within the learner transparent, explicit and available to them. A community is assessment capable when everyone understands why and what is being assessed; when everyone understands what constitutes quality; when there is a shared understanding of how assessment happens and what data is collected, analysed and reported; when there is a shared language for talking about assessment; and when the assessment process is collaborative and inclusive of every member.

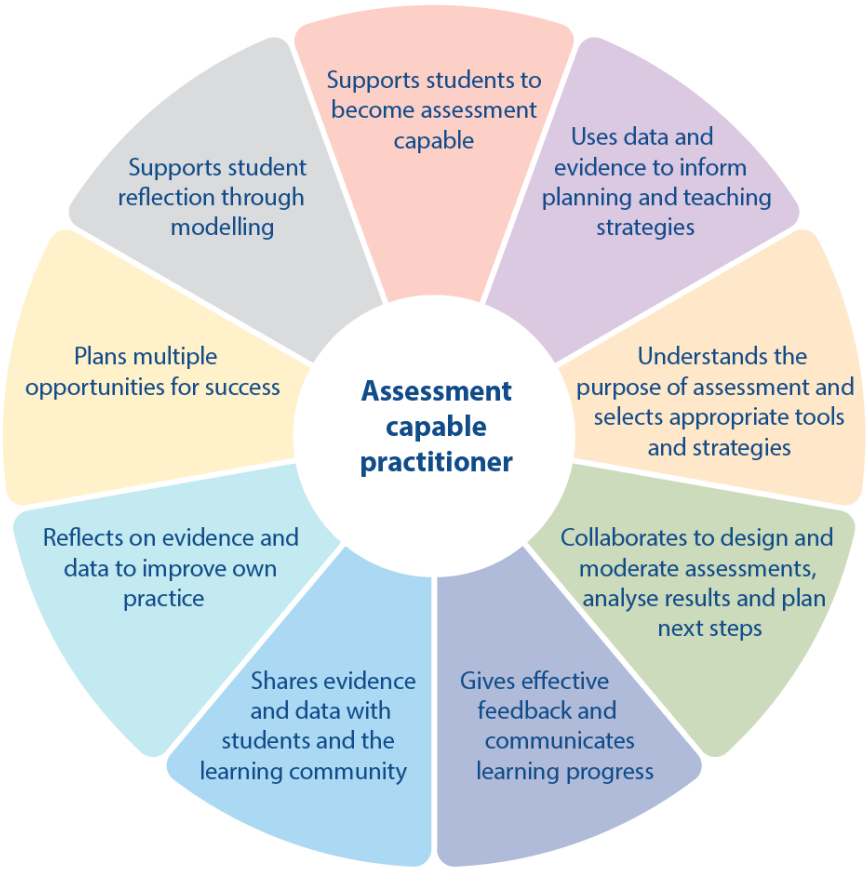


Figure 1.2. The assessment-capable practitioner at AIA.

1.8 Formative and Summative Assessment

The distinction between formative and summative assessment lies in its purpose, and in the kinds of inferences drawn from its outcomes.

Type of assessment	Purpose	Inference
Summative assessment	To demonstrate the competency or level of achievement of a student, generally at the end of a course of study or unit of learning; to determine readiness to progress to the next stage of education.	Focuses on what the student can do at the end of a course of study or unit of learning.
Formative assessment	Ongoing assessment during the course of study, providing evidence and feedback that moves learning forward; its primary purpose is to promote student learning in a well-informed, meaningful way.	Relates to the kinds of actions that would best help the student learn next (Black, Wiliam 2018).

Table 1.1. Purpose and inference in summative and formative assessment.

Formative assessment is woven into the fabric of daily teaching and learning. It is aimed at identifying learning needs and making the next stage of learning supportive: learning objectives are shared with students as part of everyday practice; students see and discuss examples of good work as models for success; and students receive constructive, actionable feedback. AIA teachers draw on a wide range of formative tasks - diagnostic assessments, self- and peer assessment, quizzes, projects, questioning, discussion, homework, presentations, practical or field work, and teacher observation - chosen to suit the needs of the unit and the learning objectives.

Summative assessment is usually conducted at the end of a unit or term. It measures the standard a student has reached at a given milestone, is used to place students appropriately (for example between SL and HL groups), and provides the basis for reporting to parents on the standard attained relative to programme requirements. Summative assessment also lets AIA compare results year to year and against other schools worldwide, ensuring the systems in place continue to meet IB and Pearson standards and practices.

In line with the Marking and Feedback Policy, marking at AIA can serve four purposes: formative (evaluating work on an ongoing basis to set targets and inform next steps), diagnostic (identifying difficulties, offering advice and setting targets), summative (assessing the extent of a student's knowledge) and evaluative (measuring progress, providing information for records and reports, and helping teachers evaluate the success of their teaching). The diagnostic and evaluative purposes sit within the formative and summative assessment described above.

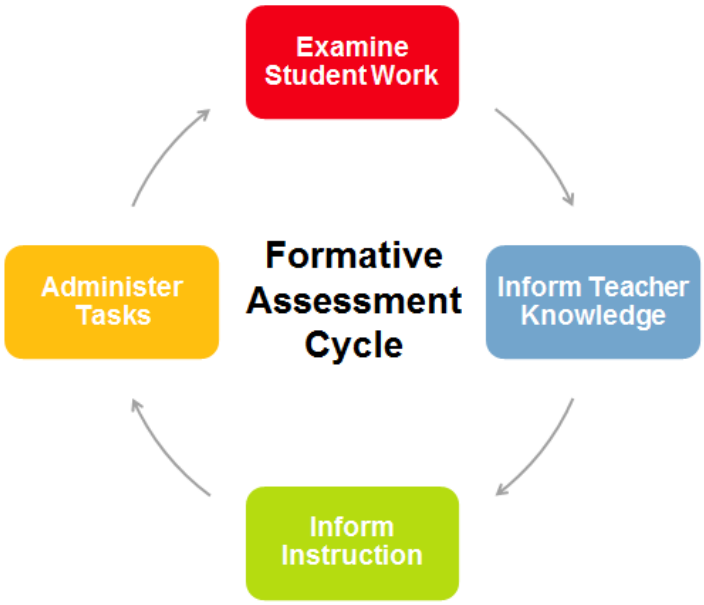


Figure 1.3. The formative assessment cycle.

1.9 Assessment for, as and of Learning

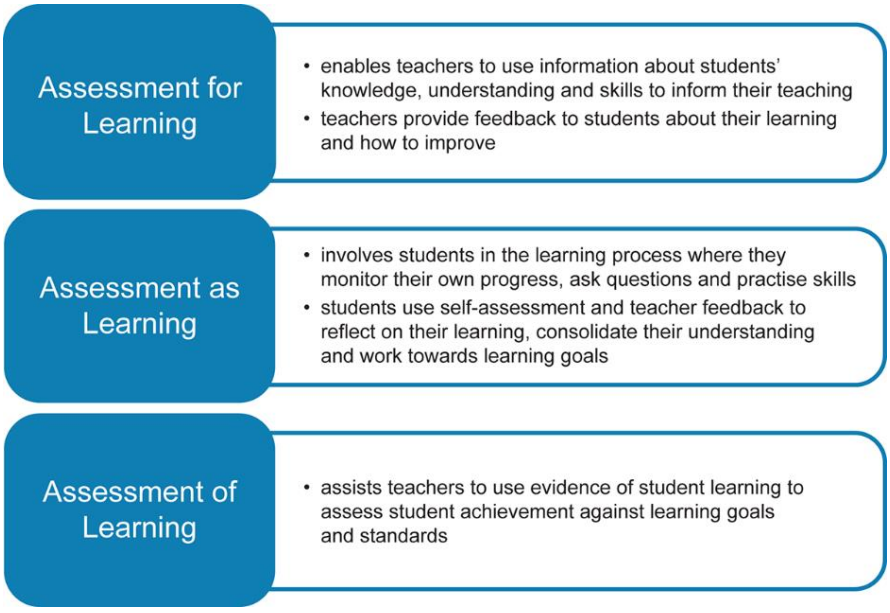


Figure 1.4. Assessment for, as and of learning at AIA.

Assessment of learning and assessment for learning correspond to the summative and formative assessment described in the Marking and Feedback Policy. Assessment as learning describes the self-assessment and peer marking that policy asks students to carry out regularly, using rubrics, checklists and success criteria that clearly identify the assessment focus.

1.10 Teaching and Learning Informed by Assessment

Student-centred formative assessment shapes how AIA teachers design and deliver assessment and changes the language used in the classroom. The learner assumes an active role in the design and evaluation of assessment tasks - co-constructing success criteria, giving feedback, and sometimes presenting counterpoints to a teacher's evaluation of their own work. Learners also evaluate the effectiveness of formative strategies by giving feedback to their teachers. The ability to share qualitative feedback and engage in deep conversation with peers and teachers enables students to internalise and act on what they learn. This is expressed through five key strategies.

Type	Where the learner is going	Where the learner is right now	How to get there
Teacher	Clarifying and learning intentions and criteria for success	Eliciting evidence of student understanding through effective class conversations, observations and learning tasks	Providing feedback to both learners and teachers to move learning forward
Peer	Understanding learning intentions and success criteria through peer discussion	Peer assessment and feedback: activating students as instructional resources for one another	Giving structured peer feedback that moves a classmate's learning forward
Learner	Understanding personal learning intentions and success criteria	Student agency: activating students as owners of their own learning	Self-assessment and acting on feedback to move their own learning forward

Table 1.2. Five key strategies of teaching and learning informed by assessment (Wiliam, 2011).

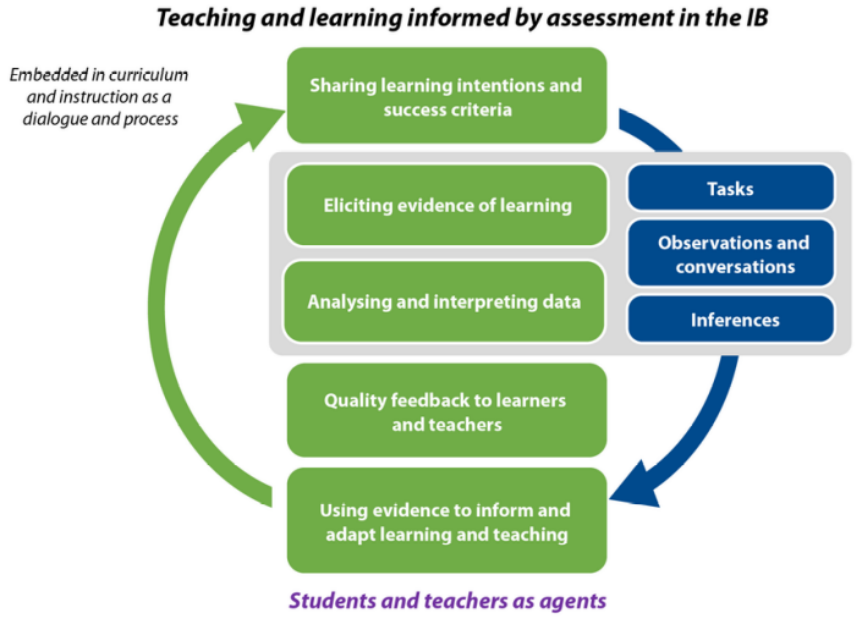


Figure 1.5. Teaching and learning informed by assessment in the IB (IBO, 2021).

Effective feedback and feedforward tell teachers and learners about current achievement - "where the learner is now" - but also "where to go next" and "how to get there" (Hattie, Timperley 2007). Feedforward is timely and future-oriented: by helping learners evaluate past performance, strengths and gaps in understanding, it supports them in planning what to do next. Using peer evaluation and feedback, students develop their evaluative judgement through giving and processing feedback - assessment itself becomes a learning experience, "assessment as learning". Moving away from a model where the teacher simply transmits a verdict on the quality of work (Sadler, 2010), AIA students learn to recognise and understand the reasons for quality and to make complex judgements about their own work.

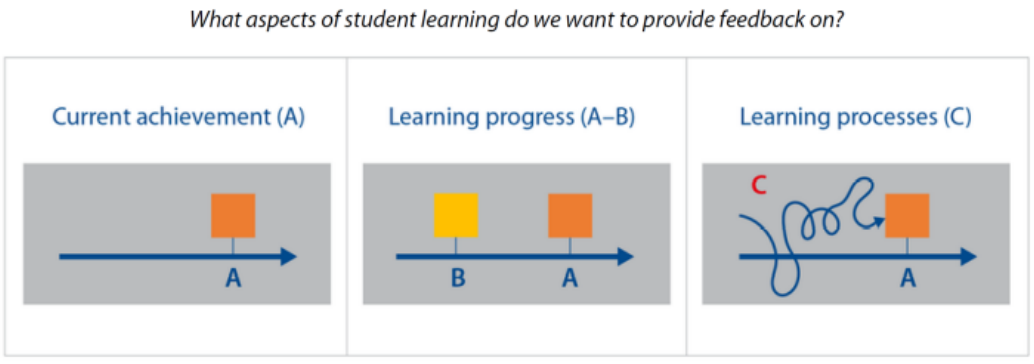


Figure 1.6. Aspects of student learning that feedback can address: current achievement, learning progress, and learning processes.

Marking and Feedback at AIA

Feedback and feedforward take a common form across every AIA programme, set out in the Marking and Feedback Policy. Feedback is descriptive: it identifies the student's Achievements (what they did well, measured against the learning objective or assessment criteria), an area for Improvement (often framed as a question), and Actions (a reflective or corrective task the student completes, such as redrafting, re-doing a calculation or setting a target). Teachers look for strengths before identifying weaknesses, and feedback is written in line with a growth mindset.

Descriptive feedback is encouraged and evaluative feedback on its own is discouraged: a mark, grade, tick, symbol or general comment such as “good” or “needs help” may be motivating, but rarely helps a student progress. Wherever a mark, level or grade is shared with a student, it is accompanied by descriptive feedback rather than replacing it. Informal checks of completion, such as a tick, initial or the traffic-light system, are used only to monitor that work has been done.

Students' work is marked by the teacher at least once a week, depending on the number of lessons in the subject, and students receive written, descriptive feedback regularly, typically every two weeks. Self- and peer marking are built into the week where appropriate, and students are always given time to correct errors, respond to comments and reflect on their learning. Assessment criteria rubrics are kept in students' notebooks or on Managebac, and the task-specific success criteria for a summative assessment are shared with students at least one week before the work is submitted. Feedback weighs student outcomes against the subject-specific criteria more heavily than neatness or completeness, while approaches to learning and language are also checked.

Work submitted for external assessment or moderation, including IB internal assessment, MYP ePortfolios, the Personal Project and BTEC assignments, follows the IB's and Pearson's own rules on how much feedback a teacher may give before final submission. In these cases the Actions step, including any redrafting, is applied within those rules, which take precedence.

1.11 Roles and Responsibilities for Assessment

Teachers

- Design a range of formative and summative assessments that engage different types of learners, using the assessment objectives and criteria published for each subject.

- Communicate assessment expectations, weighting and dates to students well in advance, and provide clear and timely feedback on outcomes in line with the Marking and Feedback Policy.
- Ensure inclusive access arrangements are provided for students with identified learning needs and maintain regular communication with parents about learning and any barriers to it.
- Maintain accurate, punctual assessment records, recording data regularly in the grade or department data tracker, and use assessment data to identify gaps and inform future teaching.

Students

- Record assessment dates and requirements, engage fully in classroom learning opportunities, and prepare conscientiously for formative and summative tasks.
- Understand the criteria against which coursework and internal assessment will be judged and submit work on time and with academic integrity.
- Respond to teacher feedback, complete the actions set, use feedback to set targets for improvement and take ownership of their own learning journey.

Parents

- Support their child in using the school's learning platforms to organise and prioritise assessment tasks and attend parent–teacher conferences.
- Encourage academic honesty and support their child's strategies for improvement.
- Communicate with teachers for clarification on assessment criteria and inform the school promptly of any absence from an assessment.

Senior Leadership

- Monitor the quality and consistency of teaching, learning and assessment across every programme for fidelity and integrity.
- With Heads of Department, Heads of Grade and Coordinators, monitor marking and feedback through book looks, cross-marking, moderation of notebooks, work samples and assessment papers, and review of the data tracker and examination grades, as set out in the Marking and Feedback Policy.

- Maintain open communication with parents about assessment and this policy and provide staff with ongoing professional development in assessment practice.

1.12 Inclusive Access Arrangements

The best way to ensure fairness in assessment is for every student to take the same assessment in the same way; where this would disadvantage a student because of their individual needs, inclusive access arrangements are used instead to remove that disadvantage without changing the nature or content of the assessment, and without creating unfair advantage. Arrangements are designed to meet needs arising from, among others, learning disabilities, language difficulties, specific learning difficulties, communication and speech difficulties, autism spectrum disorders, social, emotional and behavioural challenges, and physical, sensory, medical or mental health conditions.

Access arrangements at AIA are based on IB and Pearson criteria, on the school's Inclusion policy, and on teachers' own observations of the student in class. For external examinations, a valid educational psychologist's report is required to apply for inclusive access arrangements; some arrangements require IB or Pearson authorisation, while others need only be notified. For in-school assessments, students may be provided with extra time (typically 25–50%), use of a word processor, use of a scribe or reader, use of a separate room, or supervised breaks, as appropriate to their profile. Adverse circumstances beyond a student's control - illness or bereavement, for example - are considered on a case-by-case basis by senior leadership, and may result in a later sitting, an average of prior results, or a best-fit grade based on formative evidence.

1.13 Academic Integrity

Academic integrity is the set of values that promotes personal integrity and good practice in teaching, learning and assessment at AIA, set out in full in the school's Academic Integrity Policy. Where a school, examiner, moderator or awarding body establishes evidence to suspect academic misconduct, the school conducts an investigation and provides statements and relevant documentation to the awarding body concerned. Consequences of confirmed malpractice are proportionate to the severity of the offence and may include a meeting with teachers, administrators and parents; a period of academic probation with monitored progress; or, for the most serious offences such as examination malpractice, disqualification from the assessment or expulsion. No coursework is submitted for external assessment where a plagiarism check returns a similarity of 10% or higher. Where a school fails to support an investigation into suspected misconduct, no grade will be awarded to the student in the subject(s) concerned.

2. Assessment in the Primary Years Programme

The PYP approach to assessment recognises the importance of assessing the process of inquiry as well as the products of inquiry, and aims to support and integrate both. Teachers record the detail of inquiry initiated by students, looking for growth in its substance and depth, and consider whether students are developing their inquiry skills; able to draw on multi-disciplinary skills to solve real-life problems; demonstrating mastery of skills; building a comprehensive knowledge base they can apply to enhance further inquiry; and developing both independence and the ability to work collaboratively.

2.1 Conceptual Understanding and Approaches to Learning

Monitoring, documenting and measuring conceptual understanding focuses on how concepts are recalled, explained, applied and transferred across a range of learning experiences. Skills are monitored and documented for growth over time; they manifest at different points and in different ways, are closely interconnected, and are open to interpretation - so teachers allow flexibility in how understanding is monitored and documented over time. Progress in conceptual understanding is evident when connections are made between multiple concepts to explore a central idea; when understanding transfers to more complex contexts; when informed action is taken based on new understanding; and when students deepen understanding by adding to, expanding, testing and adjusting their ideas.

Strategies AIA teachers use to support conceptual understanding include increasing wait time so students can move beyond factual recall to make connections; encouraging concept maps that show relationships between ideas; using exit cards for students to record their understanding and remaining questions; using a “bus stop” strategy where students record, challenge or expand ideas as they move between posted concepts; providing time to think in pairs or small groups; and asking open-ended questions such as “What do you think?” or “What alternatives are there?”

2.2 Supporting Self-Regulated Learning

Assessment is a powerful tool for lifelong learning, and PYP teachers provide regular opportunities for students to practise self-assessing and self-monitoring so they can internalise their learning and develop strategies to adjust it. To build this capability, teachers stay mindful of student wellbeing so that self-assessment promotes a positive sense of agency; provide timely, specific, well-considered feedback students can act on; give students opportunities to experience success; challenge students to take risks that extend their learning; challenge misconceptions so students can self-correct; and support students in viewing mistakes as learning opportunities. Marking and feedback in the PYP follow the Marking and Feedback

Policy: rubrics and checklists are kept in students' notebooks, teacher marking is supported by verbal feedback, and students regularly peer- and self-mark their work against the success criteria.

2.3 The Four Dimensions of Assessment

PYP assessment has four dimensions - monitoring, documenting, measuring and reporting on learning. Each has its own function, and although they are not weighted equally, each has its own importance and value; the PYP places particular emphasis on monitoring and documenting learning, since these are critical to providing actionable feedback for the learner.

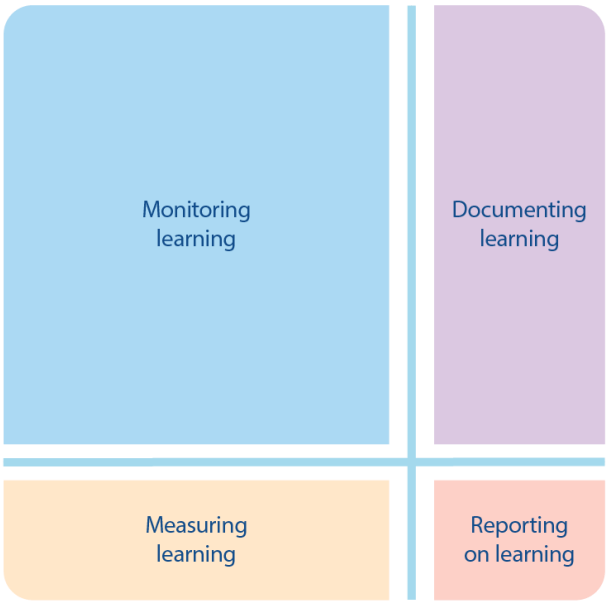


Figure 2.1. The four dimensions of PYP assessment.

Monitoring learning checks the progress of learning against personal goals and success criteria. It happens daily, through observation, questioning, reflection, discussion with peers and teachers, and well-considered feedback that feeds forward into next steps; tools include open-ended tasks, written or oral assessment, and the learning portfolio. Documenting learning is the compilation of evidence of learning - physical or digital, displayed or recorded in a variety of media - shared to make learning visible and to reconnect with learning goals and success criteria. Students and teachers document learning goals, questions, reflections and evidence using learning logs and journals, learning stories, portfolios, and tools such as exemplars, checklists, rubrics and anecdotal records.

Measuring learning captures what a student has learned at a particular point in time; not all learning can, or needs to, be measured, and measurement tools provide further data supporting a holistic view of progress. Analysing learning draws on

multiple data points, organised, aggregated and disaggregated to support evidence-based decisions for individual learners, cohorts and the school as a whole. Teacher moderation - professional discussion around samples of student work - builds a shared understanding of what quality and success look like, and after documenting and measuring learning, teachers collaboratively ask: do learning experiences provide enough information to confirm outcomes have been met? What does a student's performance reveal about their understanding? Were there any unexpected results? How might learning and teaching, or the assessment design itself, be adjusted as a result?

Reporting on learning informs the learning community and answers the question “how well are we doing?” It describes progress and achievement, identifies areas for growth, and contributes to the effectiveness of the programme, in a way that is transparent and accessible to every stakeholder. Parents are notified of achievement and progress by email and at parent–teacher conferences three times a year, published in the school calendar; PYP students additionally share their own learning with parents through Student-Led Conferences. This reporting process may involve parents, students and teachers as partners; reflects the values of the school community; is comprehensive, fair, honest and credible; and informs future practice. Section 10.3 of this policy sets out PYP reporting in fuller detail, including how standardised assessment data is triangulated with classroom evidence.

2.4 The Grade 5 Exhibition

In the final year of the PYP, students carry out an extended, in-depth, collaborative project known as the PYP exhibition. Working collaboratively, students conduct an in-depth inquiry into a real-life issue or problem, synthesising the essential elements of the PYP in a form that can be shared with the whole school community and beyond. The exhibition gives teachers a powerful and authentic process for assessing student understanding, offers students a unique and significant opportunity to demonstrate the attributes of the IB learner profile developed across the programme, and provides the whole school with an opportunity to celebrate the transition of its learners to the next phase of their education.

2.5 Assessment and Reporting Key Indicators

PYP summative assessments are marked against rubrics and success criteria aligned to IB assessment principles, and the resulting evidence is reported against seven key indicators, aligned to grade-level curriculum expectations:

Grade	Indicator	Descriptor
7	Mastery	The student is working beyond age expectations and is being assessed against at least the next grade level.
6	Extended	The student demonstrates an outstanding understanding and application of expected knowledge, concepts and skills.
5	Proficient	The student demonstrates a very good understanding and application of the expected knowledge, concepts and skills.
4	Meeting	The student demonstrates a good understanding and application of the expected knowledge, concepts and skills - the grade-level expectation.
3	Developing	The student demonstrates an acceptable understanding and application of the knowledge, concepts and skills.
2	Beginning	The student demonstrates limited understanding and application of the knowledge, concepts and skills.
1	Modified Programme	The student is unable to access the learning outcomes, even with teacher scaffolding, and works toward modified outcomes.

Table 2.1. PYP assessment and reporting key indicators.

3. Assessment in the Middle Years Programme

Assessment in the MYP is an essential component of the learning cycle. Students participate in self-assessment, and feedback addresses both the process and the outcome of their work. Regular internal assessment and reporting develop students' and parents' understanding of course objectives and criteria, and assessment throughout the programme is criterion-based: tasks are designed to let students demonstrate achievement against the required objectives within each subject group.

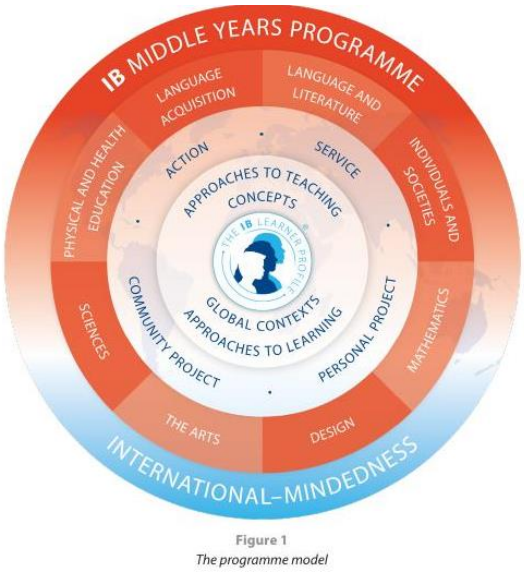


Figure 1
The programme model

Figure 3.1. The MYP programme model (IBO, MYP: From principles into practice).

3.1 Criterion-Related Assessment

Student work is compared against set standards - the published assessment criteria - rather than against the work of other students. Each subject has four criteria, published in the IB subject guides, each with strands describing the conditions that must be met for a given result. Teachers organise continuous assessment across the programme according to these criteria and prepare task-specific clarifications for each assessment that bring a level of specificity to the published criteria without replacing or simplifying the command terms the IB uses.

Subject group	**A**	**B**	**C**	**D**
Language & Literature	Analysing	Organizing	Producing text	Using language

Subject group	A	B	C	D
Language Acquisition	Listening	Reading	Writing	Speaking
Individuals & Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impact of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical & Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance

Table 3.1. MYP subject-group assessment criteria at AIA.

Each criterion has eight possible achievement levels (1–8), divided into four bands: 1–2, 3–4, 5–6 and 7–8. Each band contains general, qualitative level descriptors; a student whose work does not reach the standard described by any descriptor is awarded an achievement level of '0'. Teachers use the level descriptors to make best-fit judgements about student achievement, and where two or more summative assessments have been conducted in a criterion, all the evidence is considered in deciding the final level, guided by the teacher's professional judgement of where the student currently stands in their learning.

3.2 Continuous Assessment

Continuous assessment is how AIA teachers determine the knowledge, understanding and skills students have attained. Assessment is administered in a variety of ways throughout the programme, based on course content, so that teachers can observe multiple tasks and gather a rounded picture of what students know, understand and can do; it occurs regularly, as part of everyday teacher–student interaction, and the feedback it generates lets students recognise and develop skills they have not yet mastered. It allows teachers to identify which students are ready to progress and which need further support, ensuring every student can demonstrate progress and, in turn, improve their academic achievement.

The diagnostic data continuous assessment provides helps students understand their own strengths and the areas that need further attention. It lets teachers check the impact of their teaching, modifying strategies to provide intervention or remedial support for students working below expected levels, and extension or challenge for those working at or above them. Regular teacher–student interaction strengthens the relationship between them and deepens personalised instruction, while ongoing assessment of the written curriculum and teaching methods allows AIA to adapt for more personalised learning and to track the progression of ATL skills and learner-profile development. Ultimately, continuous assessment lets students take ownership of their own learning, tracking their own achievement and setting their own goals.

3.3 Types of MYP Assessment

MYP assessment at AIA is organised into internal (school-based) and external strands. Internal assessment uses a variety of tools - written work such as objective tests, structured short answers and essays, stimulus or data-response questions, coursework and projects, and practical work such as the use of apparatus, problem-solving, hypothesis construction, testing, and evaluation and analysis - alongside informal teacher assessment of approaches to learning, and student self- and peer-evaluation. External assessment in Grades 9–10 comprises the on-screen examination and the ePortfolio, addressed in section 3.5 and again in section 8 of this policy.

For all courses in all years of the MYP, subject groups must assess all strands of all four assessment criteria at least twice in each programme year. Assessment tasks must be integral to the learning process; aligned with subject-group objectives; drawn from a variety of perspectives and task types suited to the subject and the knowledge, skills and understanding being assessed; appropriate to the age group; and designed to provide evidence of authentic understanding rather than simple recall. Tasks and their rubrics, including task-specific clarifications, are provided to students on Managebac at least a week before the due date, and marked assessments are returned no later than a week after submission, depending on their length, with descriptive feedback and a next-step target. Formative feedback in the MYP is usually given on Managebac at the mid-unit (formative) assessment point, with teacher comments and a next-step target, as set out in the Marking and Feedback Policy.

3.4 Standardisation and Service as Action

As a matter of practice, AIA standardises summative assessment: teachers meet to build a common understanding of the criteria and achievement levels for a course and how they are applied, ensuring consistency and reliability of judgement across the department. Standardisation is also required of teachers supervising the Personal Project.

Students are engaged in meaningful service-as-action activities that help them become compassionate, caring and responsible learners, reflecting on seven prescribed outcomes across their time in the MYP: becoming more aware of their own strengths and areas for growth; undertaking challenges that develop new skills; discussing, planning and evaluating student-initiated activities; persevering in action; working collaboratively with others; developing international-mindedness through global engagement, multilingualism and intercultural understanding; and considering the ethical implications of their actions.

3.5 MYP eAssessment: On-Screen Examinations and the ePortfolio

For Grades 9 and 10, students make subject choices with an eye to Grades 11 and 12 study, and prepare for MYP eAssessment at the end of Grade 10, comprising a balance of on-screen examinations and the ePortfolio. The on-screen examination is a time-bound assessment completed on a laptop, requiring no internet connection, with responses submitted electronically and directly to the IB. The ePortfolio is built around project-based tasks completed with teacher support over four to six weeks; the final work is submitted to the IB for external moderation once internal marking is complete. This is examined in full, alongside AIA's wider approach to digital assessment, in section 8 of this policy.

Subject group	Subject discipline	Assessment type
Language & Literature	English	On-screen examination
Language Acquisition	French / Spanish	On-screen examination / ePortfolio
Individuals & Societies	History / Geography	On-screen examination
Sciences	Physics / Chemistry / Biology	On-screen examination
Design	Digital Design	ePortfolio
Arts	Music / Visual Arts / Theatre	ePortfolio
Physical & Health Education	Physical & Health Education	ePortfolio

Table 3.2. MYP Grade 9–10 subject disciplines and eAssessment type at AIA.

To be eligible for the IB MYP Certificate at the end of Grade 10, a student must complete the on-screen examination in a minimum of four subjects, one from each of Language and Literature, Language Acquisition, Individuals and Societies, and Sciences, plus Mathematics; sit the Interdisciplinary examination; submit at least one ePortfolio from Arts, Physical and Health Education, or Design; submit the Personal Project; and complete the school's community service requirement. The

maximum total score for the certificate is 56, with a grade of 1–7 assigned to each required eAssessment; students must achieve a total of at least 28 points, with a grade of '3' or higher in each component, to be eligible for the certificate.

3.6 The Personal Project

The Personal Project is an independent student project introduced towards the end of Grade 9 and completed in February of Grade 10, carried out under teacher supervision and reflecting a student's ability to initiate, manage and direct their own inquiry. The ATL skills developed across subject groups throughout the MYP prepare students to work with increasing independence as the project develops over time. During the project, students decide what they want to learn and what they will need to know to complete it; create proposals or criteria, plan their time and materials, and record its development; make decisions, solve problems, communicate with their supervisor, and produce an outcome; evaluate that outcome and reflect on their learning; and demonstrate how they met their objectives through a final presentation or report. Students document their process throughout in a process journal, demonstrating their working habits, their application of ATL skills, and their academic honesty. The project is internally assessed by a supervising teacher, standardised with other MYP teachers at AIA, and submitted to the IB for external moderation.

3.7 Calculating the Final MYP Grade

A student can attain a maximum of eight achievement-level points in each of the four criteria for a subject - 32 points in total - which is converted to a final grade on the 1–7 scale using pre-defined grade boundaries, common to every MYP subject with the exception of the boundaries for the external on-screen examination. The Personal Project and Interdisciplinary Units are marked out of 24 (eight points across three criteria) and converted using their own published boundary guidelines.

Final grade	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Subject total (out of 32)	1–5	6–9	10–14	15–18	19–23	24–27	28–32
Personal Project / IDU (out of 24)	1–3	4–6	7–10	11–13	14–17	18–20	21–24

Table 3.3. MYP grade-boundary guidelines.

MYP assessment is never a mathematical calculation, and group work is never awarded a single group grade - each student receives an individual grade for their own contribution. In the opinion of the IB, the teacher is best placed to judge which final level should be awarded. Two principles guide this judgement, and rarely conflict. The "most recent and most

consistent, sustained" principle reports the achievement level a student consistently shows in a criterion - for example, results of 6, 4, 4 indicate a 4. Where no such pattern exists, teachers use the "best-fit" approach, exercising professional judgement to determine which level the student's overall evidence best fits. Where a student has not submitted work after being reminded and given extra time under the homework policy or has submitted work that meets none of the descriptors for a criterion, a mark of '0' is recorded for that criterion.

3.8 Reporting: Current Achievement and Target Grades

AIA's reporting schedule includes three reporting points each academic year, and students are awarded a final MYP grade out of 7 once all four criteria have been assessed. Current Achievement (CA) is the level of attainment a student is currently showing in the classroom; it is never based on a single result alone, but on the teacher's professional judgement of prior attainment, student potential, and attitude towards learning. The Target Grade (TG) is based on CAT4 indicators and other assessment data, and is reviewed regularly to ensure AIA continues to provide sufficient challenge for every student. Because raw attainment data can mask under- or overachievement, empowering teachers to exercise professional judgement in setting the Current Achievement level helps identify at-risk students who might otherwise be missed, so that early intervention can keep them progressing in line with their potential. Section 9 of this policy sets out how CAT4 and AIA's other standardised assessments generate the baseline that feeds into the Target Grade, and section 10.4 explains what a full MYP term report communicates to a family and how.

4. Assessment in the Diploma Programme

The primary purpose of assessment and evaluation in the Diploma Programme is to support and improve student learning. Because students have different learning styles, experiences and abilities, assessment must be fair to every student, varied in nature, and structured to let each student demonstrate the full range of their learning. Assessment, teaching and learning at AIA are intertwined and interdependent, focused on developing habits of mind, critical-thinking skills, twenty-first-century life skills, knowledge acquisition and the attitudes that support success within the DP, at university, and beyond. Learning and assessment across the DP at AIA is largely criterion-referenced.

4.1 Types of DP Assessment

The Diploma Programme has three formal categories of assessment, all summative in nature, high-stakes, and criterion-referenced against rubrics that the IB establishes and reviews on a regular basis:

- internal assessment in every subject;
- external assessment in every subject; and
- the DP core, comprising the Extended Essay and Theory of Knowledge.

AIA's own assessment calendar sets out when the formal internal assessment points that feed into these categories take place across Grades 11 and 12 each year:

Assessment	Time of year	Assessment design	Duration
G11 Term 1 Examination	October–November	Formal first-term examinations with a standard timetable, no regular lessons	One paper of 1.5 to 3 hours
G11 Term 2 Examination	February–March	Short in-class assessments with a standard timetable	One paper of 50–60 minutes
G11 End of Year Examinations	May–June	Formal end-of-year examinations with a standard timetable, no regular lessons	Up to two papers, durations prescribed by the IB
G12 First Term Examinations	October–November	Formal first-term examinations, no regular lessons	Up to two papers, durations prescribed by the IB

Assessment	Time of year	Assessment design	Duration
G12 Mock Examinations	January	Formal mock examinations, no regular lessons	Same number of papers and durations as prescribed by the IB
G12 Final Examinations	April–May	Final IBDP/CP examinations as per the IB timetable	Same number of papers and durations as prescribed by the IB

Table 4.1. AIA Assessment Calendar, Grades 11–12, 2026–27.

Types of ongoing assessment at AIA are chosen to suit learning goals and outcomes, and are linked to purpose, validity and relevance. They include, but are not limited to: class discussions and Socratic seminars, data-based questions, essays and written commentaries, experimental investigations and laboratory or field work, open-book tests, individual and group oral presentations, historical investigations, multimedia presentations, multiple-choice quizzes, simulations, portfolios, team-based interdisciplinary project work, reflection logs, mini research papers, sketchbooks, performances and role play, studio work, mind maps, exhibitions and poster presentations.

4.2 Formative and Summative Practice in the DP

Formative assessment at AIA is integrated into the curriculum and woven into teaching as it happens, giving both teacher and student information about how learning is progressing and helping the teacher plan the next stage of learning. It promotes deep understanding through careful attention to the type of task set and the feedback given, and includes structured observation and the collection of recorded work samples, kept on Google Drive and Managebac. Students take part in formative assessment of their own learning and that of their peers, through feedback forms and formal and informal discussion; feedback is positive in tone, providing encouragement as well as constructive critique, and it follows the Achievements, Improvement and Actions model described in section 1.10. Where a mark or level is shared as a diagnostic indicator, it accompanies descriptive feedback rather than replacing it, and formative evidence does not itself determine a final grade except where summative evidence is insufficient.

Summative assessment occurs at the end of a teaching and learning cycle, when students demonstrate what they have learned by applying knowledge and skills in varied contexts, measured against criteria communicated in advance. DP/CP teachers conduct roughly three summative assessments per term, based on the assessment objectives in the subject guide and aligned with the skills in the grade descriptors; explorations, investigations and internal assessments are used as

summative tools in semesters two and three. Tests are designed to measure a range of skills across each term, and are corrected and returned within a week with detailed, actionable feedback and an accompanying mark scheme.

4.3 Homework and Workload

Homework supports or demonstrates learning, and may include reading, studying, watching relevant material, and formative assessment tasks. There is no fixed quantity of homework, but the anticipated maximum is four hours per week for HL courses and two hours per week for SL courses, split roughly equally between studying material and completing assessment tasks. Substantial assignments, including tasks published on the IB timeline, are spread over time rather than set at short notice, with at least a week allowed. Homework should allow for practice, consolidation and extension of classwork; develop skills in using ICT and other learning resources; build self-discipline, time management and the ability to meet deadlines; keep parents informed and able to support learning at home; and allow students to progress their internal assessment work. Homework is not graded for achievement: it is marked with descriptive feedback in line with the Marking and Feedback Policy, and only an effort grade is recorded for it; internal assessment tasks are graded against the criteria set by the IB and contribute to a student's summative grade.

4.4 Standardisation and Moderation of Examinations

The purpose of an internal examination is to assess the knowledge, understanding and skills covered during a grading period, and to give students practice in preparing for and sitting large, formal summative assessments - while also helping teachers arrive at an accurate end-of-term grade. The syllabus tested must match the IB subject guide, the scheme of work, and what was actually taught during the term, and the pattern of questions across class tests, revision and examinations is aligned so that students recognise the format and approach of the final IB examination.

After a summative assessment, teachers of the same subject group mark a sample of three scripts - one high, one average and one low achiever - marking positively and giving credit for what a student has achieved. Teachers then undertake moderation, discussing annotated scripts to reach a common understanding of the mark scheme; any additions or deletions to the scheme are made at this stage to ensure fair, consistent marking. Where marks for a question, criterion or script vary by more than 10%, a re-mark is required, normally involving the Head of Department or the most senior teacher of that subject, and a moderation factor may be applied across the cohort if necessary. Post-assessment moderation happens in two stages: subject staff first align their grading practices before marking begins, and once marking is complete a sample covering top, middle and lower achievement is cross-marked to confirm consistency.

Internal assessment across the DP is criterion-related: each piece of work is marked against a set of criteria levelled into bands, using the 'best-fit' model. Assessment criteria are shared with students and expectations made clear before the assessment; the teacher chooses the level that, overall, best matches the piece of work, without every detail of a level needing to be satisfied for it to be awarded. The total possible mark for a piece of work is the sum of the maximum achievement level for each criterion, with greater weight given to criteria the subject guide treats as more important. AIA's own factors for determining term grade boundaries - assessment-objective distribution, the previous two years' boundaries, student performance and grade-descriptor fit - and the three-way conversation between teacher, HOD and Coordinator through which they are agreed, are set out in section 10.5 of this policy.

4.5 Predicted Grades

IBDP examinations take place in May at the end of the second year of the programme, with results released in early July. Students begin their university application process in the first semester of Grade 12 - October to December for the UK and US, and by March or April for parts of Europe and Asia-Pacific - and admission to most universities is made on the basis of the student's predicted grade. A predicted grade is a teacher's professional estimate of the grade a student is most likely to achieve in a subject, based on real evidence of performance rather than potential, and compared against the published grade descriptors for that subject to confirm the student has been placed at the correct standard. AIA's detailed methodology for generating and quality-assuring predicted grades across their rounds each year is set out in full in the school's dedicated Policy for Predicted Grades and summarised further in section 10 of this policy.

4.6 The Transition to Digital Examinations in the DP

The IB is moving Diploma Programme and Career-related Programme examinations from paper to digital delivery, and AIA is preparing its Grade 11 and 12 cohorts for this transition as the IB brings it into effect subject by subject. Digital DP/CP examinations require an internet connection, with students accessing their papers through a secure lockdown browser that restricts the device to the examination itself for its duration; this differs from the MYP model, where on-screen examinations are pre-loaded onto student devices and can, if necessary, be completed offline.

The rationale for the move mirrors the IB's wider case for digital assessment: it lets the IB test what it actually wants to test, rather than only what a paper-based examination format makes possible, offering media-rich stimulus material, giving students the word-processing tools with which they now write everyday, and supporting accessibility through control over colour and font size. Because most students already write essays and long responses on a keyboard rather than by hand,

digital examinations are, in an important sense, more authentic to how students actually work than a return to handwriting once a year for examinations alone.

AIA's preparation for this transition is built around three commitments: familiarity, infrastructure and equivalence.

- Familiarity - wherever a subject moves to digital examination, AIA ensures students use the same tools and interface in class and in mock examinations well before the live session, so the format itself is never a barrier to showing what a student knows.
- Infrastructure - the DP/CP Coordinator works with AIA's IT department to complete the IB's familiarisation, testing and compliance process ahead of every digital examination session, since the IB's own experience is that most technical issues originate in school infrastructure and can be resolved well in advance through this process.
- Equivalence - the IB sets grade boundaries so that a student equally comfortable with paper and digital examinations receives the same outcome either way; AIA does not treat digital examinations as easier or harder, but as a different, increasingly standard mode of the same assessment.

Examination security under the digital model is treated with at least the rigour of paper-based examinations: the device is locked down to the examination software for the duration of the sitting, and any interruption is recorded, with the invigilator able to authorise a restart only in cases of genuine disruption. Further detail on how digital examinations are conducted, and on the differences between the MYP and DP/CP digital models, is provided in section 8 of this policy.

4.7 Reporting Student Achievement

Progress, including grades, is formally communicated to students and parents at defined points across the year. Reports include an Achievement Grade, reflecting overall performance on summative assessment for the period; an Exam Grade, reflecting performance in term-end examinations; and an Effort Grade, reflecting engagement and work habits across formative and summative tasks, aligned with the ATL skill categories of critical thinking, engagement and initiative, self-regulation, affective skills, and communication. Achievement and exam grades follow the IB 1–7 scale and are based on subject-specific grade boundaries, benchmarked against IB grade thresholds and subject reports. Comments on report cards focus on what a student has learned, describe genuine strengths, and identify clear next steps, written in language that helps parents understand how they can support their child's learning at home. The specific grades, comments and iSAMS entries expected of DP/CP subject and core teachers each term are set out in full in section 10.5 of this policy.

5. Assessment in the Career-related Programme

The IB Career-related Programme integrates the academic strength of Diploma Programme study with practical, career-focused learning. It requires the study of at least two DP courses alongside the unique CP core and a career-related study; the DP courses provide theoretical underpinning and academic rigour, the CP core develops the personal qualities, skills and professional habits required for lifelong learning, and the career-related study supports the programme's academic strength with practical, real-world approaches to learning. A distinct advantage of the CP is that schools can adapt the framework to meet local, regional or national requirements and to address industry and government priorities - at AIA, delivered through the Pearson BTEC Level 3 Extended Diploma.



Figure 5.1. The Career-related Programme model (IBO, Career-related Programme: From principles into practice).

5.1 Assessment of DP Subjects Within the CP

CP students at AIA study two DP subjects at Higher Level or Standard Level, assessed on precisely the same 1–7 scale, against the same grade descriptors, and through the same internal and external assessment model described in section 4 of this policy for full Diploma candidates. This means the standardisation, moderation, predicted-grade methodology and reporting practices set out for the DP apply identically to a CP candidate's DP subject components. Because CP students study two DP subjects, the BTEC Extended Diploma, Personal and Professional Skills, Language Development, Service Learning and the Reflective Project concurrently, particular care is given to workload: homework guidelines account for the

combined demands of two DP subjects and a full-time vocational programme running in parallel, and time-demand is treated as a key planning consideration for every teacher involved.

5.2 The CP Core

- Reflective Project - an in-depth piece of research into an ethical dilemma linked to the student's career-related study, culminating in a formal presentation of the outcome and graded A–E, in the same manner as the DP Extended Essay and Theory of Knowledge.
- Personal and Professional Skills - developing the qualities and transferable skills needed for lifelong learning and the world of work, reported against expectations as below, meeting or exceeding rather than on the 1–7 scale.
- Service Learning - experiential learning through community engagement, developing the same seven outcomes that structure service as action in the MYP, extended into a career-related context.
- Language Development - developing communication skills in a language other than the student's best language, supporting the CP's commitment to international-mindedness and intercultural understanding.

As with the DP core, none of the CP's core elements can be waived: the IB Career-related Certificate cannot be awarded without every core element being completed to the required standard, alongside the two assessed DP subjects and the career-related study.

5.3 The Career-related Study: BTEC

AIA delivers the CP's career-related study through the Pearson BTEC Level 3 Extended Diploma, administered and internally assessed at AIA and externally moderated by Pearson. Because BTEC assessment is unit-based and predominantly coursework-led, it is treated in full in section 6 of this policy, including the case for why this model of assessment particularly suits students who do not thrive under a purely examination-oriented model of assessment.

Formal assessment category	DP subjects (× 2)	BTEC career-related study
Internal assessment	Yes, in each DP subject	Unit coursework, internally assessed
External assessment	Yes, in each DP subject	Externally set units where applicable
Examination	End-of-term and final IB examinations	Limited to externally set/assessed units

Formal assessment category	DP subjects (× 2)	BTEC career-related study
Moderation	IB dynamic sampling	Pearson standards verification

Table 5.1. How the CP's two assessment strands - DP subjects and the BTEC career-related study - are formally assessed.

5.4 Digital Examinations for CP Students

For the two DP subjects a CP student studies, the transition to digital examinations described in section 4.6 applies identically - the same lockdown-browser model, the same familiarisation and infrastructure preparation led by the DP/CP Coordinator, and the same commitment to equivalence between paper and digital outcomes. BTEC unit assessment, addressed in section 6, follows Pearson's own assessment model rather than the IB's digital examination framework.

6. Assessment in the BTEC Level 3 Extended Diploma

The BTEC Level 3 Extended Diploma is a vocational, unit-based qualification, assessed cumulatively across two years of study rather than through a single terminal examination. AIA's BTEC assessment practice is built around three aims: that assessment methodology is valid, reliable, and does not disadvantage or advantage any group of learners or individuals; that the assessment process is open, fair, free from bias and aligned to national standards; and that assessment decisions are recorded accurately and in detail. To meet these aims, AIA provides learners with assignments fit for purpose so they can produce appropriate evidence; publishes a clear, accurate assessment plan at the start of each academic year; gives clear, published dates for the handout of assignments and assessment deadlines; assesses learner evidence only against the published assessment and grading criteria; ensures assessment decisions are impartial, valid and reliable; does not cap learner achievement for late submission; and maintains a robust, rigorous internal-verification procedure, sampled for standards verification, external examination or moderation as Pearson requires.

6.1 A Coursework-Led Model, Purpose-Built for Every Learner

BTEC assessment is deliberately built around coursework and unit-based evidence rather than a single high-stakes, timed, closed-book examination. Each of the sixteen units in AIA's BTEC Extended Diploma is assessed against published Pass, Merit and Distinction criteria, largely through assignments, projects, practical demonstrations, presentations and portfolios of evidence produced over an extended period, with a smaller number of units set and marked externally. This is not a lesser or diluted form of rigour: it is a different, equally demanding assessment model, purpose-built to let a student demonstrate sustained competence and applied understanding in the way a professional would be judged in their field, rather than compressed into the recall and time-pressured performance a single examination requires.

This model matters most for students who do not thrive in an exam-oriented scenario. Some students understand their subject deeply and can apply it with real skill but are disproportionately disadvantaged by the specific conditions of a closed-book, time-limited written examination - examination anxiety, processing speed under time pressure, or simply a mismatch between how they demonstrate understanding and how a single written paper asks them to. A coursework-led model gives these students multiple, staged opportunities across an extended period to show what they know and can do, evidenced through the kind of practical, extended and often collaborative tasks that a workplace or vocational setting actually demands. For a student whose strengths are practical application, sustained project work or presentation rather

than a single examined performance, BTEC is not simply an alternative pathway - it is often the pathway on which that student's genuine ability becomes visible for the first time.

This does not mean BTEC assessment is without formal, invigilated conditions: externally set units are assessed under examination-equivalent conditions, and internal deadlines are firm. What it means is that the bulk of a student's grade is built from a body of evidence produced over time, marked against explicit, published criteria that a student and their assessor can discuss and understand together - closer, in that respect, to how the DP's own internal assessment and coursework components are marked, than to a Diploma subject's final written examination.

6.2 Unit Assessment and Grading

Each BTEC unit is graded Pass, Merit or Distinction against criteria published for that specific unit, describing the depth of knowledge, the level of independent application, and the quality of analysis and evaluation required at each level - assessed internally by the student's teacher and externally moderated by Pearson, or, for a smaller number of units, set and marked externally by Pearson itself. Unit grades combine using Pearson's published points tariff into a single overall qualification grade - for example D*D*D*, DDM or MMM - reflecting a student's cumulative performance across all sixteen units rather than performance on any single day.

- Assessment plans - a clear, accurate assessment plan is produced at the start of the programme and each academic year, setting out every assignment, its hand-out and deadline dates, and the criteria it addresses.
- Assignment briefs - each assignment brief is designed to give learners a genuine opportunity to produce evidence against the full range of the published assessment and grading criteria for that unit.
- Submission, resubmission and retakes - procedures for submission, and for any resubmission or retake opportunity, follow current Pearson requirements and are recorded accurately for every learner.
- Internal verification - a robust internal-verification process checks assessment decisions before they are confirmed, and samples of verified work are provided to Pearson for standards verification, external examination or moderation as required.
- Record keeping - assessment and internal-verification records are maintained and stored securely in line with Pearson's Terms of Approval, and standards-verification and moderation reports are monitored, with remedial action taken wherever required.

6.3 Roles, Responsibilities and Quality Assurance

BTEC assessment methodology, and the specific role of the assessor, are understood by every member of BTEC teaching staff at AIA, supported by resources that let assessment be carried out accurately and appropriately, and by the sharing of good assessment practice between all BTEC programme teams. Staff roles and responsibilities for each stage of the assessment process - planning, assignment design, assessment, submission and resubmission, and recording - together with key dates and actions for the academic year, are maintained as a live annex to this policy and reviewed alongside it. Links to Pearson's qualification subject pages, BTEC quality-assurance guidance and current assessment and internal-verification templates are maintained by the BTEC Coordinator for staff reference.

7. Grade Descriptors Across the Continuum

Grade descriptors are the IB's official statements of the qualities of performance expected at each grade, published for every MYP criterion band and every DP/CP subject group. They are the primary reference point AIA teachers use when forming a judgement of a student's attainment, because the same descriptors are used by IB senior examiners when setting grade boundaries at the end of each examination session. Used well, grade descriptors turn assessment from a private judgement into a shared, transparent standard that a teacher, a student and a parent can all discuss using the same language.

7.1 How Grade Descriptors Are Used in the MYP

MYP grade descriptors operate at the level of the achievement level, not the final subject grade. Each of a subject's four criteria is marked on an eight-point scale (1–8), divided into four bands - 1–2, 3–4, 5–6 and 7–8 - each carrying a qualitative level descriptor that describes the quality of understanding, application and skill expected at that band, in general terms common to every subject group: the depth of conceptual understanding shown; the sophistication of critical and creative thinking; the flexibility with which knowledge and skills are applied in familiar and unfamiliar situations; and the level of independence a student shows in doing so.

A teacher applies these descriptors using the same best-fit logic that governs DP and CP grading: they determine whether the first descriptor in a band describes the student's performance, and if the work exceeds it, move to the next descriptor, continuing until they reach one that no longer describes the work - at which point the previous descriptor is used. Where a student's work shows some features of a higher band without fully meeting every element of the band below it, the teacher exercises professional judgement to determine the best overall fit, rather than requiring every detail of a descriptor to be satisfied mechanically. The four criterion levels are then summed (out of 32) and converted to the final 1–7 MYP subject grade using the published grade-boundary table set out in section 3.7 of this policy - so the qualitative language of the descriptors, and the quantitative grade a parent sees on a report card, are always directly and transparently connected.

7.2 How Grade Descriptors Are Used in the DP and CP

DP and CP subject grades are reported on a 1–7 scale, with 7 the highest, using general grade descriptors that apply across subject groups, and more detailed subject-group-specific descriptors published by the IB for Studies in Language and

Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics, the Arts, and Interdisciplinary subjects; the Extended Essay and the CP Reflective Project are reported on an A–E scale, and Theory of Knowledge likewise on A–E, each with their own published descriptors.

Grade	General characterisation
7	Excellent performance - consistent, thorough command of knowledge and skills, applied almost faultlessly across a wide range of situations, with clear, sustained evidence of analysis, synthesis and evaluation, and consistent originality and insight.
6	Very good performance - consistent, thorough command of knowledge and skills applied across a wide range of situations, with consistent evidence of analysis, synthesis and evaluation, and frequent originality and insight.
5	Good performance - consistent, thorough understanding applied across a variety of situations, generally showing analysis, synthesis and evaluation, with occasional originality and insight.
4	Satisfactory performance - a good general understanding, applied effectively in normal situations, with occasional evidence of analysis, synthesis and evaluation.
3	Mediocre performance - limited achievement against most objectives, or clear difficulty in some areas, with knowledge and skills applied fully only in normal situations and with support. This is the minimum grade required to meet promotion requirements.
2	Poor performance - very limited achievement against assessment objectives, with difficulty applying knowledge and skills fully even in normal situations, even with support.
1	Very poor performance - minimal achievement against assessment objectives.

Table 7.1. General characterisation of the DP/CP 1–7 grade scale (paraphrased from IB Diploma Programme Grade Descriptors).

The full, subject-group-specific grade descriptors - setting out, in detail, how each grade point is characterised for Studies in Language and Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics, the Arts, Interdisciplinary subjects, the Extended Essay and Theory of Knowledge - are published by the IB in the current Diploma Programme Grade Descriptors document, held on the Programme Resource Centre. The DP/CP Coordinator ensures every teacher has access to the current version and that any published update is communicated to the relevant department.

As in the MYP, DP and CP teachers apply the descriptors using a best-fit model rather than expecting an exact match to every phrase, since the work of most students displays some of the characteristics of more than one grade. Senior IB examiners review the work of many students to determine the grade boundary at which the characteristics of a grade are

consistently, rather than occasionally, shown, allowing a degree of compensation across different aspects of a subject's assessment criteria. The same standard governs how AIA teachers use the descriptors internally: to explain the academic requirements of the DP and CP to students; to conduct formative assessment; to report progress; and to predict candidates' grades, as described in section 10 of this policy. Section 10.5 also sets out how AIA determines and publishes its own term grade boundaries each year, and how the published IB MYP and DP/CP grade-boundary tables in this section relate to that process.

7.3 A Common Standard Across the Continuum

Programme	Scale	Unit of judgement	Method
PYP	1–7 key indicators	Whole-subject teacher judgement against curriculum expectations	Holistic, developmental judgement over time
MYP	1–8 per criterion, 1–7 final subject grade	Criterion strand, within a subject	Best-fit against published level descriptors, summed and converted
DP / CP	1–7 (A–E for EE, TOK, Reflective Project)	Whole subject / component	Best-fit against published grade descriptors
BTEC	Pass / Merit / Distinction per Unit	Unit-specific criteria	Criterion-referenced judgement against published unit criteria

Table 7.2. How grade descriptors and criteria operate across every programme AIA offers.

What is constant across every programme, from the PYP's key indicators to a BTEC unit's Pass, Merit and Distinction criteria, is that AIA never determines a grade by averaging numerical scores or applying a hidden formula: every scale in this table is applied through a professional, evidence-based, best-fit judgement against a published, criterion-referenced standard, made by a teacher who compares a student's actual body of work to language every student and parent can also read for themselves.

8. Digital Assessment at AIA

Students use technology throughout their lives - socially, in their learning, and in the essays and assignments they write - and will go on to use it extensively in further education and their careers. Using technology in examinations is therefore authentic to how students already experience the world, and the IB uses it to deliver higher-quality, more meaningful assessment; it does not let the availability of technology drive the choice of what to assess. Digital assessment is assessment taken on a computing device, spanning styles from media-rich, highly interactive tasks to more traditional essay-style examinations, and it is important to distinguish between technology that supports expert examiners in marking work (eMarking, addressed in section 8.3) and technology used to create meaningful assessment experiences for students.

8.1 Digital Assessment in the MYP

MYP on-screen examinations are loaded onto student computing devices ahead of time; an internet connection is recommended but not required, since the examination software locks the device down for the duration of the assessment and records any interruption, with the invigilator able to authorise a restart only in cases of genuine disruption. It is strongly recommended that MYP examinations are completed online, since this captures student responses at regular intervals and reduces the administrative burden on schools, but an offline method remains supported by the IB for schools that need it.

AIA's conduct of MYP on-screen examinations follows the IB's published requirements in full: the examination schedule is observed strictly, with morning sessions starting after 0700 and finishing before 1300 local time, and afternoon sessions starting after 1200 and finishing by 1800; students sit their examination at the school where they are registered and must be in good standing to do so; inclusive access arrangements follow the same authorisation process as for other formal assessment; and the IB reserves the right to inspect a school's examination arrangements without notice. Materials permitted in the examination room, room layout and student seating, invigilation, and the procedures for starting, running and ending an examination are all governed by the IB's Conduct of MYP On-Screen Examinations booklet, a copy of which is held in every AIA examination room during the eAssessment window, alongside the ePortfolio process described in section 3.5 of this policy.

8.2 Digital Assessment in the DP and CP

An internet connection is required to run DP/CP digital examinations, with students accessing their papers through a secure lockdown mode that restricts device access solely to the examination for its duration. AIA's preparation for this

model - built on familiarity, infrastructure and equivalence - is set out in full in section 4.6 of this policy and applies identically to the two DP subjects a CP student studies, as noted in section 5.4.

Good digital assessment, at the IB and at AIA, does three things: it uses technology to set out more valid, authentic and relevant tasks than a paper format allows; it removes administrative barriers and improves the delivery of assessment; and it avoids introducing any new obstacle to a student completing the assessment. Digital assessment will continue to evolve - today the IB works within the limits of keyboard, mouse and trackpad input, but touch-screen technology, and eventually more immersive formats, may extend what is possible in the years ahead. AIA's approach is to adopt each stage of that evolution once the IB has established it as the reliable, secure standard, never ahead of it.

8.3 eMarking

“eMarking” describes how the IB marks work submitted for assessment using computing devices to display scripts and record marks. IB examiners are no longer sent paper copies of examinations or internal-assessment work except in exceptional circumstances linked to access and inclusion; paper-based work is scanned into electronic form, and examiners access it through specialist marking software over the internet. eMarking, used by the IB since 2010, does not require a student to submit digital work - most examinations today are still handwritten and then scanned - but it brings major advantages to the speed and quality of marking: work is instantly available if a second examiner needs to review it; it can be anonymised to reduce the risk of examiner bias; the IB can implement more rigorous, real-time quality control during marking; and work from a single school can be shared randomly across many examiners rather than concentrated with one, supporting additional quality checks.

8.4 Benefits, Risks and Safeguards

Consideration	How the IB and AIA manage it
Burden on schools	The IB paces the rollout of digital examinations to technological readiness, without placing unreasonable demands on any school; AIA's IT department is engaged well ahead of each new subject's transition.
Technology failure	No level of technology failure is acceptable during a live examination; the IB's familiarisation, testing and compliance process is completed before every session, since most issues originate in school infrastructure and can be resolved in advance.

Consideration	How the IB and AIA manage it
Security	Digital examinations are designed to be at least as secure as paper-based examinations, with devices locked down to the examination software and, for MYP eAssessment materials sent to schools in advance, encrypted and password-protected.
Bias	The IB does not intend to measure a student's skill in typing or handwriting, and designs tasks so that neither paper nor digital format gives an inherent advantage; published research on “device effects” is monitored on an ongoing basis.
Consistent standards	Grade boundaries are set so a student equally comfortable with paper and digital examinations receives the same outcome, reflecting their understanding and analytic ability rather than their chosen medium.

Table 8.1. How the IB, and AIA in turn, manage the principal risks of digital assessment.

9. Standardised Assessments

Alongside the criterion-referenced, teacher-led assessment described in sections 1–8 of this policy, AIA administers a programme of standardised, externally benchmarked assessments across the PYP, MYP and DP/CP. These assessments are never used in isolation or as a substitute for a teacher's own professional judgement; their value lies in triangulation - an independent, standardised data point set alongside classroom evidence, assessment criteria and teacher observation to build a fuller, more reliable picture of a student's learning profile, progress and potential. This section sets out the standardised assessments AIA uses, in the order a student encounters them across the continuum, and how the data from each is used to inform teaching and learning.

Assessment	What it measures	Students / frequency	How it informs teaching and learning
CAT4	Verbal, Non-Verbal, Quantitative and Spatial reasoning - a cognitive ability profile independent of curriculum content.	Grades 3, 4 and 5 baseline; re-administered roughly every two years through the MYP and DP.	Baseline and starting point for every student; underpins MYP Target Grades and DP/CP predicted-grade methodology.
NGRT	Reading ability - decoding, comprehension, vocabulary and inference.	Primarily Grades 1–5; three times a year (Forms A, B and C).	Monitors reading progress, flags gaps and strengths, and informs intervention or extension.
GL-PTE	Progress Test in English - phonics, spelling, punctuation, grammar and reading comprehension.	Grades 3–5; end of Term 3.	Independent measure of English attainment against UK-standardised benchmarks; identifies gaps and strengths.
GL-PTM	Progress Test in Mathematics - number, shape, data, algebra and reasoning.	Grades 3–5; end of Term 3.	Independent measure of mathematical attainment; informs intervention and curriculum planning.
GL-PTS	Progress Test in Science - knowledge, understanding, application and working scientifically.	Grades 3–5; end of Term 3.	Independent measure of science attainment; identifies areas for further development.
PIRLS	Grade 4 reading achievement, internationally comparable.	Grade 4; every 5 years, when AIA participates in the cycle.	School-wide benchmark against international reading standards; informs

Assessment	What it measures	Students / frequency	How it informs teaching and learning
			curriculum and KHDA inspection judgements.
TIMSS	Grade 4 mathematics and science achievement.	Grade 4; every 4 years, when AIA participates in the cycle.	School-wide benchmark and trend data against international standards; informs KHDA judgements and school improvement.
PISA	System-wide reading, mathematics and science literacy.	School-wide; international cycle.	Benchmarks AIA against international performance targets; used by KHDA alongside TIMSS and PIRLS, not reported to individual families.

Table 9.1. AIA's standardised and external assessment programme, PYP to DP/CP.

CAT4: A Baseline and a Starting Point for Every Student

The Cognitive Abilities Test, Fourth Edition (CAT4) is the first standardised assessment every AIA student encounters, and the one this policy treats as foundational: it establishes a cognitive baseline independent of what has already been taught, rather than a measure of curriculum attainment. CAT4 is first administered in the PYP - to the whole of Grades 3 and 5, and to any student new to Grade 4 - at the beginning of the academic year, in Term 1. It is then re-administered roughly every two years as a student progresses through the school, typically in October, with results treated as valid for a two-year window.

This baseline does two things for AIA. First, it gives teachers an early, curriculum-independent read on a student's verbal, non-verbal, quantitative and spatial reasoning, so that teaching, challenge and support can be pitched to a student's genuine potential rather than only their prior attainment. Second, and most directly relevant to assessment practice, it becomes a starting point that carries forward through the continuum: in the MYP, section 3.8 of this policy sets out how a student's Target Grade is based on CAT4 indicators together with other assessment data, giving teachers an evidence-based aspiration for each subject that is reviewed regularly rather than fixed at a single point in time. As a student moves into the DP and CP in Grades 11 and 12, that same CAT4-informed profile - refreshed by the school's two-yearly re-testing cycle - is one of the starting points AIA's Policy for Predicted Grades draws on when a subject teacher begins to form their earliest, evidence-based estimate of a candidate's likely IB grade, before a full run of internal assessment and examination

evidence is available. CAT4 baseline data and MYP Target Grades are shared with parents through the term report, described in section 10.4 of this policy.

NGRT: Monitoring Reading Development Where It Matters Most

The New Group Reading Test (NGRT) is a standardised reading assessment measuring decoding, comprehension, vocabulary and inference. It is administered primarily in Grades 1 to 5, where reading fluency is most rapidly developing and where early identification of a gap has the greatest long-term benefit, and is given up to three times a year - Forms A, B and C, one each term - so that a student's reading development can be tracked within a single academic year rather than only from one year to the next. Where NGRT continues to be relevant for an individual student's profile beyond Grade 5, a reading-age outcome is still referenced in that student's term report, communicated to parents through iSAMS alongside the rest of their standardised assessment data.

NGRT data lets AIA teachers monitor reading progress at the individual and cohort level, identify students who need targeted reading intervention or additional challenge, and check that a student's reading ability is not itself acting as an unrecognised barrier to their performance in other subjects. Because reading underpins access to almost every other area of the curriculum, NGRT results are reviewed alongside classroom reading evidence rather than in isolation, consistent with the triangulation principle set out at the start of this section.

The GL Progress Tests: English, Mathematics and Science

Towards the end of the academic year, in Term 3, students in Grades 3 to 5 sit three GL Progress Tests - one each for English (GL-PTE), Mathematics (GL-PTM) and Science (GL-PTS) - covering AIA's three core academic departments. Each test is standardised against a large cohort of same-age students in the UK, so a student's result places their attainment on an external, internationally recognised scale rather than only against their own class or cohort at AIA.

The importance of the GL Progress Tests lies precisely in that independence. Because they are set and marked externally to a fixed national standard, they give each of the three core departments a check on classroom-based judgement that is free from any single teacher's marking style or a particular unit's difficulty - confirming where internal assessment and external benchmark agree, and flagging where they do not, so a department can look again at its own standards. For English, GL-PTE isolates decoding, spelling, punctuation, grammar and comprehension as a discrete skill profile; for Mathematics, GL-PTM checks number, shape, data and algebraic reasoning against age-expected UK norms; for Science, GL-PTS confirms whether scientific knowledge, understanding, application and working-scientifically skills are developing in line with

international expectation. Across all three, results are used to identify individual and cohort-level gaps and strengths, to inform intervention, extension and forward curriculum planning, and to give the next year's teacher of each student a documented, externally validated starting point.

International Benchmarking: TIMSS, PIRLS and PISA

TIMSS (Trends in International Mathematics and Science Study), PIRLS (Progress in International Reading Literacy Study) and PISA (the Programme for International Student Assessment) sit apart from every other assessment in this section: they are school-wide, system-level benchmarks rather than individual measures, and - unlike NGRT, CAT4 or the GL Progress Tests - their results are not reported on an individual student's report card. PIRLS assesses Grade 4 reading achievement, and TIMSS assesses Grade 4 mathematics and science achievement, each on an internationally comparable scale and each administered when AIA participates in its periodic international cycle (PIRLS roughly every five years, TIMSS roughly every four); PISA benchmarks reading, mathematics and science literacy on a system-wide basis. Together they give AIA, and Dubai's Knowledge and Human Development Authority (KHDA), a picture of how the school's outcomes compare with school systems around the world, not only with AIA's own historical results.

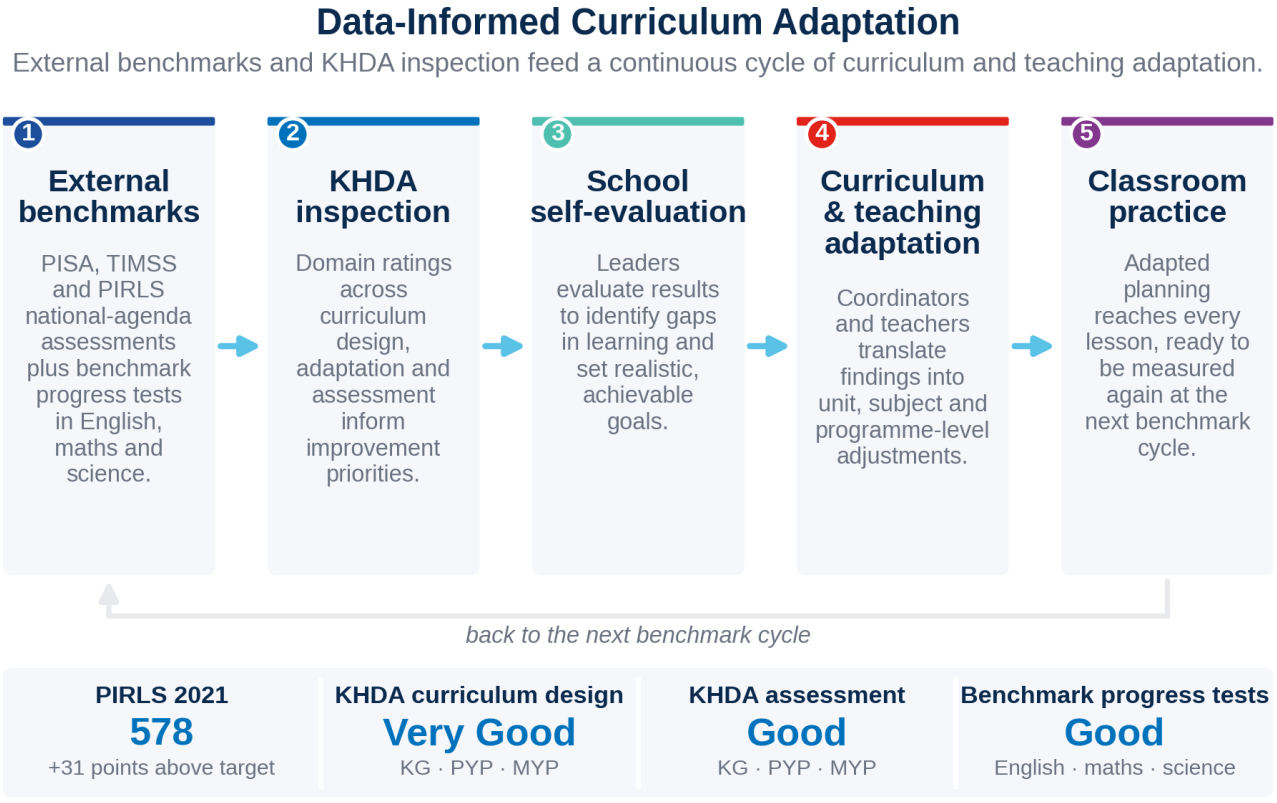


Figure 9.1. How external benchmark data and KHDA inspection feed AIA's cycle of curriculum and teaching adaptation.

KHDA uses AIA's participation in TIMSS, PIRLS and PISA, together with AIA's own internal benchmark progress tests, as part of the evidence base for its school inspection: AIA's most recent PIRLS cycle returned a score of 578, 31 points above target, and KHDA rated AIA's curriculum design as Very Good and its assessment practice as Good across KG, PYP and MYP, with benchmark progress tests in English, mathematics and science also rated Good. Where an inspection finding or a benchmark result identifies a gap, the relevant Coordinator leads a review of the affected unit, subject or programme and reports the resulting adaptation back through AIA's collaborative curriculum-planning structure - closing the loop between what an external benchmark shows and what changes in an AIA classroom before the next benchmark cycle.

From Data to Practice

Read together, AIA's standardised assessments form a single, coherent pipeline rather than a set of unconnected tests: CAT4 opens every student's file with a curriculum-independent baseline; NGRT tracks the reading development that

underpins access to the rest of the curriculum; the GL Progress Tests give English, Mathematics and Science an external check on internal judgement at the point students leave the PYP; and TIMSS, PIRLS and PISA place AIA's outcomes on an international stage that both the school and KHDA use to hold standards to account. At every stage, the same principle applies: standardised data is a starting point for a professional conversation among teachers, coordinators and leaders - about a student's potential, a department's standards, or the school's own performance - never a replacement for the criterion-referenced, teacher-led assessment described elsewhere in this policy.

10. Reporting, Predicted Grades and Data-Informed Practice

10.1 Reporting Across the Continuum

Every AIA programme reports formally to parents multiple times a year, at points published in the school calendar, through a combination of written reports, the parent portal, and parent–teacher, student-led or three-way conferences. Records are the evidence base for every conversation with a student or parent about achievement and next steps; recording may vary in form according to the nature of the task, but feedback and reporting are always built on clear rubrics, criteria and anecdotal comment, aligned with the assessment objectives stipulated in the relevant subject guide. As the Marking and Feedback Policy requires, teachers record assessment data regularly in the data tracker for their grade or department; this identifies patterns and trends, builds the student profile used for target setting, and informs the achievement, effort and ATL judgements entered on term reports. Meticulous assessment records are kept to monitor progress over each term or reporting point; to ensure continuity if a student changes class or school; to give coordinators and team leaders visibility of progress against learning goals; and to give students and parents a clear basis for discussing strengths, areas for development, and how to address them.

- PYP - parents are notified of achievement and progress by email and at parent–teacher conferences three times a year, with PYP students additionally sharing their own learning through Student-Led Conferences. Section 10.3 sets out the PYP reporting process in full.
- MYP - three reporting points each year report Current Achievement, Target Grade and ATL skill descriptors, following the achievement-level model described in section 3. Section 10.4 explains what a full MYP term report communicates to a family, and how.
- DP / CP - reporting points across Grades 11 and 12 combine Achievement, Exam and Effort grades, together with target grades and, from Grade 11 onward, predicted grades, as set out below. Section 10.5 sets out DP/CP and BTEC reporting practice in detail, including how AIA determines and publishes its grade boundaries.
- BTEC - progress is reported unit by unit against Pass, Merit and Distinction criteria as each unit is completed and internally verified, as also set out in section 10.5.

10.2 The Reporting Process

Whatever the programme, every AIA report follows the same underlying process from a completed assessment to a published report, moving through internal moderation, data entry, and successive layers of peer and leadership check before a report reaches a parent. This is deliberate: no single teacher's mark or comment reaches a family without at least three further points of review.

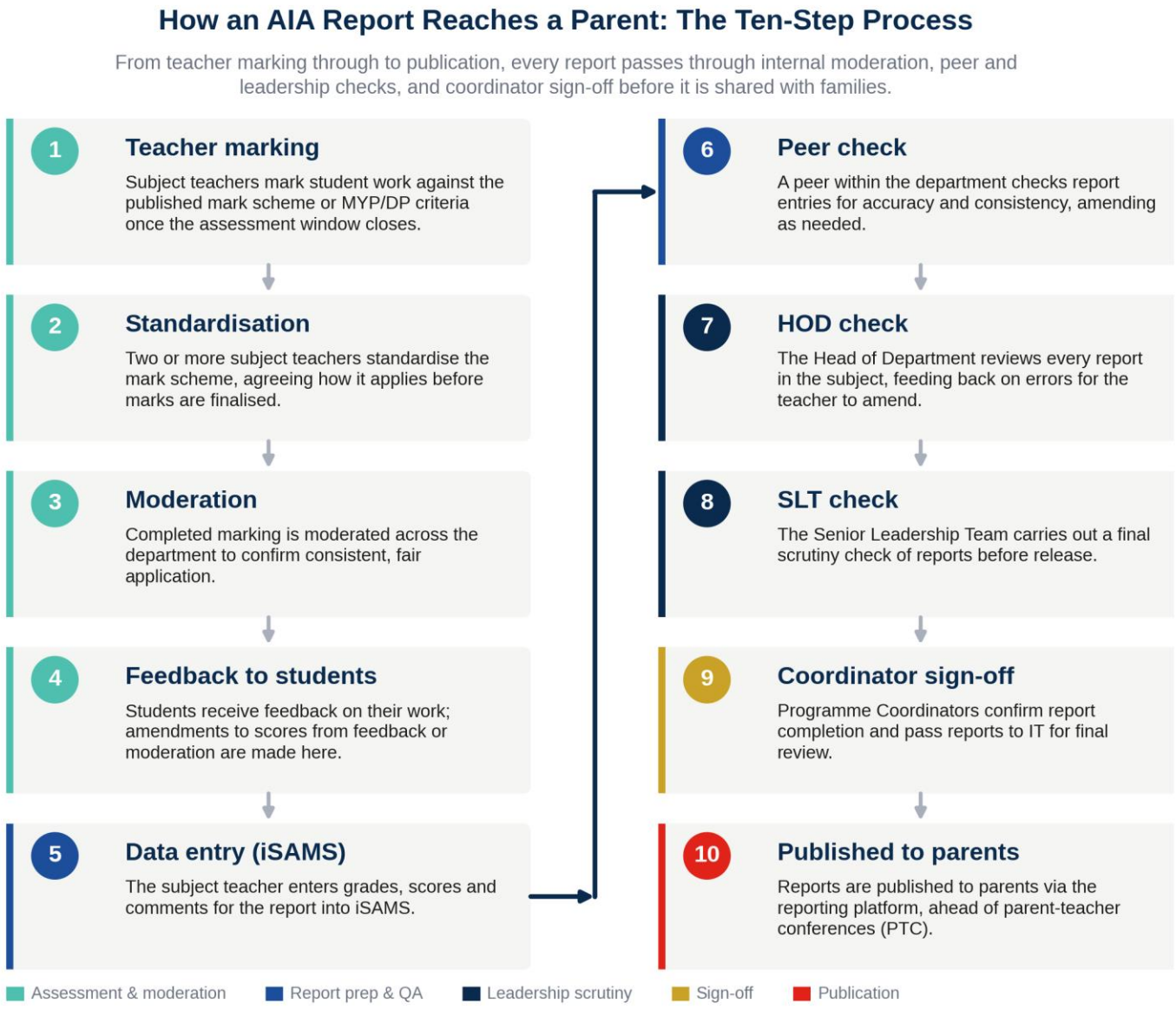


Figure 10.1. The ten-step AIA reporting process, from teacher marking to publication.

- 1. Teacher marking - the subject teacher marks student work once the relevant assessment window has closed.
- 2. Standardisation - two or more subject teachers standardise the mark scheme, agreeing how it applies before marks are finalised.
- 3. Moderation - completed marking is moderated within the department to confirm the mark scheme has been applied consistently and fairly.
- 4. Feedback to students - students receive feedback on their work, and any amendments to scores arising from that feedback or from moderation are made at this stage.
- 5. Data entry into iSAMS - the subject teacher enters grades, scores and comments for the report into iSAMS.
- 6. Peer checks - a peer within the department checks report entries for accuracy and consistency, with amendments made as needed.
- 7. HOD check - the Head of Department checks every report in the subject and feeds back on any errors for the teacher to amend.
- 8. SLT check - the Senior Leadership Team carries out a final scrutiny check of reports before release.
- 9. Coordinator confirmation - Programme Coordinators confirm report completion and pass reports to IT for final review.
- 10. Publication - reports are published to parents through the school's reporting platform ahead of parent–teacher conferences (PTC).

Grade boundaries are set before this process begins, not adjusted during it. For the MYP, the published grade-boundary table in section 3.7 of this policy converts a student's summed criterion levels into their final 1–7 subject grade. For the DP and CP, AIA determines its own term grade boundaries each reporting period through the process described in section 10.5, and these - together with the IB's own published grade descriptors set out in section 7 - are what a Head of Department, subject teacher and Coordinator apply consistently as reports move through the ten steps above.

10.3 Reporting in the PYP

Assessment at AIA is an integral part of teaching and learning, and PYP reporting draws on the same broad base of evidence described in section 2 of this policy: observation, questioning, student work, performance tasks, reflection, self- and peer-

assessment and curriculum-based assessment. Standardised assessment information - described in section 9 - is used where appropriate to provide additional evidence of attainment and progress, but it is always triangulated with teacher assessment and classroom evidence rather than considered in isolation, and it informs planning, differentiation, intervention and reporting to parents alike.

AIA reports on PYP student achievement, progress and learning behaviours through formal reporting, ongoing communication and opportunities for parent engagement, drawing on evidence collected throughout the year and reflecting progress against curriculum expectations, subject-specific learning outcomes and the development of knowledge, conceptual understanding and skills. The process moves through nine stages:

Stage	Process
Ongoing	Formative assessment, observations, student work and learning evidence collected.
Termly	Teachers review attainment, progress and learning behaviours.
Data review	Standardised/external assessment data reviewed alongside classroom evidence.
Moderation	Teachers and leaders moderate assessment evidence to support consistency.
Report preparation	Teachers prepare achievement information and comments.
Quality assurance	Grade/subject leaders and SLT review reports for accuracy, consistency and quality.
Parent reporting	Reports shared with parents through the school's reporting platform.
Parent engagement	Parent–teacher meetings/conferences provide opportunities to discuss progress and next steps.
Next steps	Assessment information informs intervention, differentiation, target-setting and subsequent planning.

Table 10.1. The PYP reporting process at AIA.

This process is the PYP-specific expression of the ten-step process set out in section 10.2: the data-review and moderation stages correspond to steps 1–4, report preparation and data entry to step 5, and quality assurance, parent reporting and parent engagement to steps 6–10.

10.4 Reporting in the MYP

A full AIA MYP term report is a substantial document, and every family receives the same structure so that a report is equally legible whichever subjects, grade or teachers it covers. The report opens with the student's attendance for the term

and a short letter from school leadership explaining, in plain language, how MYP criteria and achievement levels work and why the report also includes an evaluation of the student's Approaches to Learning (ATL) skills.

The report then presents an External Benchmark Assessment page, setting out the standardised assessment data described in section 9 of this policy in parent-friendly terms: a student's CAT4 scores (Mean, Verbal, Non-Verbal, Quantitative and Spatial Standard Age Scores) together with an explanation of what CAT4 measures and how often it is retaken; the student's NGRT-informed reading development where this remains relevant; an explanation of the Progress Tests in English, Mathematics and Science and when they are sat; and a note that TIMSS, PISA and PIRLS are school-wide benchmarks that are not reported at the level of an individual student.

A reference section then explains how a grade is reached - the subject-group criteria (as in Table 3.1 of this policy), the process by which criterion levels are summed and converted using published grade boundaries, and the full text of the IB's grade descriptors for levels 1 to 7 - followed by an explanation of the IB Learner Profile, so that parents can connect a subject grade to the wider attributes AIA is developing in every student.

The core of the report is a Summary of Achievement table, listing every subject the student takes, their teacher, the achievement level awarded for each of the four criteria assessed that term, and the resulting final subject grade out of 7 - with non-criterion subjects, such as Physical and Health Education taught outside the MYP subject groups, reported by level alone. This is followed by an Approaches to Learning matrix, mapping each subject against the ten ATL skill clusters (communication, collaboration, organisation, affective, reflection, information literacy, media literacy, critical thinking, creative thinking and transfer skills) and recording, for each subject where it was assessed, whether the student is currently a Novice, Learner, Practitioner or Expert in that skill.

Finally, for every subject a student studies, the report gives a Course Description - a short, factual account of what was taught and assessed that term, written in the same spirit as the course descriptions used in DP/CP reporting - followed by an individual Teacher Comment. This comment identifies the criterion or criteria in which the student did particularly well, names a specific criterion for the student to focus on next and how to improve in it, comments on the student's development against a named ATL skill with a concrete next step, and closes with an overall, encouraging assessment of the student's progress that term. Taken together, an AIA MYP term report tells a family three connected things: where a student's cognitive and reading profile places them (the external benchmark data), what grade they have achieved and why (the criteria, descriptors and Summary of Achievement), and how they are developing as a learner and what to do next (the

ATL matrix and teacher comments) - directly mirroring the Current Achievement and Target Grade model set out in section 3.8 of this policy.

10.5 Reporting in the DP, CP and BTEC

DP, CP and BTEC reporting follows the same ten-step process set out in section 10.2, but the categories entered onto a report, and the process by which AIA's own term grade boundaries are set, are specific to Grades 11 and 12 and are set out here in full.

What is entered onto a DP/CP report

Student reports reflect performance during the term. Every student sits an in-class examination at the end of a term, patterned on the IBDP examinations, and the score for this examination (out of 100) and the corresponding grade (out of 7) are both reported, alongside a grade reflecting the effort a student has demonstrated during the term. For assessed DP subjects and Theory of Knowledge, subject teachers enter: a score out of 100 (converted from whatever the assessment was originally marked out of); a Term Grade on the 1–7 scale, based on the student's performance in the end-of-term examination; an Effort Grade on an A–E scale, based on participation in class activity, completion of assignments, leading discussions and taking initiative; and the student's performance in at least two ATL skills assessed for that subject. Predicted grades are not entered for Term 1 or Term 2 reports - only in Term 3, consistent with the predicted-grade methodology described in section 10.6.

For the CP core subjects other than Theory of Knowledge, teachers enter an Effort Grade (A–E) on the same basis, together with a Progress Grade of “Case of Concern”, “On-track” or “Exemplary” rather than a numerical grade. For Physical Education and the Managebac-based subjects outside the formal DP/CP subject list, a general comment describing what has been covered is entered for Terms 1 and 2, with an individualised comment and grades (Term Grade and Effort Grade) added in Term 3.

Comments

For every subject other than these, teachers provide a course description - a brief, factual overview of the units, subject-specific skills, and paper type or criteria that were the focus of teaching and learning that term, in the same spirit as an MYP course description - together with an individual comment on the student that covers areas of achievement and areas for improvement with respect to conceptual understanding, skills developed and factual knowledge as appropriate to the subject; the specific action the student should take to grow in their identified area for improvement; a comment on the two

ATL skills assessed for the subject and how effectively the student has developed them, ideally illustrated with a concrete classroom example; and a comment connecting the student's effort grade to how they can improve it. Teachers are expected to align comments with the grade actually achieved, using terminology from the relevant IBDP grade descriptor (section 7.2 of this policy) wherever it is suitable.

Determining and publishing grade boundaries

AIA determines its own term grade boundaries for DP/CP subjects each reporting period, rather than reusing the previous period's boundaries unchanged. Four factors are considered together: the distribution of assessment objectives across that term's examination; the grade boundaries set in the two preceding academic years; the actual performance of the current cohort; and, for any student sitting close to a boundary, whether the published grade descriptor is a better fit above or below it. Subject teachers propose tentative boundaries from this evidence, and a three-way conversation between the teacher, the Head of Department and the DP/CP Coordinator determines the final boundaries for that subject and term; the agreed boundaries, and every student's grade against them, are recorded on AIA's tracking sheet.

Once boundaries are set, moderation of answer scripts is supervised by the Head of Department: co-teachers and the HOD moderate a sample of scripts to confirm the mark scheme is clear, that marking is fair across different students and different teachers, that the mark scheme has been applied appropriately, and that feedback to students is clear. This published, subject-specific grade boundary - alongside the MYP's own published grade-boundary table set out in Table 3.3 of this policy - is what converts a student's raw assessment performance into the 1–7 grade a parent ultimately sees on a report, and both are the same kind of instrument: a fixed, transparent, professionally agreed standard applied consistently to every student in that subject and term, rather than a judgement made afresh for each individual.

Effort grade	Descriptor
A - Outstanding Effort	Consistently demonstrates exceptional commitment to learning. Actively engages in class discussions, collaborates effectively with peers, and shows initiative in seeking additional resources. Takes on challenges with a positive attitude and reflects critically on personal progress.
B - Good Effort	Shows a strong commitment to coursework and participation. Regularly contributes to discussions and works well with classmates. Demonstrates a solid understanding of concepts and a willingness to seek help when needed. Maintains a proactive approach to learning and self-improvement.

Effort grade	Descriptor
C - Satisfactory Effort	Meets expectations for participation and engagement. Completes assignments on time and demonstrates an adequate understanding of the material. Occasionally contributes to class discussions and collaborates with peers, but may benefit from increased initiative and reflection on learning.
D - Limited Effort	Inconsistently participates in class and may struggle to complete assignments on time. Shows minimal engagement with the material and relies heavily on teacher guidance. Needs to develop a more proactive approach to learning and participation to enhance understanding and performance.
E - Minimal Effort	Demonstrates little to no engagement with coursework. Rarely participates in class discussions and fails to complete assignments or meet deadlines. Lacks initiative and shows minimal interest in personal learning and growth. Immediate improvement is necessary to succeed in the course.

Table 10.2. DP/CP effort grade descriptors.

Parent–teacher conferences

AIA's approach to DP/CP parent–teacher conferences is rooted in positive reinforcement and encouragement to improve. Feedback given at a conference highlights a student's areas of strength, reflects areas for growth, and includes actionable steps the student can take; teachers ask students directly what support they need to improve in a subject, and, where useful, agree an improvement plan with a timeline for reviewing it at regular intervals - connecting the conference back to the intervention and target-setting described in section 10.1 and, for standardised assessment data specifically, section 9 of this policy.

BTEC reporting

Consistent with the coursework-led model described in section 6 of this policy, BTEC progress is reported unit by unit against the published Pass, Merit and Distinction criteria for that unit as each unit is completed and internally verified, rather than through a single term grade - so a BTEC report reflects a student's accumulating body of verified evidence across the sixteen units of the Extended Diploma.

10.6 Predicted Grades

A predicted grade is a teacher's professional estimate of the grade a student is most likely to achieve in a subject, based on the whole body of a student's evidence - achievement, examination and effort data recorded across the terms already completed - compared against the subject's published grade descriptors to confirm the student has been placed at the

correct standard. This information is provided by each subject teacher and verified by the DP/CP Coordinator. Predicted grades matter most acutely for university admissions: since IBDP results are released in early July, after most university offers have already been made, the overwhelming majority of AIA's Grade 12 students are admitted to their next stage of education on the strength of their predicted, rather than their final, grade.

AIA generates predicted grades across defined rounds through Grade 11 and 12, moving from an early, evidence-based baseline - informed from the outset by each student's CAT4 profile and MYP Target Grade history, as described in section 9 of this policy - through to a final round set after Grade 12 mock examinations, reweighted at each stage to reflect a fuller and more recent picture of a candidate's performance. Predicted grades are never inflated to soften disappointment and never deflated as a motivational device - they are always the grade a teacher genuinely believes a student is most likely to achieve, since a prediction that does not match the evidence undermines trust in every other prediction the school submits. The full methodology governing how each round is calculated, quality-assured through standardisation between teachers, and collected by the DP/CP Coordinator in collaboration with the BTEC Coordinator before being shared with the Career Counsellor, is set out in AIA's dedicated Policy for Predicted Grades.

10.7 Result Analysis

Results and assessment data are maintained per student, with master sheets for each cohort supporting both individual prediction accuracy and the identification of class-wide trends that need to be addressed. After DP/CP results are released each July, final grades are compared against predicted grades to check for any major variance between a student's predicted and actual performance; review meetings are held shortly after the school year reopens to study the accuracy of that year's predictions and analyse performance for every student, with each department preparing a report and action plan from the findings. Comparative analysis against world averages, and across academic years, is maintained to inform whole-school improvement strategies, with departments expected to draw up action plans directly from the outcome of this analysis.

This same disciplined use of data underpins assessment across every other programme: PYP and MYP teachers use continuous-assessment data, together with the standardised assessment data described in section 9, to identify students needing intervention or extension; BTEC unit outcomes are tracked to spot units where cohort performance consistently falls below expectation, informing how those units are taught to the next cohort; and department meetings across the school build ongoing discussion around questions such as: what does a top grade actually look like, and do we have samples of student work that show it? How do our grades compare with IB or Pearson averages, within AIA and worldwide? How

do we keep assessment fair and equitable for every learner? And what quality-assurance steps ensure summative tasks and examination papers are moderated and reviewed before final grades are awarded?

11. Governance, Roles and Policy Review

11.1 Ownership and Review

This policy is owned by AIA's Head of Programmes, working in collaboration with the PYP, MYP, DP/CP and BTEC Coordinators, each responsible for the sections of this document that govern their own programme, and approved by the Senior Leadership Team. It is reviewed annually, ahead of the start of each academic year, drawing on staff, student and parent feedback gathered through the school's regular consultation channels, on any changes to IB or Pearson assessment requirements published in the preceding year, and on the outcome of the result analysis described in section 10.7. Because the Marking and Feedback Policy governs the day-to-day marking and feedback described in this policy, the two policies are reviewed together each year so that they remain consistent. Any successful assessment policy must be a living document, used by teachers and administrators to improve practice day to day - not filed away and revisited only at review - and AIA expects to be able to demonstrate that this policy is lived in practice at every stage of authorisation and evaluation by the IB and by Pearson.

11.2 Links to Other AIA Policies

- Inclusion Policy - governs inclusive access arrangements and accommodations referenced throughout this policy.
- Marking and Feedback Policy - governs how class work, home learning and assessments are marked and how feedback is given, including the Achievements, Improvement and Actions model referenced in section 1.10.
- Positive Behaviour for Learning Policy - governs the school's reward system (house points, ClassDojo points, certificates and awards) used alongside marking and feedback.
- Academic Integrity Policy - governs academic honesty, plagiarism and the consequences of malpractice referenced in section 1.13.
- Policy for Predicted Grades - the detailed methodology behind the predicted-grade rounds summarised in section 10.6.
- Admissions Policy and Language Policy - inform how new students' prior attainment is mapped into AIA's assessment and reporting systems.

- BTEC Assessment Procedures - the live annex of staff roles, key dates and process detail referenced in section 6.3.

11.3 Communicating This Policy

This policy is published on the AIA website and on Managebac, so that it is accessible to every teacher, student, parent and member of the wider AIA community, and is introduced to new staff as part of induction and to new parents as part of the admissions process. Where a specific procedure changes within an academic year - an updated IB or Pearson requirement, for example - the relevant Coordinator communicates the change to affected staff, students and parents directly, ahead of the policy's next scheduled annual review.

11.4 References

- International Baccalaureate Organization. Assessment principles and practices - Quality assessment in a digital age. Cardiff: IBO.
- International Baccalaureate Organization. Guidelines for developing a school assessment policy in the Diploma Programme. Cardiff: IBO, 2010.
- International Baccalaureate Organization. Diploma Programme: From principles into practice. Geneva: IBO, 2015.
- International Baccalaureate Organization. Teaching and learning informed by assessment in the Diploma Programme. Cardiff: IBO, 2021.
- International Baccalaureate Organization. Diploma Programme Grade Descriptors. Cardiff: IBO (first assessment 2027).
- International Baccalaureate Organization. Middle Years Programme: From principles into practice, and The conduct of IB Middle Years Programme on-screen examinations. Geneva / Cardiff: IBO.
- International Baccalaureate Organization. Career-related Programme: From principles into practice. Geneva: IBO.
- International Baccalaureate Organization. Primary Years Programme Assessment Handbook, and PYP: From principles into practice. Geneva: IBO.
- Pearson Education. BTEC Level 3 National Extended Diploma assessment and quality-assurance guidance. London: Pearson.

- Black, P. and Wiliam, D. (2018). 'Classroom assessment and pedagogy', Assessment in Education: Principles, Policy & Practice, 25(6).
- Hattie, J. and Timperley, H. (2007). 'The power of feedback', Review of Educational Research, 77(1).
- Ambassador International Academy. Assessment and Reporting in the Primary Years Programme; External Assessments at AIA; MYP Term Report (iSAMS); Assessment and Reporting in the DP/CP/BTEC (staff briefing).

This policy should be read alongside the current published guidance of the International Baccalaureate Organization and Pearson, which take precedence in the event of any conflict, and alongside AIA's Marking and Feedback Policy, Policy for Predicted Grades, Inclusion Policy and Academic Integrity Policy.