

ASSESSMENT POLICY

IB DIPLOMA PROGRAMME

Akademickie Dwujęzyczne Liceum Oxford Secondary School

Bielsko-Biała, Poland

IB World School No. 061648

This document has been produced on the basis of and in alignment with the following IB publications:

- *Guidelines for developing a school assessment policy in the Diploma Programme (published 2010)*
- *Diploma Programme assessment: Principles and practice* (published September 2004; updated November 2010)
- *Diploma Programme: From principles into practice* (published April 2015)
- *Diploma Programme: Assessment Procedures* (published 2018)
- *General regulations: Diploma Programme* (published April 2014; updated May 2019)
- *Assessment principles and practice – Quality assessment in a digital age* (2019)

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1. IB Mission Statement

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

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

2. IB learner profile

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

As IB learners we strive to be:

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

- We recognize our interdependence with other people and with the world in which we live.
- Reflective – We thoughtfully consider the world and our ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

3. Assessment philosophy and principles

3.1 The purpose of assessment

- The main purpose of assessment is to monitor students' progress in relation to the established assessment criteria and provide them and their parents/legal guardians with ongoing constructive feedback on their performance.

Assessment is integral to teaching and learning and it also serves to:

- evaluate the effectiveness of teaching and thus helps teachers to improve the approaches and methods they use;
- help students plan their development and show them areas where more attention is needed;
- inform parents/legal guardians about the students' progress, behaviour, special educational abilities and needs;
- support and motivate students to take further effort.

3.2 The principles of assessment

- Assessment is designed to incorporate a variety of methods and give students extensive information about their current level of skills and knowledge.
- It is criterion-based in accordance with the IBO guidelines.
- It is communicated and explained to students and parents by teachers before coursework begins. Each teacher is required to introduce general subject-related assessment criteria for the whole course at the beginning of the school year and for any task the students are to complete while setting the task.

3.3 Effective assessment

Assessment is comprehensive, meant to reflect both knowledge and skills. It is holistic, including teaching, planning, and learning.

- It is fair and creates consistent opportunity for students to demonstrate their mastery of concepts and skills.
- It is valid, reliable, and comprehensive.

- It is well understood by students and parents/legal guardians.
- It reflects the proper curriculum.
- It matches the learning objectives.
- It meets all necessary criteria.

4. Assessment practices

4.1 Pre-assessment

Before the start of a new unit of any course or any learning experience, students' prior knowledge is assessed by both learners and teachers in order to serve as a basis for further study and help formulate new learning objectives.

4.2 Summative assessment

Summative assessment (assessment of learning) constitutes an integral and important part of the whole assessment process. The goal of summative assessment is to evaluate students learning at the end of the learning unit or experience by comparing it to certain standards. It is planned in advance and it is used to determine to what degree students have learned the material they have been taught.

The assessment tasks and instruments used by teachers are usually modelled on the IB components of formal summative assessment and graded in accordance with the IB criteria.

4.3 Formative assessment

The main purpose of formative assessment (assessment for learning) according to the *Diploma Programme Assessment Principles and Practice* is to “provide detailed feedback to teachers and their students on the nature of students’ strengths and weaknesses, and to help develop students’ capabilities” (2010, p. 3). Both students and teachers gain knowledge about the students’ progress and improvement, which helps to set up new learning objectives.

Formative assessment engages students actively in the process of learning. The responsibility for learning is transferred to students. Formative assessment includes the following tools: self-assessment, peer-assessment, teacher-assessment. It can be given for draft assignments, oral presentations, projects, discussions, visual representations and quizzes.

In this way students learn without being afraid of making mistakes as the purpose of formative assessment is pure improvement without receiving formal grades.

4.4 Self-assessment

Self-assessment is a part of formative assessment process and its main objective is to set goals for personal development and help learners to take responsibility for their own learning. Self-assessment enhances learning, including deep and long-life learning, promotes better understanding of content, develops learners' autonomy, gives students control over their learning progress.

4.5 Peer assessment

Students may assess their peers individually or in smaller groups using clear criteria given by the teacher. Students give feedback to one another of what has been done right and about the areas for improvement (and how something can be improved). It can be done in a written form or orally. Peer assessment also serves the development of the 21st century skills such as communication and critical thinking. Students who give feedback also learn from their peers in that way and find out how they can help others in learning and making progress.

5. Assessment types

5.1 In-school assessments

While planning the course content for DP Year 1 and DP Year 2 each subject teacher decides on the assessment tasks and instruments that will be used to monitor students' progress. The type of assessments are subject-specific and should be assessed in accordance with the IB criteria for a particular subject, if applicable.

5.2 IB assessments

The Diploma Programme is a two-year course which prepares students for success at university level and life beyond. In the Diploma Programme students' attainment of the curriculum outcomes is measured using two types of assessment, internal and external assessment components.

5.2.1 Internal assessments (IA)

IB DP internal assessment provides students with opportunities to show mastery of skills outside of the final DP examinations and allows subject teachers to assess some of students' work during the DP course. The internal assessment components are graded by the subject teacher and later moderated by the IB examiners. Each subject has its own internal assessment which counts toward the DP final grade according to the weighting determined by the IB for

each course. Examples of Internal Assessments (IA) are science courses practical work, language oral presentation, and historical investigation. Teachers are provided with the guidelines on how to deliver this type of assessment using specific rubrics and the marks are then submitted to the IBO along with some representative samples of the work from the cohort (*Diploma Programme Assessment Procedures*).

At Bilingual Academic Oxford Secondary School, an Internal Calendar with specific deadlines for different stages of the assessment as well as for the core components (TOK, EE and CAS) is drafted yearly to maximize students' achievement and minimize students' stress. Therefore, it is important for students (and parents) to abide by the deadlines detailed in the Internal Calendar given and explained to students at the beginning of the first year of the programme.

5.2.2 External assessments (EA)

IB final Exams which will be conducted in May of the second year of the programme are what the IB refers to as the external assessment. Other work such as the Extended Essay, Written Assignment papers, Theory Of Knowledge essays and Visual Arts exhibitions are also externally assessed by IB examiners and are submitted to the IB in March. The dates for DP examinations are set by the International Baccalaureate and given to students a year in advance of their exams. DP exams are conducted in strict accordance with the IB regulations.

5.2.3 Assessment submission and deadlines

The school Internal Calendar specifies the deadlines for the submission of all internal assessment assignments discussed and agreed on by the whole DP Faculty . Both teachers and students are required to follow the deadlines set in the calendar and meet them. As mentioned before, at the beginning of DP Year 1 students and parents are given guidance on how to ensure all deadlines are met at the required time. If a student fails to meet any of the internal deadlines, they may be given an extension on submitting the work. In such case the student is required to make a written request for a deadline extension with a justification for not meeting the deadline. The maximum time a deadline can be extended is one week. If the extended deadline is not met, the student will receive grade 0 for this particular work.

6. Other assessment-related practices

6.1 Observation of students' progress

All students are observed on a regular basis, with the teacher taking notes of the performance of the individual, the group and the whole class. Observations include how the whole group works and the single roles of participants within the group.

6.2 Criterion-related assessment

All assessment is criterion-related. In order to prepare students to the best possible extent for the demands of both internal and external assessment, teachers are obliged to use the assessment criteria specific to a given subject or the core which are outlined in the subject guides.

6.3 Task-specific rubrics

Assessment criteria and learning outcomes are established and explained to the students clearly in advance of an assessment. If applicable, task-specific rubrics may be printed and distributed among students for their reference while preparing for the assessment. Students' work is assessed against the criteria outlined in task-specific rubrics, which may also serve as a source for feedback and guidelines for further work.

6.4 Moderation

Moderation refers to the checking and unifying of assessment standards. Internal moderation takes place in the DP programme where this is possible. Where there is only one teacher of a subject, internal moderation is not possible and collaboration with other IB schools is a possible alternative. Moderation also concerns Internal Assessment.

7. Range of assessment tasks and assessment instruments (components)

As outlined in *Diploma Programme Assessment: Principles and practice* a variety of types of assessment task and component are used in relation to the DP.

The following are examples of **assessment tasks**:

- a multiple-choice question
- a short-response question
- an extended-response question
- an essay
- a project
- a research assignment.

One or more tasks which are collected together make up an assessment instrument/component.

The following are examples of **assessment instruments or components**:

- an examination paper
- a portfolio of work
- a project
- a research assignment.

The range of assessment components and the tasks included in them ensure that student achievement can be set against all the objectives for a given subject. Since a variety of skill types can be represented by the objectives, the assessment tasks and components may vary within and across subjects.

8. Assessment requirements for the core and subject groups

The assessment requirements for the core and particular subjects are outlined and explained in the subject guides specific to the given subject.

9. Grading/marketing system

9.1 General regulations

For both in-school and IB assessments students are assessed according to the IB grading scale (1-7). For Theory of Knowledge and the Extended Essay assessment a scale of A-E is used. The CAS requirement is not assessed.

9.2 IB grading scale

Student performance in each DP subject is graded on **a scale from 1 to 7**, where 1 point is minimum and 7 maximum.

The IB grading scale for DP subjects is presented below.

Grade	Grade description
7	Excellent
6	Very good
5	Good
4	Satisfactory
3	Mediocre
2	Poor
1	Very poor

9.3 The TOK course and the Extended Essay grading

Student performance in Theory of Knowledge and the Extended Essay are each graded on a scale from A to E, where A is maximum and E is minimum.

Grade	Grade description
A	Excellent
B	Good
C	Satisfactory
D	Mediocre
E	Elementary (failing grade)
N	No grade

EE/TOK matrix

		Theory of knowledge					
Extended essay		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

9.4 Systems for recording and reporting student progress

9.4.1 Informing of the assessment

Students' progress is discussed with students individually as an ongoing practice and parents are informed about it during individual parent-teacher meetings organized twice a semester. On an everyday basis both students and parents have access to individual student accounts in the school's online register mobiDziennik, where they can check the grades, attendance and information connected with the student's behaviour and activity at the school. If necessary, parents can arrange a meeting with any teacher at any available time upon prior notice.

9.4.2 Recording and the frequency of summative assessment

Teachers are required to keep ongoing and up-to-date records of all forms of assessment for which they use criteria-referenced tasks. All records are input on mobiDziennik, which is the

school's online register. The system can be accessed by students and parents at any time to review progress. Assessment results are communicated regularly and clearly to students.

9.5 IB and Polish grading scale conversion

For the purpose of mid-year and end-of-year assessments grades are converted from the 1-7 IB grading scale to the 1-6 scale used in the school according to the following conversion scheme:

DP grade	Polish grade
7	6
6	5
5	4
4	3
3	2
2	2
1	1

9.6 Predicted grades (PG)

As it is stated in *Diploma Programme Assessment Procedures*, “The involvement of subject teachers in the internal assessment and grading of their candidates is a key part of the DP assessment process.” Therefore it is required from the teachers to submit marks for internal assessment on the work done by the candidate. What is more, teachers are also expected to predict the grade they believe each candidate will get for the upcoming examination in the subject and level. For this purpose, teachers should refer to the IB document *Diploma*

Programme grade descriptors. Marks for the internal assessment and predicted grades must be input on IBIS no later than 20th April/20th October with regard to the chosen examination session. Teachers are also required to predict the grades for the purpose of university applications and in this case the predicated grades should be defined at the beginning of the DP Year 2. The predicted grades, both for the purpose of university applications and in relation to the IB examinations shall be made public to both students and their parents.

9.7 Semester grades and final grades

Once a semester (in January and in June) an overall grade is awarded to a student in each of the six subjects to summarize their achievements and progress made. The grade is set in the adopted

1-7 IB grading scale, and if necessary for the purposes defined by the national educational regulations the scale may be converted to the Polish one (1-6) according to the conversion scheme described in 9.5.

10. Promotion from DP Year 1 to DP Year 2

The minimum grade which allows to achieve promotion from DP Year 1 to DP Year 2 is grade 2, and at least grade 3 to be able to sit IB final exams. If the DP student attains grade 1 in any of the subjects in DP Year 1, they are entitled to take a make-up exam on a day set by the Head of School, yet not later than 15 of August, before DP Year 2 begins. The student is entitled to sit a make-up exam only in one subject. The exam will cover knowledge and skills that have been taught and practised during the school year and the student will receive assessment criteria for the exam from the subject teacher. Also, if needed, additional hours of tutorial may be offered to students to ensure they get all possible support. There is a possibility of repeating DP Year 1 if necessary.

11. Homework

It is advised that students should be given homework in each of the subjects, with the restriction that homework assignments set for one subject should not take more than 30 minutes a day for the student to complete. Homework is believed to serve students' further development in terms of extending or applying new knowledge and practising skills e.g. research skills. Regular review of homework should provide students with ongoing feedback on their performance and show areas for improvement as well as motivate them for further effort.

12. Diploma Programme Examinations

The administration of DP exams is governed by IB policies, which are communicated to school staff, students and parents in writing at least two weeks before the exams. The documents are available upon request.

12.1 IB examination rules and policies for students

The examination rules and policies for students state that candidates must be in the examination room a minimum of 15 minutes before the exam starts. The candidates take their seats per the seating chart. Each candidate has to produce a proof of their identity. The food is not allowed during the examination. Drinking water from the bottle without a label is allowed. Before the

beginning of the examination, the invigilator will read the instructions out. All communication is strictly forbidden. Students are not allowed to move around the room or pick up anything from the floor. Should a student need to go to the toilet they have to call one of the invigilators by raising their hand. During the exam, one invigilator has to be in front of the candidates and one of them behind. The starting and ending times of the exam must be written on the board. All finished exam papers will be collected by the invigilators. The DPC will be responsible for sending them to the prescribed places for assessment.

12.2 Exam registration

For the May sessions registrations open on **1 September**. The DPC is aware of the **15 November registration deadline** for exams in the following May and will observe and strictly follow the Diploma Programme schedule of examination.

12.3 Alleged academic misconduct during an examination

Academic misconduct, which may be witnessed by the coordinator and/or invigilators of the examination, may occur during both written and oral examinations. This type of situation must be reported to the Assessment Division, IB Global Centre, Cardiff, by a report to IB Answers as soon as practically possible (ideally within 24 hours). The report must include a full account of the incident. Any alleged misconduct will be dealt with according to the school's academic honesty policy.

12.4 Publication of results

As specified in *Diploma Programme Assessment Procedures* the results are released as shown in the table below:

DATE	EVENT
12.00 NOON 5 JULY	Release of results to DP Coordinators on IBIS.
12.00 NOON 6 JULY	Release of results to candidates on candidates.ibo.org.
12.00 NOON 7 JULY	The release of component marks and grades to coordinators on IBIS.
12.00 NOON 9 JULY	The release of school, global statistics and results CSV files to coordinators on IBIS.
SEPTEMBER	Receive the IB <i>Diploma, Diploma results</i> and <i>Course results</i> .

12.5 Feedback and enquires upon results

Enquiries upon result may be requested according to the categories named in the table below in any order up to **15 September**. The request is submitted by the DP Coordinator and the

outcomes of enquiry upon results request are sent to them. Before the request is submitted, it must be signed by the candidate's parents/legal guardians.

TYPE OF ENQUIRIES	ASSESSMENT	MAXIMUM TIME TO COMPLETE THE ENQUIRY
CATEGORY 1 RE-MARK	The re-mark of externally assessed material for an individual candidate.	18 days
CATEGORY 1 REPORT	A report on a category 1 re-mark for an individual candidate.	30 days
CATEGORY 2A	The return of externally assessed material by component for all candidates.	10 days
CATEGORY 2B	The return of externally assessed material by subject/level for an individual candidate.	10 days
CATEGORY 3 RE-MODERATION	The re-moderation of marks for internal assessment by subject/level.	30 days

What is more, teachers should be encouraged to submit comments to the IB on the quality of the examinations and they must be submitted using the online questionnaire no later than 28 days after the examinations.

It must be noted that as a result of a category 1 re-mark the candidate's grade may be raised or lowered.

12.6 Retake examinations

When a candidate's grade is lower than expected, the candidate must be made aware of the enquiry upon results service and, if offered by the school, take the opportunity to resit examination(s). Candidates retaking a subject or subjects **six months after their last session** (May session) will need to be registered by **29 July** and the retake of examinations will occur at **November session**.

13. Award of the IB Diploma

All assessment components for each of the six subject groups and the additional Diploma requirements must be completed in order to qualify for the IB Diploma.

13.1 Passing conditions

The IB Diploma will be awarded to a candidate provided all the following requirements have been met.

- CAS requirements have been met.
- The candidate's total score is 24 or more.
- There is no "N" awarded for Theory of Knowledge, the Extended Essay or for a contributing subject.
- There is no grade E awarded for Theory of Knowledge and/or the Extended Essay.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (HL or SL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- The candidate has gained 9 points or more on SL subject (candidates who register for two SL subjects must gain at least 5 points at SL).
- The candidate has not received a penalty for academic misconduct.

13.2 Failing conditions

- CAS requirements have not been met.
- The candidate's total score is below 24.
- N (no grade) has been given for TOK, Extended Essay or for any chosen subject from a given group).
- Grade E given for one or both (TOK, the Extended Essay.)
- Grade 1 has been given in any subject at (SL or HL)
- Grade 2 has been given three or more times (SL or HL).
- Grade 3 or below awarded 4 or more times (SL or HL).
- IB student has gained fewer than 12 points on HL subjects from three chosen subjects.
- IB student has gained fewer than 9 points on SL subjects from three chosen subjects.

14. Support for assessment

The following school documents specify how assessment is supported:

14.1 Admissions policy

The school's admission policy contains detailed specification that must be met by a student who would want to start IB Diploma Program. Language skills on the level of B2 are a prerequisite, so is academic excellence and willingness to engage in various cultural and voluntary work. Both prospective students and parents are informed that IB is a difficult challenge that require both skills and frame of mind to complete. The school reserves the right to refuse a student whose general attitude does not correspond with IB values.

14.2 Academic Honesty Policy

The school's honesty policy reflects the values of critical thinking, respect for intellectual property and desire to help foster students' intellectual development. Its provisions are crucial in reference to assessment.

14.3 Language Policy

The school's language policy specifies which languages are used during classes. In general, the objectives stated in the policy aim at developing students' language skills and related cultural knowledge. English is used as the language of instruction in classes for all subjects except Polish A, where the language of instruction is Polish.

14.4 Inclusion Policy

The school's inclusion policy is supposed to support students in making progress towards mastery and allow them to engage actively in the educational journey. Teachers understand that students have different abilities and educational needs, and that differentiation and assessment access requirements must be applied in order to facilitate their learning and achievement.

15. Roles and responsibilities for implementing, evaluating and reviewing the Assessment Policy

15.1 Students are expected to:

- fulfil the requirements of the Diploma Programme including both Internal and External Assessments;
- treat each assessment as an opportunity for learning;
- comply with the internal assessment deadlines;
- produce original work or use correct academic referencing;
- assess their own performance and give feedback on the performance of others;

15.2 Teachers are expected to:

- apply the subject-specific criteria while assessing students' work as stipulated in the relevant subject guides;
- prepare students for each type of assessment and provide multiple assessment opportunities;
- provide students with ongoing feedback on their progress;
- reflect upon assessment outcomes in order to inform teaching and learning;

15.3 Administration is expected to:

- support the teaching staff in the best delivery of the programme to students;

15.4 Parents are expected to:

- support their children in their learning;
- assure their children meet the assessment deadlines and respect academic honesty rules;
- give feedback to the school to facilitate the school's and the programme's development.

16. Assessment Policy review

The policy is subject to review on a yearly basis in order to ensure it aligns with the standards and practices of the IB. The DP Coordinator ensures that any new or updated documentation with regard to the Assessment Policy provisions, which is published by the IB, will have its reflection in the school's working policy. The policy is reviewed at the general meeting of the DP Faculty held yearly and any observations or suggestions from the DP staff shall be communicated to the DP Coordinator on an ongoing basis.

17. Student/Parent access to information

The school will make the assessment policy available to students and parents via the school's online register – mobiDziennik, which they can access at any convenient time with login details provided by the school. Also, the policy will be available in a printed form on the school's premises – at the school secretary's office, at the Head of School's office and at the DP Coordinator's office.

18. Communicating the Assessment Policy

All teachers are responsible for following the assessment policy provisions to the best of their ability. The policy will be shared with and explained to any new DP teachers prior to the start

of the school year. At the beginning of DP Year 1, during the first parent-teacher meeting, attended also by students, after explaining the assessment policy provisions both students and parents acknowledge that they understand it and accept the requirements outlined therein.

19. Roles and responsibilities for training new teachers

All new DP teachers are required to undergo training on the IB standards, practices and requirements with a practical insight into how they are implemented at the school. It is the DP Coordinator who is responsible for the general training (curriculum, assessment, ATLs, TOK integration etc.) and if possible, the new teachers should be also trained by DP subject or core teachers in the specific requirements and practices. The new teachers are required to attend the first online workshop available provided by the IB Professional Development service.

20. Final provisions

For any matters not directly addressed herein, the current IB publications should be referred to.