



**ASSESSMENT POLICY
2020-21**

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VISION:

A world of self-confident lifelong learners connected and inspired to help others.

MISSION:

Students are supported in a caring environment and given opportunities to learn about themselves and to take action in areas in which they are passionate. Our students and teachers come from diverse backgrounds and we connect globally with our other campuses to learn about the world, from the world. We inspire and teach students about global issues by connecting ideas and stories locally. We strive to use our environment as a tool and a canvas for learning and action.

VALUES

Through leadership challenges and opportunities, we help students discover their passion, develop their character, and understand their connection to others and society. We espouse creativity, build character and develop connections to deliver exceptional educational learning experiences.



**TO INSPIRE STUDENTS TO BE LIFELONG LEARNERS, AS COMPETENT,
ADAPTABLE GLOBAL CITIZENS WHO WILL ENRICH AND IMPROVE THE
WORLD.**

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ASSESSMENT AT GPS BROOKES KOCHI

Assessment at GPS Brookes Kochi is based on IB Principles of Assessment and regulations.

Assessment is an integral part of the teaching and learning process. The purpose of assessment in the School is to improve student and teacher performance. Assessment should be culturally and linguistically sensitive and provide students, teachers, parents, administration and the whole school community with direction and focus.

We believe that assessment should:

- Have consistent and transparent policies and procedures that are clearly articulated to all involved.
- Be based on achieving clearly stated criteria rather than based on normative marking.
- Provide clear criteria that are communicated to students so they are well aware of how they will be assessed.
- Reflect what is taught and learned.
- Provide students with knowledge of their strengths, areas for concern, so that students can develop strategies to improve their own performance with increasing confidence and independence.
- Be formative and summative.
- Provide teachers with evidence of student learning so that appropriate teaching and learning styles can be employed for individuals, groups, and classes.
- Provide parents with clear guidelines of assessment procedures so that they can understand and support their children's learning needs; foster effective communication of assessment and learning to maintain an informed community.
- Provide administration with a tool for monitoring standards so that they are effectively implemented and maintained throughout the school.
- Meet IB regulations.
- Take into account the requirements of individual educational needs of all students (see the Inclusion policy) (see the Language policy) without compromising standards.

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ROLES WITHIN OUR LEARNING COMMUNITY

Role of the Pedagogical Leadership team

The responsibility of The Principal and DP Coordinator is:

- To communicate with students and parents the expectations of the programme.
- To provide supporting information about the nature of subject assessments to parents and students.
- To provide a calendar of assessment due dates and the exam schedule at the Diploma level.
- To monitor teacher-designed instruction, pacing and assessment to ensure it is in line with IB curriculum outcomes.
- Monitor and provide instruction for purposes where the IBO has revised the assessment.
- Collect data from each teacher as to how students are progressing and assist teachers in interpreting that data to inform instruction.
- To provide guidance in the selection of course alternatives as well as level (HL or SL) to meet student needs.
- To provide support for the implementation of the policy by GPS Brookes Kochi faculty
- To support Faculty new to GPS Brookes Kochi develop an understanding of the assessment policy and related practices.

TEACHER'S RESPONSIBILITIES

Teachers have a responsibility to document assessment data on all their students. In order for students to demonstrate their true abilities, teachers must provide opportunities for more than one judgment to be made for each learning outcome.

IT IS THE RESPONSIBILITY OF THE TEACHERS:

- To report to students and parents on student progress.
- To provide feedback in a timely manner.
- To reflect on the effectiveness of instruction and on assessment instruments.
- To provide clear guidance concerning age appropriate expectations e.g. deadlines, content, assignment format, academic honesty and treatment of late work.
- To document assessment data on all students taught.

IT IS THE RESPONSIBILITY OF THE TEACHER TO PROVIDE STUDENTS, AT THE BEGINNING OF EACH COURSE, WITH A COURSE GUIDE WHICH CONTAINS THE FOLLOWING:

- The course outline as devised by the school, consistent with the most recent curriculum guide and include topics /options selected by the school for each subject.
- The nature of the summative assessments required by IB.
- The relative weight of these assessments for the student's achievement of the aims of the course.

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- A breakdown of the skills and a direction of the sequence of instruction required to be successful and the progression in which they will be taught and reinforced.
- The nature of the formative assessment tasks that will provide skill growth, based on the Objectives set for each subject by the IB.
- The assessment criteria by which all formative and summative assessments are judged by IB and by the teacher.
- Teacher and school expectations as to deadlines, due dates, content, assignment format, assignment turn in procedures, academic honesty, and treatment of late work.

STUDENT'S RESPONSIBILITIES

- Observe all regulations and criteria in the production of assessments or in the taking of examinations, meaning to behave ethically as outlined within the Academic Honesty Policy.
- Participate in the formative assessments for growth in concept, skill, and knowledge.
- Reflect on progress for improvement.
- Meet all internal deadlines as prescribed by the teacher and the school.
- Seek help when the student does not understand a concept, skill or background knowledge.
- Attend class regularly to receive the benefit of instruction and practice.
- Be organised with materials and assignments ready for class.
- Bring into the classroom a willingness to grow in the Learner Profile.

ASSESSMENT PRACTICES

Assessment within the Diploma Programme at GPS Brookes Kochi is developed specifically to "support curricular goals and to encourage appropriate student learning."¹ As such, importance is placed on methods of formative assessment as a set of tools to improve student learning. While measures of progress in the form of culminating tasks are important within the educational process a distinction is made between these and the Formal Assessments undertaken by the IB. These while summative in nature are also a part of the formative framework in which student progress is maintained and supported.

Assessment is as much part of the learning process in the Diploma programme as it is **for** or **of** the learning undertaken. Assessment is therefore used **as a** learning tool rather than simply as a measure of what has been learnt. Subject teachers develop multiple assessment opportunities where students can demonstrate not only what they know, but also how they are building learning individually and how previous learning can be used to guide future learning. This is at the heart of all assessment in the Diploma Programme within GPS Brookes Kochi.

FORMATIVE ASSESSMENT (ASSESSMENT FOR LEARNING)

This type of assessment is characterized by continuous and constant monitoring of a student's readiness, skill development and concept understanding by the teacher to inform his/her

¹ "Approaches to Teaching and Learning in the Diploma Programme." Teaching Informed by Assessment (formative and Summative). International Baccalaureate Organization, 2015.

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teaching and planning over a continual basis. Formative assessment is drawn from a range of assessment activities, including the use of assessment descriptors, self-evaluation, peer assessment and developmental portfolios.

Homework procedures form part of the formative practices within GPS Brookes Kochi. Homework is seen as a meaningful vehicle for developing wider ATL skills and as such should take the form of research, information finding and wider thinking problems.

For more information on homework the programme as whole and in each subject specifically is included the Student Guide to the Diplomas Programme at GPS Brookes Kochi.

SUMMATIVE ASSESSMENT (ASSESSMENT OF LEARNING)

This type of assessment occurs at the end of a specific teaching period and is the culmination of skills and knowledge learnt in a particular topic. Summative assessment allows students to demonstrate their understandings and apply their knowledge in various ways. Summative assessment is also used to help student performance in a formative manner as well as to inform teachers in developing further formative assessment opportunities.

FORMAL ASSESSMENT

Formal assessment is the process undertaken by the IB to award Grade levels to students on completion of the individual IB Courses and the IB Diploma as a whole. They are characterised by a combination of both External Assessments (Examinations) and Internal Assessments (Course work).

ASSESSMENT TASKS

Diploma Programme assessment tasks pay attention to developing the higher-order cognitive skills of synthesis, reflection, evaluation and critical thinking, as well as the more fundamental skills of knowledge, understanding and application.

Assessment tasks take many forms beyond examination questions and are specific to each subject. Examples of formal assessment tasks include, Oral activities within the Languages, written commentaries on real business issues in Business and Management, experimental study in Psychology and Investigation projects in the Sciences and Mathematics. More information about specific assessment tasks in each subject can be found within the GPS Brookes Kochi, Diploma Programme handbook.

Assessment Objectives in each IB Diploma subject lead students from acquisition of knowledge and understanding through application and analysis of that knowledge to a synthesis of bigger concepts and evaluate the application in context of the real-world situation, whilst also assessing the skills inherent in each subject. Grading in all subjects is criterion related: Student assessments are graded against a descriptor defined for each level through the assessment objectives.

At GPS Brookes Kochi, grading for all assessment is in accordance with the prescribed IB Grade Descriptions as defined for each subject. This can be summarised as below:

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- 7 = excellent
- 6 = very good
- 5 = good
- 4 = satisfactory
- 3 = mediocre
- 2 = poor
- 1 = very poor

Example grade descriptors in practice:

To achieve a 7 Grade in French B HL, the highest possible grade, a student would be able to:

Students speak with clarity and fluency; use a richly varied and idiomatic range of language very accurately; handle ideas effectively and skillfully with active and complex interaction; demonstrate a thorough understanding of the meaning and purpose of written texts; have little difficulty with the most difficult questions; recognize almost all the subtleties of specific language usage; write detailed and expressive texts demonstrating an excellent command of vocabulary and complex structures with a consistently high level of grammatical accuracy; demonstrate clarity of thought in the organization of their work and an ability to engage, convince and influence the audience.

Whereas a student achieving a 4 Grade would have a more limited use of the language and would be able to:

Students speak generally clearly; use a basic range of language correctly; handle ideas adequately with full interaction at times; demonstrate an adequate understanding of the meaning and purpose of written texts; have some difficulties with almost all difficult questions and some average questions; recognize a few subtleties of specific language usage; write texts demonstrating an adequate command of vocabulary with an adequate level of grammatical accuracy; show some ability to adapt their writing to suit the intended audience and purpose; express their ideas and organize their work appropriately.

In this, we can ensure that all students are assessed in a rigorous way and against the same standards and expectations throughout their IB studies. In each subject students are assessed in accordance with the Assessment Objectives for that particular subject. Please refer to subject handbooks for greater detail about assessment practices in each subject.

APPROACHES TO LEARNING (ATL)

Approaches to Learning offer a powerful tool enabling students to take ownership of their learning based upon identified criteria. A performance area consists of a set of criteria elements, but not performance levels, developed as a continuum from within the IB programmes. These do not measure how well the students performed but are aimed at helping students maximize their learning style specific to each subject within the programme. Beyond this, development of ATL skills is central to students developing an understanding of the requirements on each subject. This can be exemplified in the consideration of Academic Honesty (GPS Brookes Kochi - Academic Honesty Policy). Academic honesty is enshrined within each subject as well as the whole Diploma Programme and develops out of the learner profile attributes. But the skills associated with academic honesty such as note taking,

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referencing and citation are all skills that require teaching and development for students to be successful both within the programme and within the wider academic world.

The ATL skills reported upon are

- Communication
- Research
- Self-management
- Social
- Thinking

Judgments are made based on student competences within each of the ATL skills within each subject. These judgments are shared with students during the reporting cycle to facilitate the next steps required to progress in a subject. In each subject ATL skills naturally fall out of the expectations and attributes required to be a successful IB Diploma student, in particular those associated with the formal Internal Assessment requirements. The teaching of ATL skills is therefore fundamental to the developmental process of each subject in the programme and tightly linked to the Formal Assessment Objectives. Competency in each ATL skill area is reported and communicated to school community using the following levels.

EXCEEDING: The student is consistently working above grade level learning outcomes.

MEETING: The student is independently working at grade level.

DEVELOPING: The student requires minimal teacher support to meet grade level learning outcomes.

BEGINNING: The student requires significant teacher support and is working towards grade level learning outcomes.

ATL Skills are reported on at all reporting points throughout students IB Diploma Studies.

DIPLOMA PROGRAMME ASSESSMENT PROCEDURES RATIONALE

Assessment within the IB Diploma Programme at GPS Brookes Kochi is aligned against the Assessment Objectives for each subject. The Assessment Objectives are articulated through a range of both formative and summative assessment tasks.

Assessment Objectives are descriptors of student levels of achievement in each subject ranging from basic recall through to complex synthesis as well as the supporting practical skills associated with each subject. The Assessment Objectives are also used as guiding tools to help students understand what the next steps needed to improve performance are.

Assessment Objectives for each IB Diploma Subject are published in the GPS Brookes Kochi Diploma Programme subject handbook.

The Assessment Objectives are unique to each subject a student studies, providing students with:

- a broad and balanced, yet academically demanding, program of study, that scaffolds learning from knowledge and understanding through application and analysis to synthesis and evaluation.
- the development of critical-thinking, communication and reflective skills.

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- the development of research skills through the synthesis of information from varied sources.
- the development of independent learning skills in preparation for future studies or employment.
- the development of intercultural understanding through examining subjects in context of time and place.

Throughout the two years of the IB Diploma Programme, in-school assessment is designed to guide students towards success in the Internal and External Assessment requirements of each subject. These are the subject's Formal IB Assessments that lead towards the award of official Diploma Programme course grades and combine where applicable in the awarding of Diploma of the International Baccalaureate.

All school based assessment in DP subjects should relate directly to the course of study and its objectives, and give authentic opportunity for discrete assessment within each assessment environment of the final formal assessment (written papers/ internal assessment etc.) to develop those particular assessments skills for each student.

Methods of formative assessment, particularly those involving direct interaction between teacher and student, provide both with detailed feedback on the nature of a student's strengths and weaknesses, and assist in developing a student's full capabilities through future planning. Formative assessment of this type are as important as graded set work in moving a student's performance forward.

Teachers also plan assessment opportunities through learning activities that involve students in peer and self-assessment, aiding students to take ownership of their own learning. Within formative assessment the use of criteria and rubrics reflect an emphasis on Assessment **for** Learning rather than only Assessment **of** Learning. The levels of achievement are identified within each IB Diploma subject's criteria and described to students through the use of rubrics to directly shape learning and inform achievement.

Teachers carry out summative assessment as culminating tasks in order to measure the level of student achievement at any one time using authentic IB questions and assessment models. Where a grade is indicated on any GPS Brookes Kochi Diploma Programme school report, the grade will be calculated using culminating tasks as described above.

Culminating tasks will be graded using published IB Diploma subject mark schemes and assessment criteria and grade boundaries developed from the mean boundaries for each subject in the preceding 5 years May examination session. Culminating tasks may be used both within individual units and at the end of units of each subject.

GRADED WORK AND CULMINATING TASKS

Whilst culminating tasks are graded inline with IB Diploma expectations, Summative Grades used for reporting purposes are awarded based on most accurate demonstration of student performance, rather than just averaging attainment grades over a reporting period.

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END OF YEAR AND MOCK EXAMINATIONS (PRACTICE EXAMINATIONS)

Diploma Programme students in Grade 11 undertake End of Year Examinations in the April of Grade 11. These examinations are designed to not only measure students' progress but also to help familiarize them with the requirements of undertaking formal examinations as preparation for the Formal IB Diploma Examination session in May of Grade 12. Each subject sets a combined paper covering the course content of Grade 11. Each paper is designed to follow both the general IB structure for the formal examinations of that subject and the time allowance for questions from that subject. Papers are set using a variety of questions from previous IB Diploma examinations and marked using published mark schemes. Grades are awarded using weighted boundaries constructed from the published IB Diploma overall grade boundaries for the previous 5 years examination sessions.

Weighted boundaries are used as various aspects (components) of each IB Subject carries different weights in the Formal IB Diploma Examination. Therefore depending on the order of the teaching curriculum and requirements of each individual subjects, Grade 11 will not have covered every aspect of each subject by the end of the year.

The result of each Grade 11 End of Year Exam will be reported in the May Report, both separately and as part of the overall year grade award.

During the second semester of Grade 12, usually in the last two weeks of January, Grade 12 students will undertake Mock Examinations. Given the proximity of completing each diploma course, these examinations will as far as possible follow the timing and structure of each paper held in the May Formal examinations. Mock examinations give students an opportunity to again experience the conditions of the examination set up as well as to focus the revision and review process that will have already started and to guide future review. Subject teachers use the results of the Mock examinations to guide specific and focused review sessions beyond the curriculum hours.

FORMAL ASSESSMENT

Formal assessment of students undertaking the Diploma of the International Baccalaureate or International Baccalaureate Diploma Courses will contribute to their final qualifications awarded by the IB. All courses except Creativity, Action and Service are formally assessed by external examiners and all include significant components that are internally assessed by subject teachers. Some subjects also include components that are completed by students under the supervision of their teachers and which are assessed by external examiners.

ASSESSMENT AND LANGUAGE LEARNING

GPS Brookes Kochi School adheres to the underlying IB ethos, that all IB teachers are language teachers regardless of subject. As such teachers across subject groups work with language specialists to develop strategies for supporting those students for whom English is not their first language. Through the use of formative assessment and Assessment for Learning methodologies teachers where appropriate, differentiate learning opportunities to support the whole child. Language support forms part of this developmental strategy.

Students at GPS Brookes Kochi School have access to the GPS Brookes Kochi Key programme where individual and small group support is available to support the language needs of each student.

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While formative assessment contributes to developing the language skills required to be a successful IB Diploma Student all summative assessment within the Diploma Programme courses are benchmarked against the IB Subject descriptors and as such are conducted using the full range of the English language proficiency required as the working language of the school with the exception of Studies in Language and Literature subjects (Group 1) or Language Acquisition subjects (Group 2) where assessments are undertaken in the target language..

MODERATION OF INTERNAL ASSESSMENT.

A student's subject teacher marks the Internal Assessment in each subject of the IB Diploma against the grade criteria for that assessment as published by the IB. Once those marks have been submitted to the IB, a sample of student work is requested from each school and moderated by IB subject moderators to ensure consistent application of the criteria is maintained in all Diploma Programme schools.

Prior to submission of all Internal Assessment marks to the IB, GPS Brookes Kochi teachers within each subject group review marks initially awarded by the subject teacher. While teachers from each group may not be from the same subject this is used as an additional check to help maintain our internal marking in line with IB standards. Where more than one teacher delivers an IB Diploma Subject to different classes all Internal Assessment marks are "moderated" by each teacher and a final awarded mark agreed upon through professional dialogue and consultation.

Following formal moderation by the IB each year and the publication to the Diploma Coordinator of the review of moderation, each subject within the Diploma programme shall review the procedures used for awarding marks and uses the advice from the IB to adjust the said procedure where required.

Regular review of internally marked work against IB final grade awards is designed to strengthen that accuracy of all marks and grades given for assessments tasks and through this support student progression.

INTERNAL ASSESSMENT CALENDAR

Formal Internal Assessments for the Diploma Programme are staged throughout the year to limit student load as well as to match and articulate the needs of the subject teaching sequence.

RECORDING ASSESSMENT AT IB DIPLOMA

Systems used for recording data about student learning are in keeping with the requirements of the programme. Each subject teacher is required to keep their own records of formative and summative assessment in the form of both qualitative observations and quantitative levels of student performance in the various assessment tasks set.

At each reporting cycle, reports record summative achievement levels from culminating tasks as an overall grade and individual grades for the Subject Objective covered during that reporting period. Reporting also records information related to Approaches to Learning and skills development.

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Reports are shared with Parents and students as part of the continuous formative process. Students through the DP Parent Teacher Conferences and the DP Tutor Program are provided with opportunity to use their subject reports to set targets for the next stage of their DP journey.

Reports are entered and stored centrally within the school information system. The Diploma Coordinator keeps an updated internal report that includes levels awarded at the end of each term as well as levels achieved in the end of year examinations, and the DP2 Practice Examinations for each student. These form the basis of teacher led, target setting meetings for each student.

Predicted grades for college applications are also recorded. As required, student Transcripts, covering the last two years of secondary education (DP1 to DP2) are produced by the College Counselor.

Analysis of student performance is used to inform both the Senior Leadership Team and teaching faculty of both individual student progress and to set targets for future progress.

Example subject report for Biology is included below.

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Biology

Date	Description	Amount
2023-01-01	Opening Balance	100.00
2023-01-15	Deposit	50.00
2023-01-20	Withdrawal	25.00
2023-02-01	Deposit	75.00
2023-02-10	Withdrawal	30.00
2023-02-25	Deposit	60.00
2023-03-05	Withdrawal	40.00
2023-03-15	Deposit	80.00
2023-03-20	Withdrawal	15.00
2023-03-25	Deposit	90.00
2023-04-01	Withdrawal	20.00
2023-04-10	Deposit	70.00
2023-04-15	Withdrawal	35.00
2023-04-20	Deposit	85.00
2023-04-25	Withdrawal	10.00
2023-05-01	Deposit	95.00
2023-05-05	Withdrawal	25.00
2023-05-10	Deposit	80.00
2023-05-15	Withdrawal	15.00
2023-05-20	Deposit	90.00
2023-05-25	Withdrawal	20.00
2023-06-01	Deposit	100.00
2023-06-05	Withdrawal	30.00
2023-06-10	Deposit	85.00
2023-06-15	Withdrawal	15.00
2023-06-20	Deposit	95.00
2023-06-25	Withdrawal	25.00
2023-07-01	Deposit	105.00

Exemplary ▪ Proficient ▪ Developing ▪ Beginning

Self management: effort, punctuality, time management, organisation		Exemplary	
Communication: interaction with others, presentation of ideas/knowledge		Proficient	
Thinking: reflection and transfer, critical and creative thinking		Proficient	
Research: note-taking, uses variety of sources, acknowledges sources		Proficient	
Social: collaboration, respect for others, sharing of knowledge		Exemplary	
Assessment Objectives		Maximum level	Current Level
1	Demonstrate an understanding of: scientific facts, concepts, methods, techniques and terminology as well as presenting scientific information.	7	7
2	Apply and use: scientific facts, concepts, methods, techniques and terminology as well as appropriate methods of presenting scientific information.	7	6
3	Construct analyse and evaluate: hypotheses, research questions and predictions using scientific methods and techniques to provide scientific explanation	7	5
4	Demonstrate personal skills: of cooperation, perseverance and responsibility appropriate for effective scientific investigation and problem solving.	7	6
5	Demonstrate manipulative skills: to carry out scientific investigations with precision and safety.	7	NA
Semester Grade		7	6

INCLUSIVE ARRANGEMENTS

GPS Brookes Kochi School promotes opening access to students through pedagogical methods which support the whole child. Where appropriate and required for student access, The Diploma Programme at GPS Brookes Kochi makes all possible provision for students within

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the school in line with the requirements of access as outlined by the International Baccalaureate (refer to the GPS Brookes Kochi Inclusive Education Policy).

As such where students hold arrangements for access to assessments from the IBO, part of the educational process is developing how each student makes best use of any accommodations to which they are entitled. Therefore, all students have access to their entitlement to access arrangements of the Diploma Programme in line with IB Diploma Programme Formal Assessment Policy. Arrangements for meeting these requirements are developed jointly by the DP Coordinator and Key Coordinator and implemented through articulation between Subject teachers and Key teachers.

Access to Assessments are arranged by the Diploma Programme Coordinator prior to the first term of Grade 12 at the latest.

IB Diploma Reporting Cycle

DP 1	DP 2
October: Progress report ATL skills and comments regarding student. Introduction to the Diploma Programme subjects.	October: Progress Report (Mock exam preparation) ATL skills and Current Progress Grade. Target comments for Mock Examination preparation.
February: ATL skills, Assessment Objectives (covered to date), Semester Grade and comments.	February: Mock Examination Report. Components Grades for each paper and Overall Grades. Comments - areas of weakness.
May: End of DPI report. ATL skills, Assessment Objectives, Semester Grade, End of Year Summative Grade and comments.	April: Final School report: ATL skills, Assessment Objectives, End of Programme Summative Grade and comments.

Parent, Student, Teacher conferences

GPS Brookes Kochi, believes that part of sound student progress involves a three way discussion between school, student and parents. Within the IB Diploma Programme opportunities are developed to allow dialogue and feedback between each.

Both Parent Teacher conferences and Student teacher conferences are held at key stages in the Programme to support student achievement and report on progress.

DP 1	DP 2
November: Student teacher conference and target setting with the DP Coordinator.	September: DP2 pre conference. Parent, Student, Teacher.
February: Parent teacher conference.	October: Target setting. Student, DP Coordinator.
May: Pre report conference. Student, Teacher	February: Parent teacher conference.

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ASSESSMENT AND ADMISSIONS INTO THE DIPLOMA PROGRAMME

GPS Brookes Kochi School firmly believes in the underlying principle, that where possible, all students who can benefit from full participation in and access to the IB Diploma Programme should have that opportunity. However, it is also recognized that for some students the successful completion of the full IB Diploma Programme for various reasons may not be possible. For students who may not be able to complete the full IB Diploma Programme, the option of completing a combination of individual IB Courses also exists. Students following IB Course are assessed in the same manner and to the same rigor as those following the full Diploma Programme. However, the grades awarded by the IB for students taking IB Diploma Course do not count towards the obtaining the Diploma of the International Baccalaureate.

SHARING POLICIES WITH THE COMMUNITY

All GPS Brookes academic policies are shared with potential students during the initial application and options interviews. Policies are also available on the GPS Brookes Kochi website.

POLICY REVIEW

The assessment policy is reviewed annually, by the administration and faculty team. Review takes place in August each year. Following review draft versions are shared with the parent community for feedback and comments prior to full publication of any changes.

Established: February 2019 Reviewed: May 2019. Faculty Review July 2019.
Implementation planned September 2019