



ASSESSMENT POLICY

2024-26

CREATIVITY

CONNECTIVITY

CHARACTER

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GPS Brookes Kochi Overview

Global Education Trust has partnered with Brookes Education Group to establish GPS Brookes Kochi, with the aim of providing world class education and an opportunity for students to connect worldwide to become responsible global citizens.

Global Education Trust (GET) also caters to other curricula through its two schools: Global Public School (CBSE) and GPS International (CIE). GPS Brookes Kochi being within the umbrella of GET is part of the GET schools community apart from being globally connected to the Brookes network of schools.

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.

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 that they are well aware of how they will be assessed.
- Reflection on what is taught and learned.
- Provide students with knowledge of their strengths and areas of 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 on standards.

Roles within Our Learning Community

Role of the Pedagogical Leadership team

The responsibilities of the Head Of School and the DP Coordinator

- 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 assessments and the exam schedule at the Diploma level.
- To monitor teacher-designed instruction, pacing and assessment to ensure that it is in line with IB curriculum outcomes.
- To monitor and provide instructions in relation to the revisions and changes in the assessment(s) made by the IBO .
- To collect data from each teacher to show students' progress thus assisting 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.

The responsibility of the Teacher

Teachers have the responsibility to document the assessment data of all their students. In order for

students to demonstrate their true abilities, teachers must provide opportunities for more than one judgement to be made for each learning outcome.

- 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 includes 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.
- A breakdown of the skills and a direction of the sequence of instruction required for students 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 the consequences of late submission.

Student's responsibilities

- Observe all regulations and criteria in the production of assessments or in the taking of examinations, that is, to behave ethically as outlined within the Academic Integrity 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 organized with materials and assignments in preparation for the class.
- Bring into the classroom a willingness to develop the attributes of 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 merely 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 assessments in the IB Diploma Programme in GPS Brookes Kochi.

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

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

Homework procedures form part of the formative practices in GPS Brookes Kochi. Homework is seen as a meaningful vehicle for developing wider ATL skills and as such should take the form of research, including looking for information and solving problems that require higher order thinking skills.

For more information on homework in the programme as a whole and in each subject specifically, refer to the Student Guide to the Diploma 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 aimed at evaluating the culmination of skills and knowledge learnt in a particular topic. Summative assessment allows students to demonstrate their understanding and apply their knowledge in various ways. Summative assessments are also used to help students evaluate their 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 (coursework).

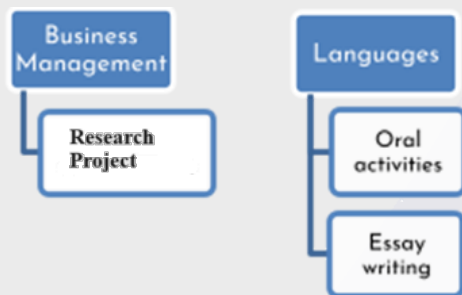
Assessment Tasks

Diploma Programme assessment tasks aim to develop 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, Research Project 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 course guide.

Examples of Assessment Tasks



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, the grading of all assessments is in accordance with the prescribed IB Grade

Descriptions defined for each subject. This can be summarised as given below:

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

An example of Grade descriptors in practice:

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

- 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 organisation of their work and an ability to engage, convince and influence the audience.

On the other hand, a student achieving a 4 points will have a limited use of the language and will be able to:

- 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 organise their work appropriately.

Through this grading system, 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 (ATL) 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 have performed but are aimed at helping students maximise their learning style specific to each subject within the programme.

Beyond this, the development of ATL skills is central to students developing an understanding of the requirements of each subject. This can be exemplified in the consideration of Academic Honesty (GPS Brookes Kochi - Academic Integrity Policy). Academic honesty is enshrined within each subject as well as the whole IB Diploma Programme and is developed from the learner profile attributes. However, the skills associated with academic honesty such as note-taking, 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:

1. Communication
2. Research
3. Self-management
4. Social
5. 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 develop from 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 the 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 the 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 the students' IB Diploma Programme.

IB Diploma Programme Assessment Procedures Rationale

Assessment within the IB Diploma Programme at GPS Brookes Kochi is aligned with 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 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 IB Diploma Programme subject handbook.

The Assessment Objectives are unique to each subject providing students with:

- a broad and balanced, yet academically demanding, programme 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.
- 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 subjects' Formal IB Assessments that lead to the award of the official Diploma

Programme course grades and combine, where applicable, in the awarding of the Diploma of the International Baccalaureate.

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

self-assessment, hence aiding students to take ownership of their own learning. The use of criteria and rubrics for formative assessments reflect an emphasis on Assessment for Learning rather than only Assessment of Learning. The levels of achievement are identified within the criteria of each subject in the IB Diploma Programme subject's criteria and described to students using rubrics to directly shape learning and inform achievement.

Teachers carry out a summative assessment as culminating tasks for them 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 Programme 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 or from available data. 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 in line with IB Diploma expectations, Summative Grades used for reporting purposes are awarded based on the most accurate demonstration of student performance, rather than by just averaging attainment grades over a reporting period.

Unit Tests and Term Review Examinations

Summative grades for reporting purposes are also based on the Unit tests regularly undertaken at the end of the study of a unit or at the end of every term in Grade 11 and 12. The schedule of the unit tests and their frequency varies within subject groups and form a crucial measure of the ongoing performance of the student in each subject.

In the month of December in Grade 11, the students undertake a Term-2 Examination. These examinations are designed to introduce the learners to the requirements of the formal examinations. Each subject teacher sets a combined paper covering most components of the course content.

In Grade 12, the Term-1 Examination conducted in August aims to familiarise the students with the formal examinations and offers an opportunity for them to prepare for the Mock Examination Session through target setting and identification of weak areas.

End of Year and Mock Examinations (Practice Examinations)

IB Diploma Programme students in Grade 11 undertake End of Year Examinations in the March of the first year. These examinations are designed not only to measure students' progress but also to help familiarise them with the requirements of undertaking formal examinations as preparation for the Formal IB Diploma Examination session in May of Grade 12. Each subject teacher sets a

combined/separate paper covering all the assessment components of 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 carry different weights in the Formal IB Diploma Examination. Therefore, depending on the order of the teaching curriculum and requirements of each individual subject, 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 March Report, both separately and as part of the overall year grade award.

During the third term of Grade 12, usually in the first two weeks of January and first two weeks of March, Grade 12 students will take 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 on 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 conduct specific and focused review sessions beyond the curriculum hours.

Formal Assessment & Award of the IB Diploma

Formal assessments 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, which are assessed by external examiners.

The IB Diploma will be awarded to a candidate provided all the following requirements are met:

- CAS requirements have been met.
- The candidate's total points are 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 subjects (candidates who register for two SL subjects must gain at least 5 points in SL).
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

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 or 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 are available to support the language needs of each student.

While formative assessments contribute to developing the language skills required to be a successful IB Diploma student all summative assessments 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 the review of moderation, each subject within the Diploma Programme shall review the procedures used for awarding marks and use 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 assessment 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 Programme

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 assessments 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 skill development. 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 the 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.

Biology

Comments:

The learner is self-motivated and inquisitive. The clarity in thoughts demonstrated are evident from the aptitude and engagement with the subject. The learner displays the potential to apply critical thinking skills to gain in-depth understanding of the content.

Target goals: Self-regulated practice and regular review of concepts. Practice in use of appropriate scientific terminology. Gain a better understanding of the command terms.

Approaches to Teaching and Learning (ATL)

ATL SKILL	LEVEL
Self-Management (Effort, Punctuality, Time Management, Organization)	Exceeding
Communication (Interaction with others, Presentation of Ideas/ Knowledge)	Beginning
Thinking (Reflection/Transfer, Critical and Creative thinking)	Developing
Research (Note Taking, using a variety of sources, acknowledging sources)	Meeting
Social (Collaboration, Respect for others, Sharing of knowledge)	Exceeding
OVERALL ATL SKILL	Developing

	Assessment Objectives	Maximum level	Current level
1	Demonstrate an understanding of facts, concepts, and terminology; methodologies and techniques; communicating scientific information	7	7
2	Apply and Use: facts, concepts, and terminology; methodologies and techniques; methods of communicating scientific information	7	4
3	Formulate, Analyze and Evaluate: hypotheses, research questions, and predictions; methodologies and techniques; primary and secondary data; scientific explanations.	7	6
4	Demonstrate research, experimental and personal skills: skills to carry out insightful and ethical investigations	7	N/A
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 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
<p>August-Term 1</p> <ul style="list-style-type: none"> • Term 1 Progress report • Term 1 Examination marks • ATL skills and comments regarding the students • Introduction to diploma programme subject 	<p>October-Term 4</p> <ul style="list-style-type: none"> • Term 4 Progress report (Mock Examination preparation) • ATL skills and comments regarding the students • Core progress and current progress grades • Target comments on mock examination preparation
<p>December -Term 2</p> <ul style="list-style-type: none"> • Term-2 Progress report • Term-2 Examination mark • ATL skills and comments regarding the students • Assessment objectives • Details of progress with core components • Term-2 grades 	<p>January-Term 5</p> <ul style="list-style-type: none"> • Mock Examination report • Component grades for each paper and overall grades. • Comments -Areas of strength and weakness

<p>March -Term 3</p> <ul style="list-style-type: none"> ● Progress report and of DP1 report ● ATL Skills ● Core progress, ● Assessment objectives ● Term grades ● End of year summative year end comments 	<p>March-Term 6</p> <ul style="list-style-type: none"> ● Final school report ● ATL Skills ● Assessment objectives ● End of year summative Grades end comments
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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	DP2
<p>August Student & Teacher Conference and Target setting with DPC</p>	<p>August: DP2 Pre-conference. Student, Parent and Teacher conference</p>
<p>December: Student, Parent & Teacher Conference</p>	<p>January: .Student, Parent & Teacher Conference</p>
<p>March: Student, Parent & Teacher Conference</p>	<p>March: Student, Parent & Teacher Conference</p>

Assessment and Admissions into the IB 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 the IB Diploma Programme do not count towards 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, July 2021, March 2022, March 2024
Implementation planned: September 2019, August 2021, August 2024