



## Assessment Policy

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Purposeful assessment has the potential to inform teaching and learning positively, as well as provide feedback on achievement against set standards and performance expectations. At Acorns International School, we aim to assess in ways that meet both of these needs.

### Inspiring & Empowering

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## Acorns Vision

To inspire and empower each other to achieve our personal best.

## Acorns Mission

To build an accessible, inclusive learning community of global citizens that pursues academic excellence in a holistic, inquiry-based environment that develops lifelong learners with the attributes to shape a better and more peaceful world.

## Acorns Core Values



## IB Learner Profile



### 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:

|                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>INQUIRERS</b><br>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.              | <b>OPEN-MINDED</b><br>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.                                   |
| <b>KNOWLEDGEABLE</b><br>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.                                      | <b>CARING</b><br>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.                                                                                    |
| <b>THINKERS</b><br>We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.                                             | <b>RISK-TAKERS</b><br>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.                          |
| <b>COMMUNICATORS</b><br>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.              | <b>BALANCED</b><br>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. |
| <b>PRINCIPLED</b><br>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. | <b>REFLECTIVE</b><br>We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.                                                                   |

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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“IB learner profile”

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# Assessment Policy

## 1 Purpose

This policy provides a framework for all examinations and assessments carried out at Acorns. Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored. This should be done in partnership with the learners and parents. At Acorns International School, we believe that assessment provides the basis of informed teaching, helping learners to overcome difficulties and ensuring that teaching builds upon what has been learned. It is also how learners understand what they have achieved and what they need to work on.

## 2 Scope

This policy applies to all learners at Acorns International School and encompasses all forms of assessment administered throughout their academic journey. This includes, but is not limited to:

- Formative assessments: Such as classroom observations, quizzes, homework assignments, and projects used to monitor progress and provide ongoing feedback.
- Summative assessments: Such as end-of-unit tests, mid-term exams, and final examinations used to evaluate learning at specific points in time.
- Standardised assessments: Including any external examinations or tests used to measure student achievement against national or international benchmarks.
- Internal school assessments: This may encompass any school-designed tests, examinations, or assessments used to track student progress and inform teaching practices.

This policy aims to ensure that all assessments are conducted fairly, transparently, and in a manner that supports the learning and development of every student.

## 3 Definitions

### Assessment

- The process of gathering information about student learning to inform teaching, track achievement against standards, and provide feedback.

### Formative Assessment (Assessment for Learning - AfL)

- Ongoing assessment during learning to identify strengths/gaps, inform planning, and track progress.

### Summative Assessment (Assessment of Learning - AoL)

- Evaluation of learning at specific points (e.g., end of unit) to measure attainment and report progress.

### Self-Assessment and Peer Assessment (Assessment as Learning - AaL)

- Students reflecting on and evaluating their own or peers' work against criteria to foster responsibility and goal setting.

### Homework

- Tasks assigned for review, extension, research, or reflection related to classroom learning, used as a formative assessment tool.

### Standardisation

- The process where teachers within the school collaborate to align their understanding and application of assessment standards.

### MYP On-Screen eAssessments

- Formal, externally assessed summative examinations conducted electronically by the IB for certain MYP subjects, evaluating conceptual understanding and skills application.

#### External Exam Supervision

- Procedures ensuring the integrity and fairness of formal external examinations (like IB or Cambridge) according to the respective board's regulations.

#### Full Centre Supervision (IB)

- A period (minimum two hours) post-IB exam where students remain supervised within school without access to electronic devices/internet to prevent misconduct.

#### Full Centre Supervision (Cambridge)

- A period during which Cambridge candidates remain supervised until the Key Time has passed, ensuring exam security and preventing premature communication.

#### Key Time (Cambridge)

- A specific time designated by Cambridge Assessment International Education, after which examination security restrictions may be lifted. Candidates remain under supervision until this time has passed.

#### Access Arrangements

- Accommodations (e.g., extra time, assistive technology, modified formats) are provided to ensure candidates with identified needs have equitable access during assessments.

## 4 Forms of Assessment

### **Formative Assessment (Assessment for Learning - AfL)**

Formative assessment is a powerful way of raising learners' achievement. It is based on the principle that learners will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Formative assessments are used to:

1. Identify learners' strengths and gaps in their skills/knowledge
2. Identify next steps for learning
3. Inform future planning
4. Enable appropriate strategies to be employed
5. Facilitate the setting of appropriate targets for the class, group, and individual
6. Track the learner's rate of progress
7. Facilitate the evaluation of teaching and learning effectiveness

### **Summative Assessment (Assessment of Learning - AoL)**

Summative assessment is important for informing both parents and teachers of a learner's attainment and progress. This will also inform the whole school's target setting and prediction of a cohort's future attainment, and identify the knowledge acquired during a unit of inquiry.

Summative assessments:

1. Recognise the achievements of learners
2. Identify attainment through one-off standardised tests at any given point in time
3. Record performance in a specific area on a specific date
4. Provide age-standardised information
5. Provide information about the cohort areas of strength and weakness to build from in the future

## **Self-Assessment and Peer Assessment (Assessment as Learning - AaL)**

Wherever possible, children are involved in the assessment of their learning. This encourages students to take responsibility for their learning by teaching them to evaluate their achievement against shared learning outcomes. It helps them identify their strengths and areas for improvement. It encourages individual learning goals and action plans for future progression. It fosters a self-reflective learning culture and encourages independence in learning.

Some examples of these assessments are:

- Individual student target bookmarks for writing and reading
- Individual times table logs
- Student Target booklets
- Self-assessing against targets and teacher points for improvement
- Homework journal/diaries
- Contributing to their reports

## **5 Assessment Practices Across Departments**

### **Assessments in Early Years**

| <b>What</b>             | <b>When</b>                 | <b>How</b>                                                                                                         | <b>Why</b>                                                                                        |
|-------------------------|-----------------------------|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| Formative Assessment    | Ongoing throughout the year | Teacher observations, student reflections.                                                                         | To provide ongoing feedback, ensuring teaching is responsive to each child's developmental needs. |
|                         |                             | Developmental milestone-based checklists in communication, motor skills, and social-emotional growth.              |                                                                                                   |
|                         |                             | Screening Tests - Phonics, Reading and Writing (EYP3)                                                              |                                                                                                   |
| Developmental Portfolio | Throughout the year         | Collection of student work, photos, videos and teacher reflections on Toddle showcasing progress and achievements. | To document and celebrate each child's learning journey across transdisciplinary themes.          |
| Summative Assessment    | End of each Unit of Inquiry | Play-based projects/ Assembly performances/ visual artefacts created by children with teacher guidance.            | To evaluate understanding of the unit's central ideas, skills and key concepts.                   |

|                          |             |                                                                      |                                                                                                   |
|--------------------------|-------------|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| PYP1 Readiness Screening | End of EYP3 | Task-based screening focusing on Math, Reading, Writing and Phonics. | To assess readiness for PYP1 and identify areas of support or enrichment for a smooth transition. |
|--------------------------|-------------|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|

### **Assessments in Primary**

| <b>What</b>          | <b>When</b>                                                                                                                             | <b>How</b>                                                                                                                                                                                           | <b>Why</b>                                                                                                                                                                                                                                                                                                                                     |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Formative Assessment | Ongoing throughout the year<br><br>Every end of term, students do assessments for French (PYP1-6), ICT (PYP1-6), and Kiswahili (PYP3-6) | Through teacher observations, chapter tests, quizzes, self-reflection and internally set assessments.                                                                                                | Teachers formatively assess to get ongoing feedback and be able to continually track and monitor student progress in real-time.<br><br>End-of-term assessments evaluate students' performance and understanding, as well as allowing teachers to reflect on their teaching practices and highlighting any areas that need further development. |
| MAP Assessment       | Three times a year, once a term                                                                                                         | An online computer-based test that assesses PYP1-2 in Reading and Numeracy.<br><br>PYP3 in Numeracy, Language, and Language Usage.<br><br>PYP4-6 in Numeracy, Language Usage, Language, and Science. | Allows teachers to differentiate and adjust instruction for individual students, groups of students, or entire classes based on the results of the assessment.                                                                                                                                                                                 |
| Summative Assessment | Six times a year, at the end of each Unit of Inquiry                                                                                    | Presented as projects chosen by the student to demonstrate their understanding of the unit.                                                                                                          | Evaluate the student's understanding of the unit, key concepts, and skills covered.                                                                                                                                                                                                                                                            |
| PYP Exhibition       | Once a year (PYP6 only)                                                                                                                 | A student-driven project that requires the collaboration of the school community. Students select a                                                                                                  | A culminating event of PYP that is student-driven allows the community to assess all aspects of                                                                                                                                                                                                                                                |

|  |  |                                                                                      |                                        |
|--|--|--------------------------------------------------------------------------------------|----------------------------------------|
|  |  | real-world issue and research, and apply meaningful actions to help solve the issue. | learning that were covered during PYP. |
|--|--|--------------------------------------------------------------------------------------|----------------------------------------|

### **Assessments in Secondary**

| <b>What</b>          | <b>When</b>                            | <b>How</b>                                                                               | <b>Why</b>                                                                                                                                 |
|----------------------|----------------------------------------|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Formative assessment | Twice-yearly                           | Online MAP assessments for Math, Language, Reading and Science.                          | Reporting purposes<br>To identify learning needs and adapt teaching accordingly                                                            |
|                      | Throughout Units of Inquiry            | Practising the criteria-based skills and gauging progress through the unit               | Reflective practice<br>Tracking and Monitoring<br><br>To identify learning needs and adapt teaching accordingly                            |
| Summative assessment | End-of-unit summative                  | Project/performance-based authentic assessments scored against subject-specific criteria | Assessment against criteria and objectives unique to each subject                                                                          |
|                      | MYP1-5 End of Term 1 and 3 assessments | Internal assessments across all subjects for all year levels.                            | Exam Practice<br>Revision<br>Reporting and recording purposes                                                                              |
| Mocks                | February                               | Internal assessments<br>Candidates Classes MYP5, A2, DP2 across all subjects             | Reporting and recording purposes<br>Guidance on how to prepare for final exams                                                             |
| Curriculum Specific  | April/May                              | MYP/ DP and A-Level externally set and externally marked examinations                    | Reporting and recording purposes<br><br>Benchmarked summary of achievement<br><br>Requirements for graduating with a curriculum credential |

## 6 Homework as Ongoing Assessment

Homework provides multiple opportunities to inform learning in the classroom and also provides feedback to teachers and parents on student understanding of taught concepts. At Acorns, home tasks are designed as:

- A review, extension or application of tasks associated with classroom activities and curriculum areas.
- Collection/research of materials and/or information for use in class.
- Student reflections related to the essential elements of the curriculum.
- Continuation of classroom work, projects and assignments, essays and research.

A homework timetable is followed to ensure workload and deadlines are managed effectively.

## 7 Planning for Assessment

The International Baccalaureate Standards and Practices is our guiding document for best practices guiding assessment. This programme provides us with the framework to ensure breadth and balance in our curriculum.

Assessments should be planned with a clear purpose. The test items or performances should be designed with a clear purpose: assessment of learning or assessment for learning.

Lessons are planned in line with learning objectives, based upon the teacher's detailed knowledge of each learner. We strive to ensure all tasks set are appropriate to each learner's level of ability. The format of our lesson plans ensures that our lessons are planned in detail, taking into account the needs of all learners.

Teachers use focused marking to assess learners' progress against the planned learning objectives and set next steps to show where the learner is in relation to this aim and how they can achieve the aim. Teachers use this information when planning for subsequent lessons.

## 8 Implementation and Monitoring of Assessment

This section outlines the procedures for implementing assessments, monitoring student progress, and recording learning outcomes at Acorns International School.

### Administering Assessments

- All incoming students from PYP1 onwards are individually assessed upon joining Acorns using MAP assessments, which are online adaptive tests measuring proficiency in Math, Reading, Language, and Science. Incoming students take screening tests in Math and Reading, with results assessed against established school performance norms.
- Formal examinations are not administered in the Early Childhood Years.
- Learners from PYP1 upwards are formally assessed for reporting purposes at the end of term two and term three. This testing covers all major disciplines, including French, Kiswahili, and ICT.

### Monitoring Learning and Progress

- The results from initial MAP assessments are used diagnostically to set individual learning targets and monitor progress. These assessments also help identify students requiring intervention so that appropriate learning support can be implemented.

- Teachers utilise assessment for learning (AfL) strategies for ongoing monitoring. This involves focused marking and observations of student work against learning objectives and success criteria.
- Information gathered through AfL is used to assess progress towards learning targets and provide meaningful feedback on next steps for each learner.
- In the Early Childhood Years, student progress is carefully monitored and reported against set standards of attainment.
- Learners identified by Learner Support Services (LSS) with support needs, or those not making expected progress, are supported appropriately, with their needs assessed regularly in line with their Individualised Education Programmes (IEPs).
- Continuums may be used to show where a student falls within a given developmental stage of learning.

### **Recording Assessment Information**

- Teachers and other involved adults use annotated plans and planning notes to record important information about learner progress.
- An individual cumulative ePortfolio is maintained for every learner. Learners, parents, and teachers all contribute to this portfolio, which follows the student throughout their time at Acorns.
- Teachers may also take brief, written anecdotal records based on their observations.

### **Assessment Tools and School Policy**

- Various tools support assessment data gathering, including:
  - Benchmarks/exemplars: Student work samples used as concrete standards.
  - Rubrics: Lists of expectations or attributes used to evaluate student work or performance.
- It is the policy of Acorns International School to NOT rank students based on academic performance. Assessments are designed primarily to identify individual student progress and to recognise and celebrate the achievements of individual learners.

## **9 Standardisation of Assessments**

Standardisation is the process by which teachers at Acorns International School share their expectations and understanding of common criteria and standards with each other to improve the consistency of their decisions about student learning. This process helps teachers increase the reliability and consistency of the assessment information they gather, which can then be used to guide and improve teaching practices and enhance student learning. Standardisation serves to ensure that teachers are accountable for accurate and consistent assessment of student work.

Internal Standardisation is the primary approach used, where the assessments of a teacher are quality assured by colleagues. Through this process, teachers share their understanding of grading criteria derived from relevant IB Subject Guides to improve the consistency of their assessments across classes and year levels, ensuring a uniform interpretation of criteria, such as those from the International Baccalaureate MYP and DP. These internal processes are essential for ensuring alignment with IB expectations and preparing accurately assessed student work for potential IB external moderation. Teachers standardise their marking during both formative and summative assessments. These practices support the school's commitment to the IB Standards and Practices outlined in Section 12 of this policy.

### **Teacher-to-Teacher Standardisation**

- Teachers will arrange a face-to-face meeting to share a range of assessments that have been completed by their students.
- Copies of the work, devoid of comments and grades, will be brought to the Standardisation meeting by the teachers involved.
- The sample of assessments must be reflective of the grade ranges produced by the students during this assessment task.
- The standardising teachers will use the appropriate IB assessment rubric from the relevant Subject Guide to grade the samples of assessed work and compare grades. It is important that none of the moderators are aware of prior grades awarded during the Standardisation process or awarded by others participating in the Standardisation process.
- A Standardisation template is used.
- A discussion will then take place on the results of the Standardisation. Grades are adjusted accordingly. This is captured in the standardisation template.
- The entire process should transpire prior to the grades being published to students and formally documented.
- Please note that if a course is delivered by a single teacher, it is the expectation that the grading of assessments is still standardised according to the above protocols by cross-marking by a colleague from another subject.

### **Student-to-Student Standardisation**

Teachers empower students to grade their peers' work using the same process detailed above. Please note that Student-to-Student Standardisation does not need to adhere to the final bullet point of Teacher-to-Teacher Standardisation. For Student-to-Student Standardisation to be successful, it is important that students are:

- taught how to use IB criteria referencing
- guided carefully through the relevant IB assessment criteria
- provided with the guidelines for a best-fit approach to the criteria
- coached on the use and definitions of wording used in the IB criteria descriptors

Student-to-Student Standardisation is an important student-centred tool for learning. Teachers guide the Standardisation between students and help them to develop their understanding of the IB assessment criteria and expectations. This process has a direct, positive impact on teaching and learning as both teacher and student develop shared expectations and understanding of what quality work looks like and what IB criteria define it. Both students' and teachers' assessment capability can be powerfully enriched.

### **Standardisation of Personal and Community Projects**

- Students taking the personal project will have a project supervisor.
- Personal and Community Projects are to be graded by the supervisor assigned to that student or group of students, using the official IB criteria.
- All project material will be submitted to the supervisor assigned to that student.
- All project reports will be submitted to the supervisor assigned to that student.
- Supervisors will meet together and with the Personal Project Coordinator/Community Project Coordinator to standardise against IB criteria throughout the project and during final grading, in preparation for potential IB external moderation.

### **Benefits of Standardisation For Teachers**

- Making reliable and valid decisions across different points in the learning process is important, particularly when teachers teach common courses, publish learning updates and evaluations on student progress, or compare cohort data with historical information.
- Standardisation ensures that teachers make consistent grading decisions over time, aligned with IB expectations.
- Consistent and secure Standardisation protocols used over time can prevent unreliability in grading in a number of ways:
  - Applying the same standardised protocols ensures consistency across.
  - Allowing the creation of sets of exemplars that can become external references used each year for benchmarking different levels of student achievement against IB standards.
  - Using the exemplars for teaching purposes with the students.
  - Sharing the exemplars with new teachers so they can quickly acclimate themselves to the teaching standards within the school.
- Teachers change over time, but the standard and consistency of assessment must remain consistent if transcripts and school reports are to remain valid, particularly regarding IB requirements.

### **Benefits of Standardisation For Students**

- Engaging in standardisation processes, particularly Student-to-Student Standardisation, provides significant benefits:
- It allows students, guided by teachers, to collaboratively understand IB assessment criteria and expectations.
- It enhances teaching and learning by fostering a shared understanding of quality work and its defining IB criteria between teachers and students.
- It considerably strengthens the assessment capabilities of both students and teachers.

## **10 Reporting on Assessment**

### **Student/Parent/Teacher Conferences**

Conferences provide an opportunity for the school, teachers, students and parents to discuss student learning and development. Acorns International School has set aside three official conference periods per the calendar year: 3-way conferences in Term One, student-led conferences in Term Two and parent-teacher conferences in Term Three. Additional conferences can be set up at any time in consultation with parents, teachers, or the school administration. Communication between all stakeholders is crucial to building an open relationship that will enhance student achievement.

### **Toddle**

Acorns uses the online curriculum software to provide feedback with parents and with students on how their units of work and tasks are progressing. This kind of transparency, where everyone can see progress clearly being made, individually and through the development of units of work, is important in getting students to take responsibility for their own schooling.

### **Written Report**

The purpose of reporting is to provide quality feedback to all stakeholders. Teachers complete and send out the Acorns International School termly report during all conferences, reporting on the

overall performance of the student against set expectations. Guidelines on report comments are included at the end of this policy document.

### **Portfolios**

All students will develop a portfolio that will demonstrate student learning, growth, creativity, and reflection. Portfolios will move with students across year levels.

### **Collection/Recording**

Each teacher will provide to the Curriculum Coordinator evidence of assessment of essential elements of the curriculum for each Unit of Inquiry, and where applicable, rubrics or performance standards against which students will be evaluated.

### **Accessibility**

Student portfolios will be accessible to students, teachers, staff members, authorised school visitors and/or parents. Internal paper-based assessments will be kept separately from the student portfolios and will only be accessible to the student, teacher, and/or staff member who works with that student, parent, and school administration.

## **11 External Assessments Supervision Requirements**

At Acorns International School, we are committed to maintaining the highest standards of academic integrity and fairness in all assessments. As part of this commitment, we have implemented supervision requirements in alignment with the International Baccalaureate (IB) and Cambridge Assessment International Education regulations to uphold the security and credibility of our examination processes.

To ensure adherence to these supervision requirements:

- All invigilators and staff members will be trained on the supervision requirements.
- Students and parents are informed in advance of the expectations and the importance of academic integrity.
- The school shall comply with regular monitoring, including unannounced inspection visits by examination bodies.

### **IB MYP Assessments**

Strict supervision protocols are enforced during all MYP eAssessment on-screen examinations to ensure fairness and maintain academic integrity. The school is responsible for providing appropriate examination rooms, IT equipment, and trained invigilators.

Key supervision requirements include:

- **Invigilation:** A sufficient number of trained invigilators must be present throughout the examination, actively monitoring candidates to prevent communication or any form of academic misconduct. Invigilators ensure adherence to all IB regulations..
- **Candidate Conduct:** Candidates must remain silent and are forbidden from communicating with each other once inside the examination room. They must adhere to all instructions given by invigilators. Any suspected misconduct will be handled according to IB procedures.
- **Materials and Devices:** Only materials explicitly permitted by the IB for a specific examination are allowed in the room. All unauthorised items, including mobile phones, watches, personal electronic devices, notes, and bags, are strictly prohibited and must be stored securely away from candidates.

- Examination Environment: Candidates are seated according to specific IB requirements (typically 1.25 metres apart) to minimise opportunities for malpractice. Invigilators manage candidate arrivals, ensure correct exam commencement and conclusion timings, supervise any temporary absences from the room, and oversee the secure collection of any materials.

### **IB DP Assessments**

In accordance with the IB's latest guidance, all IB students will undergo *full centre supervision* for a minimum of two hours after each examination in a designated space within the school. During this period, students will not have access to social media, the internet, or any electronic devices.

This measure aims to:

- Prevent post-examination cheating by limiting opportunities for students to share answers online.
- Create a strong deterrent against academic misconduct.
- Foster a culture of academic integrity and fairness.
- Enhance trust in the IB examination system among universities and regulatory bodies.

Students under supervision may resume normal school activities, such as revision and sports events, provided they do not access social media, chat groups, or any other online platforms. This supervision requirement applies to all IB examinations except for those held in the afternoon session that end past the close of school, where students can only be supervised for the minimum two-hour requirement within school hours.

Families play a crucial role in maintaining academic integrity. After the school day ends, parents are responsible for ensuring that their child adheres to the academic integrity requirements while travelling home.

### **Cambridge Assessments**

For our Cambridge Assessment International Education students, *Key Time and Full Centre supervision* will be strictly enforced. All candidates will remain under *full centre supervision* until the Key Time has passed. This will ensure that examination security is upheld and that students do not have any opportunity to communicate exam content before others have taken the same assessment. During this period, students must not access unauthorised materials, communicate with anyone outside the supervised environment, or use electronic devices.

## **12 Access Arrangements for Examination Candidates**

Acorns International School is committed to ensuring equitable access to external examinations for all candidates. In line with the school's Inclusion and Enrichment Policy and the regulations of the relevant examination bodies, access arrangements are provided for candidates with diagnosed needs. These arrangements (which may include extra time, assistive technology, modified papers, or scribes) are determined based on appropriate evidence of need and must reflect the academic support the candidate consistently receives within the school. The school ensures timely application for and implementation of approved access arrangements in strict accordance with the procedures mandated by the external examination bodies.

## **13 Relevant International Baccalaureate (IB) Standards and Practices**

- Culture 5: The school implements, communicates and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth. (0301-05)

- Culture 5.1: The school implements and reviews an assessment policy that makes the school's philosophy clear and is aligned with the IB philosophy concerning learning and assessment. (0301-05-0100)
- Culture 5.2: The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements. (0301-05-0200)
- Culture 5.3: The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice. (0301-05-0300)
- Culture 5.4: The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment. (0301-05-0400)
- Culture 5.5: The school describes in its assessment policy the value of assessment for continuous learning and growth. (0301-05-0500)
- Approaches to assessment 1: Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)
- Approaches to assessment 1.2: The school uses specific and constructive school-based reporting to provide students and teachers with information that can be used to improve learning, teaching and assessment. (0404-01-0200)
- Approaches to assessment 1.1: Students and teachers use feedback to support stated outcomes and expectations, in accordance with IB philosophy and assessment documentation. (0404-01-0100)
- Approaches to assessment 3: The school administers assessment consistently, fairly, inclusively and transparently. (0404-03)
- Approaches to assessment 3.1: The school administers assessment in accordance with IB rules, regulations, and/or relevant programme documentation. (0404-03-0100)
- Approaches to assessment 3.2: The school regularly reviews and ensures compliance with all access arrangements. (0404-03-0200)
- Approaches to assessment 3.3: The school ensures that external reporting and/or predictions are as accurate as possible, and are appropriately designed for the contexts in which they are required. (0404-03-0300)
- Approaches to assessment 3.4: The school implements, communicates and regularly reviews consistent and fair systems and processes for reporting student progress and handling appeals or challenges. (0404-03-0400)
- Approaches to assessment 3.5: The school monitors and evaluates the delivery of assessments to ensure that they are as seamless as reasonable. (0404-03-0500)
- Approaches to assessment 2: The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)
- Approaches to assessment 2.1: Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes. (0404-02-0100)
- Approaches to assessment 2.2: The school demonstrates that assessment practices are formed around conceptual learning. (0404-02-0200)
- Approaches to assessment 2.3: The school ensures that from the time of enrollment students and legal guardians are aware of and have access to documentation describing the relevant programme regulations and requirements regarding assessment. (0404-02-0300)
- Approaches to assessment 4: Students take opportunities to consolidate their learning through assessment. (0404-04)

- Approaches to assessment 4.1: The school provides students with opportunities to consolidate their learning through a variety of assessments. (0404-04-0100)

## 14 Relevant Council of International Schools(CIS) Standards and Criteria

- C5. The curriculum is monitored, evaluated, reviewed and developed on a systematic and planned basis, using student outcomes, student agency and in response to changing external influences.
- C4. The curriculum is sequenced in a way that promotes students' access and progression and is thoroughly documented and articulated horizontally and vertically to enhance links and continuity between different sections of the school.

## 15 Citations

- Acorns (2025) *Access and Inclusion Policy*
- IBO (2017) *IB learner profile* <https://resources.ibo.org/ib/resource/11162-43492?lang=en>
- IBO (2024) *The conduct of IB Middle Years Programme on-screen examinations* <https://resources.ibo.org/myp/topic/Exam-preparation-and-administration/resource/11162-38509?lang=en>
- IBO (2024) *MYP assessment procedures 2025* [https://resources.ibo.org/myp/works/myp\\_11162-430808?lang=en](https://resources.ibo.org/myp/works/myp_11162-430808?lang=en)
- IBO (2025 upd.) *Academic integrity policy* [https://resources.ibo.org/ib/topic/Academic-honesty/works/edu\\_11162-58121?lang=en](https://resources.ibo.org/ib/topic/Academic-honesty/works/edu_11162-58121?lang=en)

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**Last Reviewed Date:** April 2025

**Next Review Date:** April 2027