



Strood Academy

IB MYP Assessment Policy

Academic year 2024/25

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The IBCP Framework

Strood Academy aligns their educational beliefs and values to reflect the International Baccalaureate (IB) Careers Programme (IBCP) philosophy. This is to develop enquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

The IB Careers Related Programme incorporates vocational courses, IB Diploma courses and the IBCP 'Core' elements with each subject area having autonomy over their curriculum and lesson planning.

The IBCP also places great emphasis on international-mindedness, service and community as demonstrated on the diagram opposite.



IBCP Assessment Standards

The following standards are set out in the 'Standards & Practices' (2014) guide:

Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy.

1. Assessment at the school aligns with the requirements of the programme(s).
 - a) Assessment of student learning is based on the objectives and assessment criteria specific to each DP course.
 - b) Assessment of student learning is based on the objectives and assessment criteria of the reflective project.
 - c) Teachers engage in the process of standardization in assessing student work.
 - d) Formative and summative assessment are an integral part of the teaching and learning process in language development, personal and professional skills and service learning.
2. The school communicates its assessment philosophy, policy and procedures to the school community.

3. The school uses a range of strategies and tools to assess student learning.
4. The school provides students with feedback to inform and improve their learning.
 - a) The school incorporates formative assessment techniques when assessing the personal and professional skills component of the CP core.
5. The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).
6. The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).
7. The school analyses assessment data to inform teaching and learning.
8. The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
9. The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 or 4), the DP extended essay and the CP reflective project, depending on the programme(s) offered.

Assessment

Assessment in the IBCP will be determined by the specific vocational awarding body (e.g. Pearson) or outlined within each IB course guide. Assessments will take a variety of forms, both formative and summative of student work:

- *Formative assessments* are a range of formal and informal assessment procedures conducted by teachers during the learning process in order to modify teaching and learning activities to improve student achievement. The goal is to improve/accelerate progress, to improve learning and to help the student become a more independent learner.
- *Summative assessments* conducted by teachers are used to evaluate learning at the end of a learning process ie. end of a unit of work. The goal is to provide a final judgement of the learning that has taken place, to identify gaps in knowledge and understanding and to help the student to improve.

- *Controlled assessments/coursework* will be required within each vocational and IB course. The specifications for each can be found in the awarding body's course guide including the weighting of the assessment in relation to the overall final grade via the following websites:

<https://qualifications.pearson.com/en/qualifications/btec-nationals.html>

https://www.wjec.co.uk/qualifications/criminology-level-3/#tab_keydocuments

Assessing the IBCP Core

The IBCP Core components consist of the Reflective Project, Personal & Professional Skills, Language Development and Service Learning. All IBCP students will complete all 4 components in line with the 'Career-related Programme: From principles into practice' guide expectations.

The Reflective Project is marked and moderated by staff with grade submissions entered on Ibis. The other components are internally assessed both formatively and summatively (e.g. through completion of portfolios) and quality assured by the programme coordinator.

Reporting Cycle

Students will receive a progress report at least twice per academic year to provide stakeholders with a clear understanding of how well students are achieving in each of their vocational and IB courses as well as the Core components. Examples of reports can be found in the 'Reporting Academic Information Policy'. Student reflection features throughout the academic year in all subjects to ensure students evaluate and take ownership of their own learning. Communication about academic progress will predominantly take place via:

- Progress Reports
- Parent/carer evenings
- Bespoke parental communication with academic and/or pastoral teams

For more information please refer to: IBCP Subject Guides, IBCP Programme Standards & Practices and vocational course guidance.