



**The British College
of Gavà**
Education in Excellence

IB Assessment Policy

Diploma and Career-related Programmes

Version: 3

- Date of implementation: Sep 2025
- Date of last review: June 2025
- Policy review date: June 2026

Related policies:

- Language policy
- Inclusion policy
- Academic Integrity Policy

Contents

Introduction	3
Aim of this policy	4
Confidentiality	4
What is assessment?	4
Summative Assessment Practices	5
Formative Assessment	7
Assessment Practices Collaboration and Review	9
Standardisation and Moderation of Students' work	9
Process of recording and reporting assessment	10
National Assessment Requirements for Catalan Universities	11

Introduction

As stated in the IB cross programme document *Assessment Principles & Practice - Quality Assessments in a Digital Age (2025)* 'the validity of assessment outcomes can only be determined if we are clear what the purpose of the course and programme are.'

IB Diploma Programme

'The IB Diploma Programme (DP) provides a challenging, internationally focused, broad and balanced educational experience for students aged 16 to 19....The programme is designed to equip students with the basic academic skills needed for university study, further education and their chosen profession. Additionally, the programme supports the development of the values and life skills needed to live a fulfilled and purposeful life' (*Assessment Principles & Practice - Quality Assessments in a Digital Age (2025)*)

IB Career-related Programme

The unique feature of the CP is that it supports students to become career-ready learners. The programme ensures that they develop the transferable and lifelong skills to support them throughout their further studies or employment however they choose to progress.

The programme helps students to:

- develop a broad range of competencies and deepen their understanding in specific areas of knowledge through their Diploma Programme courses and career-related studies
- develop flexible strategies for knowledge and skill acquisition, or enhancement, in varied contexts
- foster attitudes and habits that empower them to become lifelong learners able to engage with diverse perspectives, opportunities and challenges
- prepare for effective participation in the changing world
- become involved in learning that develops their capacity and willingness to contribute in constructive ways. (*Assessment Principles & Practice - Quality Assessments in a Digital Age (2025)*)

At BCG, all of our stakeholders are clear on each programme's objectives and the consequences that passing, or indeed failing, final examinations will have on our learners. We believe that our IB programmes offer an holistic educational experience for our students, that teaching and learning does not take place in isolation but is connected, conceptual and contextualised. We believe that teaching informed by assessment will prepare our students to complete their programmes successfully.

Aim of this policy

The principal aim of the IB Assessment Policy of The British College of Gavà is to explain our procedures and rationale for the assessment of students throughout their IB journey.

Confidentiality

General Data Protection Regulation In accordance with the European Data Protection Regulation, the school only collects data that is directly relevant to the needs of the student. Parents and students have a choice in which materials are published and for what purposes.

What is assessment?

Assessment is an integral part of teaching and learning. The most important aims of assessment in the Diploma and Career-related Programmes are that it should support curricular goals, (*IBO 2015, The Diploma Program From Principles into Practice, p78*) encourage appropriate student learning and support shared expectations for teaching and learning. Above all, at BCG we believe that assessment should inform great teaching to in turn support student success.

All members of the school community share important rights and responsibilities in supporting the integrity and effectiveness of the IBDP/IBCP assessment policy. Students have the right to fair, transparent and consistent assessment practices. They are responsible for upholding academic integrity, meeting deadlines and actively engaging in feedback and reflection.

Parents and guardians have the right to clear communication about assessment expectations and outcomes and the responsibility to encourage their children's academic integrity and growth.

Teachers have the right to professional support and training in IB assessment standards and the responsibility to design, implement and evaluate assessments that align with IB criteria and promote authentic learning. School leaders hold the right to guide policy implementation and the responsibility to ensure that assessment practices reflect the IB philosophy, maintain equity and support a culture of continuous improvement.

Both external and internal assessments are used in our IB programmes and we understand that students need to develop the skills necessary for a variety of assessment models across DP subjects and the DP/CP Core. IB examiners mark work produced for external assessment, while work produced for internal assessment is marked by teachers and externally moderated by the IB. Therefore at BCG we also recognise our responsibility to ensure that our teachers understand not only what they are teaching, but how student knowledge and skills are assessed and what constitutes excellent work.

Types of assessment identified by the IB and applied at BCG:

1. Formative assessment (assessment for learning) informs both teaching and learning. It is ongoing and concerned with providing accurate and helpful feedback to students and teachers on the kind of learning taking place and the nature of students' strengths and weaknesses in order to help develop understanding, capabilities and skills as learners as they work towards meeting course aims and objectives.
2. Summative assessment (assessment of learning) gives an overview of prior learning and is concerned with measuring student performance against subject-specific assessment objectives, criteria, descriptors and mark schemes where appropriate.
3. Assessment as learning empowers students to take ownership of their learning by using feedback, reflection, and self-assessment to set goals and monitor progress. It fosters metacognitive skills and encourages learners to become active participants in the assessment process. At BCG we believe that both formative and summative assessment strategies can be used as assessment as learning.

Summative Assessment Practices

Formal Summative Assessment Schedule

At BCG there are 4 formal summative assessment points over the course of the 2 year IB programmes. Each assessment point is followed by a full written report (explained fully in the reporting section). The assessment and reporting schedule is as follows:

Assessment point	Date	Length	Content	Reporting
Assessment point 1	December DP/CP1	1 week	Tests all course content covered so far	Full reports issued 2 weeks after assessment.
Assessment point 2	May DP/CP1	2 weeks	Tests all year 1 content	Full reports issued 2 weeks after assessment.
Assessment point 3	October DP/CP2	1 week	Tests all year 1 content plus key learning from year 2 so far	Full reports issued 2 weeks after assessment.
Assessment point 4	February DP/CP2	2 weeks	Tests all course content covered so far	Full reports issued 2 weeks after assessment.

All summative assessments are completed under strict examination conditions in order to best prepare students for 'the real thing'. Adapted timetabling is used in order to maximise teaching time.

Cycle Tests

Each week IB students sit a 45' test in one of their DP subjects. Regular cycle tests help students consolidate learning consistently, reducing last-minute cramming and promoting steady academic growth. They also give teachers timely insights into progress, allowing for targeted feedback and support before major assessments as well as freeing up teaching time. A Cycle Test schedule is shared with students at the beginning of each school year (see appendices).

Use of Assessment Criteria

Each Diploma subject has its own specific assessment objectives and criteria, detailed in the relevant subject guide. The IBDP coordinator is responsible for ensuring that all teachers have up to date IB professional development and access to MyIB and relevant subject-specific resources and guides. Heads of Faculty are responsible for ensuring that teachers are aware of the summative assessment expectations for their subject and that assessment/cycle test papers prepared by teachers for summative assessment throughout the course:

- reflect and effectively assess criteria, skills and ATLs detailed in the subject guide
- mimic as closely as possible question types/response styles as seen in the final examinations
- Use relevant IB command terms and subject-specific terminology
- test higher order thinking skills such as evaluation, analysis and application, not simply knowledge recall
- are used to inform teaching

Likewise, Heads of Faculty are responsible for ensuring that teachers inform their practice by regularly referring to subject guides and up to date subject reports, and that these reports, subject guides and other relevant IB resources are shared with students on subject Canvas pages.

Internal Assessment procedure

The school issues students with a deadlines calendar for Internal Assessments, Extended Essay, ToK Essay, Language A HL Essay and Reflective Project. The calendar is devised collaboratively with Heads of Faculty in consultation with their teachers and aims to:

- avoid, as much as possible, multiple deadlines for students in the same week
- allow students to plan ahead and manage their time more effectively
- allow for teacher moderation time to be planned and scheduled in advance
- give teachers a holistic view of student experience to make informed decisions on extensions

Heads of Faculty are responsible for ensuring that teachers share IA criteria with their students on Canvas, along with a checklist to go through before submission. DP and CP Coordinators are responsible for ensuring that Core teachers do the same. Teachers must share high level sample student work with their classes and actively unpack these in lessons to ensure that students know what a grade 7 looks like, and, using IA criteria, where their own work is in relation to it.

The school has an Internal Assessment procedures policy (referred to in the Academic Integrity Policy) to ensure that practices followed for Internal Assessments are as consistent as possible across subjects and support academic integrity and submission procedures.

Formative Assessment

Formative assessment represents the ongoing process of gathering, analysing, interpreting and using evidence to improve student learning and help them to reach their potential. It is an essential component of classroom practice at BCG and is integrated into the curriculum. Teachers are responsible for designing and providing formative assessment structures and practices that help students to improve their understanding of what constitutes excellence and where their performance stands in relation to this. Heads of Faculty review these practices through planning scrutiny and lesson observations.

A key component of formative assessment is making students a better judge of their own performance and helping them develop strategies to improve.

Examples of formative assessment practices at BCG:

- **Teacher supported student self-evaluation** - After completing an assessment task, students use the subject-specific rubric to evaluate their own work and identify strengths and areas for growth. The teacher then facilitates a guided reflection session to discuss their self-assessment, clarify the criteria, and help set realistic improvement goals.
- **Systematic use of detailed assessment descriptors appropriate to each subject and addressing approaches to learning** - Before and after key assessments, students are provided with detailed task descriptors and success criteria. They use these to plan their approach, monitor their progress, and reflect on performance, explicitly linking their work to relevant ATL skills such as communication, critical thinking, and self-management.

- **Peer evaluation mediated by the teacher** - Students exchange and review each other's work using teacher-designed checklists or rubrics that align with assessment criteria. The teacher guides the process to ensure feedback is specific, evidence-based, and constructive, helping students learn from multiple perspectives while deepening their understanding of quality work.
- **A culture of collaboration between teachers** - Teachers work together to design assessments, share feedback practices, and moderate samples of student work to ensure consistency and fairness. Collaborative planning across subjects helps align expectations, develop shared language about skills, and reinforce common approaches to learning.
- **A culture of collaboration and cooperation between students** - Students regularly engage in structured group activities such as problem-solving tasks, peer teaching, or inquiry projects. These experiences build teamwork, communication, and leadership skills, while encouraging students to support one another's learning and reflect on collective problem-solving processes.

Formative assessment strategies also include the analysis of past examination papers, unpacking of exemplar essays/IAs/EEs/RPs, oral activities, presentations and performances, practical experiments, projects and inquiry-based learning.

Using Formative and Summative Assessment Data to Identify Progress in Skills

Ongoing formative assessment provides immediate insights into how students are developing key conceptual and ATL skills. These checkpoints inform teaching and give students regular opportunities to act on feedback and refine their learning strategies. Summative assessments, meanwhile, offer structured evidence of progress over time, allowing teachers to analyse patterns, measure growth, and identify areas for targeted support. Together, formative and summative data create a comprehensive picture of each student's skill development and guide both teaching and learning toward continuous improvement.

Using Results Data to Inform Assessment, Teaching & Learning

At BCG there is a system in place to ensure that each cohort's results data is used effectively to shape assessment and teaching & learning across both programmes.

Results reports from IBIS and IB Insights are shared with Heads of Faculty as soon as they become available and Faculty time is allocated for results analysis. By reviewing detailed reports by candidate, subject, level and question, teachers are able to identify trends in attainment and areas of the curriculum and skills requiring targeted action.

Ultimately, the systematic use of results data supports continuous improvement in student outcomes and reinforces a culture of reflection and accountability within the learning community.

Assessment Practices Collaboration and Review

Assessment practices and methods are reviewed regularly by the Senior Leadership Team, collaboratively by Heads of Faculty and within subject departments. Subject-specific practices are outlined in faculty handbooks which are in turn shared with new teachers.

Formative assessment practices and strategies are addressed regularly within collaborative planning sessions so that best practice is shared. All staff received a 2 full day training session on formative assessment practices from Dragonfly Training at the beginning of this school year.

We conduct regular student surveys after key assessment points to gather feedback on their understanding of progress, expectations, and self-awareness as learners. This insight helps us evaluate the effectiveness of our formative and summative assessment practices and refine how we communicate learning goals and outcomes.

Standardisation and Moderation of Students' work

Standardisation practices in the IBDP and IBCP help to ensure consistency and fairness in assessing student work across subjects and teachers.

The details of the BCG summative assessment schedule clearly outline for teachers and students the content to be assessed at each assessment point, number/length of papers and the purpose of the assessment ie: what the impact of results will be. The most up to date grade boundaries are used when evaluating grades for reporting purposes.

The process for Internal Assessments, Extended Essay, Reflective project, ToK Essay and Language A HL Essay is standardised, ensuring consistency and predictability for students and ensuring they are treated equitably across subjects. Details of this process can be found in the Academic Integrity Policy.

Moderation of student work at BCG is built into teacher collaborative time with a view to aligning expectations and interpretations of assessment criteria and adapting teaching and assessment accordingly. Teachers use exemplar student work from the Programme Resource Centre and Teacher Support Material to facilitate standardisation of grades and work together to gain a deeper understanding of how criteria are applied. We continue to have a few subjects with only one teacher and in this case the school makes every effort to connect the teacher with other teachers of this subject. This can take place though IB Programme Communities, other online groups, or through the Inspired Education group's network of schools. The latter is becoming more prevalent and BCG is a driving force in the creation of a

group 'library' of work in which anonymised level 7 student work is shared for standardisation purposes (with student permission).

Before the final submission of Internal Assessments, a more rigorous moderation procedure is followed. IAs, wherever possible, are moderated within each subject and teachers are expected to moderate a sample of high, medium and low scores via 'blind marking' of the same piece of work by multiple relevant teachers.

The sample moderation process can be broken down as follows:

1. The class teacher grades each IA, comments on the work and issues a score. They have a two week timeframe in which to do this.
2. Clean copies of a sample of top, middle and bottom IAs from the class are then given to another teacher of this subject, who grades, comments and issues a score.
3. The moderating pair meet to discuss grades, justifying their reasons.
4. If disagreement over a grade occurs: Teachers can check the subject guide which gives clear advice for what to expect for each rubric. Teachers can look at the teacher support material on the subject's resource page to find exemplar grades from the IB.
5. Grade differences within the same marking band level are acceptable. When large discrepancies in the grade occur, the Head of Faculty shall have the final say on the grade.
6. If a class teacher is over/under marking on a rubric(s) by a significant degree they should look at how other students have been marked against the rubric and example answers from the IB. Support is also available from other members of staff and the Diploma Programme Coordinator
7. Completed IA work will be put into the relevant folder on Google Drive.
8. During the moderation process the class teacher will not give his/her initial grades to the students.

Process of recording and reporting assessment

Students and parents are regularly informed about holistic progress (academic, social and emotional) and all have access to GSP and iSams where ongoing summative and formative marks and feedback is visible (cycle tests, homework, classwork..)

Over the course of the 2 year programme, students receive 4 formal full written reports and are invited to attend two parent-student-teacher conferences.

Full Reports

Full reports include:

- A holistic overview of the student's academic progress, wellbeing, participation in school life and Careers written by the Tutor or Head of Sixth Form

- Three subject teacher comments on the student's areas of strength
- Three subject teacher actionable targets for the student
- An overall evaluation of academic progress for each subject (Subject knowledge, skills & progress are rated as outstanding, good, aspiring or limited)
- An overall evaluation of attitudes to learning in each subject (Effort, focus, participation, individual study, organisation and behaviour are rated as excellent, good, inconsistent or unsatisfactory)
- An assessment grade from 1-7 calculated only from the assessment percentage score(s) that term
- A term grade from 1-7 calculated from all data collected by the teacher that term (cycle tests, homework, classwork)
- An overall year grade from 1-7 calculated from all data collected by the teacher that year (assessments, cycle tests, homework, classwork)
- A predicted grade from 1-7 stating what current data and teacher professional judgement suggest the student is capable of achieving in each subject. This should be realistic, not aspirational.

After reports are received, students complete a self evaluation questionnaire which asks them to reflect on their learning so far. They identify where they are in terms of where they need to be in order to reach their future goals and set themselves SMART targets which are shared with their teachers.

National Assessment Requirements for Catalan Universities

The IBO does not have a formal agreement with Catalan Universities for entrance to certain courses, specifically related to Medicine, Engineering and some Sciences.

For entrance to Catalan Universities each IB subject result is converted into a Spanish grade, with the exception of TOK and the Extended Essay. The points conversion is the same for SL and HL subjects and is shown in the table below and taken from the IB document SISTEMA DE ACCESO A LA UNIVERSIDAD ESPAÑOLA PARA ALUMNOS PROCEDENTES DEL SISTEMA EDUCATIVO BACHILLERATO INTERNACIONAL.

Puntuación IB	Fórmula de trasposición	Ce
7	$\frac{5+(7-2)\times 5}{(7-2)}$	10
6	$\frac{5+(6-2)\times 5}{(7-2)}$	9
5	$\frac{5+(5-2)\times 5}{(7-2)}$	8
4	$\frac{5+(4-2)\times 5}{(7-2)}$	7
3	$\frac{5+(3-2)\times 5}{(7-2)}$	6
2	$\frac{5+(2-2)\times 5}{(7-2)}$	5

The maximum converted marks that a student can get after completing the IB Diploma Programme is 10, however to access some Spanish and Catalan universities and in particular specific courses such as Medicine or Mathematics, more than 10 marks may be required, 14 being the maximum. Students can get the extra marks needed by sitting a maximum of 3 Specific Assessments (PCE) of the 'Selectividad' and the two highest grades from these assessments will count towards the students' final entering grade.

For students wishing to sit these Specific Assessment examinations, BCG provides extra tuition during the second year of the Diploma programme.

Reference List

IBO (2018) *Assessment principles and practices - Quality assessment in a digital Age*
IBO (2021) *Teaching & Learning Informed by Assessment in the Diploma Programme*
Stassen, M., Doherty, K. and Poe, M. (2011) *Course-Based Review and Assessment: Methods for Understanding Student Learning*. Office of Academic Planning & Assessment: University of Massachusetts Amherst.

Review

This policy should be reviewed and updated every year.

Policy reviewed and updated in June 2025 by

- Matthew Prosser
- Paul Lester
- Sarah Darby
- Ella Lane
- Rachel Fenton

