



ASSESSMENT POLICY FOR THE IB

*Wembley High Technology College (WHTC)
International Baccalaureate Diploma Programme (IBDP)*

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MISSION STATEMENT

Our mission is to deliver 'Achievement for All', one child at a time. We do this by creating a dynamic and inclusive learning environment where every student is empowered to achieve the grades that unlock the doors of opportunity. Driven by our core values of hard work, ambition, resilience, empowerment, diversity, and helping others, we believe that academic excellence is the golden ticket to success. We are committed to equipping our students with the skills, knowledge, and love of learning that they need to excel, ensuring they have the confidence and capability to shape a better world. Through perseverance and collaboration, our students will not only achieve their personal goals but also become compassionate leaders who inspire positive change.

1. Introduction

The purpose of this Assessment Policy is to outline the principles and practices followed by Wembley High Technology College (WHTC) for assessment in the International Baccalaureate Diploma Programme (IBDP). Our policy aims to ensure fairness, consistency, and transparency in all aspects of assessment, both internal and external, and to support students in achieving their highest potential while adhering to the standards set by the International Baccalaureate Organization (IBO).

The IBDP is a rigorous and challenging academic programme that requires high levels of academic achievement. At WHTC, we are committed to providing a fair and supportive environment for all students to reach their academic goals. Assessment in the IBDP is designed to measure students' understanding of the curriculum, their ability to apply knowledge, and their preparation for further education and the world beyond school.

2. Assessment Principles

1. **Fairness**

All assessments are designed to fairly reflect the learning objectives of each subject. The assessments provide all students with equal opportunities to demonstrate their knowledge, skills, and abilities in a transparent manner.

2. **Transparency**

Students are provided with clear guidelines and criteria for assessment in every subject, ensuring that they understand how their work will be evaluated and the expectations for their performance. All internal and external assessments will be conducted according to the IB regulations.

3. **Consistency**

The school ensures that assessments are consistent across all subjects and year groups. Teachers follow the IB subject-specific guidelines and assessment criteria, ensuring a uniform approach in grading and feedback.

4. **Academic Integrity**

Students are expected to produce their own original work. Academic honesty is crucial, and any form of academic misconduct, including plagiarism, collusion, or cheating, will result in disciplinary actions, in line with the IB's Academic Integrity Policy.

5. **Support**

WHTC provides students with ongoing formative assessments throughout their courses to monitor their progress and provide timely feedback. We also offer support for students to improve their skills and address areas of concern, helping them to prepare effectively for summative assessments.

3. Types of Assessment

1. **Internal Assessments (IA)**

Internal assessments are an essential component of the IB courses. These assessments take a variety of forms such as research projects, lab reports, presentations, and essays, depending on the subject. Teachers use IB-specific rubrics to grade these assessments, and the results contribute to the final grade awarded by the IBO. These assessments are moderated by IB examiners to ensure the grades are awarded fairly, with any necessary adjustments being made.

2. **External Assessments**

External assessments are the final exams administered by the IBO at the end of the IBDP. These exams evaluate students' understanding of the entire course content and contribute significantly to their final grades.

3. **Extended Essay (EE) and Theory of Knowledge (TOK)**

Both the Extended Essay and Theory of Knowledge are core components of the IBDP. These components are assessed both internally and externally by the IBO and contribute to the overall IBDP score.

4. **Creativity, Activity, Service (CAS)**

The CAS programme encourages students to develop as well-rounded individuals through engagement in creative, physical, and service activities. While CAS is not formally graded, students must document their experiences, reflect on their learning, and meet the requirements. Regular reviews ensure that students are progressing in their CAS development.

4. Grading and Reporting

I. Grading Scale

The WHTC Assessment Week Grading System aligns with the IB assessment rubrics as outlined in each subject guide, which students are provided at the start of the course. The IB grading scale is as follows, ranging from 7 (excellent) to 1 (minimal), with a score of 4+ recognized as a passing grade by most colleges and universities.

At WHTC, school-based assignments are evaluated using the IB rubrics and converted into 1-7 scores. These scores do not impact the final IB grade, which is determined by the IBO and awarded in July.

Grading Scale Table

Percentage Grade	IB Grade	Descriptive	Pass/Fail
97-100	7	Outstanding	Pass
90-96	7	Excellent	Pass
85-89	6	Very Good	Pass
80-84	5	Good	Pass
70-79	4	Satisfactory	Pass
60-69	3	Needs Improvement	Pass
45-59	2	Unsatisfactory	Fail
30-44	1	Unsatisfactory	Fail

II. Reports

At the beginning of Key Stage 5, IBDP students will be assigned ambitious target grades based on their GCSE results and the expected progress for the next two years. A majority of students will have target grades of 6s and 7s across their subjects.

IBDP students will sit four internal Assessment Weeks throughout the two-year programme (as opposed to eight Assessment Weeks for A Level students). These Assessment Weeks will take place in January and June for Year 12, and in November and January for Year 13. During each Assessment Week, students will receive a report detailing their target grade and their current working grade. This will be shared with parents.

Following each Assessment Week, students will receive feedback and action points in each subject to help improve their grades. The Assessment Week grades will be based on a combination of mock exam results and ongoing project-based work, depending on the most appropriate assessment method for the course. These mock assessments will closely mirror the breadth and rigor of the terminal IB exams, and in cases where applicable, exams will be conducted in full exam conditions in the exam hall. Feedback from these mock assessments will be critical to aid students' preparation for their final IB exams.

5. Student Responsibilities

1. Preparation

Students are responsible for preparing adequately for all assessments, attending classes regularly, and completing all required work to the best of their ability. Time management and organization are crucial to success in the IBDP, and students are expected to plan their studies effectively to meet deadlines.

2. Academic Integrity

Students must ensure that all work submitted for assessment is their own. Any form of academic misconduct, including plagiarism, copying, or collusion, will result in disciplinary action as per the Academic Integrity Policy.

3. Feedback and Reflection

Students are expected to actively engage in feedback provided by their teachers. Constructive feedback is an essential part of the learning process, and students should use it to reflect on their work and make improvements.

6. Support for Students

1. Ongoing Feedback

Teachers will provide regular formative feedback to help students improve and develop their understanding of the content. This feedback may come through assignments, quizzes, class discussions, or individual meetings.

2. Additional Support

If students are struggling with any aspect of their learning, they are encouraged to seek additional support from their teachers. WHTC offers extra revision sessions, one-on-one support, and access to resources such as study guides and workshops.

3. Study Skills

To help students manage the rigorous workload of the IBDP, the school offers study skills workshops, time management guidance, and access to resources that support effective study habits.

7. Assessment Techniques in Lessons

Lessons at WHTC follow a MAPA structure: Model, Assess, Practice, Assess. This model places great emphasis on assessment, with teachers using the WMAT Teacher Toolkit to select appropriate assessment strategies during lessons. The focus is on identifying misconceptions and resolving them promptly.

Assessment Strategies:

- **Low-Stakes Quizzes**

Quick, low-stakes quizzes are used to assess the essential knowledge and concepts. They provide regular opportunities for retrieval practice, supporting long-term memory and recall.

- **Questioning**

A variety of questioning techniques are employed, including hands-up questioning (to build confidence) and cold-calling (for an accurate 'temperature check'). Techniques like serve and return, and hypothetical questions deepen understanding, with scaffolding provided when needed. These approaches ensure rigorous questioning, reflecting the challenge of the practice phase.

- **Mini-Whiteboards**

Mini-whiteboards are used for whole-class assessments to gauge the understanding of all students. They allow teachers to quickly identify and correct errors, using the feedback to adjust teaching strategies.

- **Self/Peer-Assessment**
Teachers incorporate moments for self/peer-assessment, providing clear success criteria and using the feedback to inform future lessons.
- **Student Oracy**
Opportunities are given for students to articulate their understanding through individual presentations or group discussions. Teachers provide feedback to refine students' thinking and address misconceptions.
- **Improving Independent Practice**
Teachers provide clear feedback on classwork, homework, or summative assessments, giving students time to respond and improve based on this feedback.

CONCLUSION

At WHTC, we are committed to maintaining high standards of academic excellence through rigorous and fair assessment processes. The IBDP provides a challenging and rewarding educational experience, and our assessment practices are designed to support every student in reaching their full potential. Through continuous feedback, ongoing support, and a commitment to fairness and transparency, we aim to ensure that every student has the opportunity to succeed in their IBDP journey.