Diploma Programme Extended Essay Implementation Outline

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School code: IB School no 006265
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1. Introduction

The Extended Essay (EE) is an integral component of the International Baccalaureate Diploma Programme Core. It provides students with an opportunity to undertake independent research within a Diploma Programme subject while developing the research, academic writing and critical thinking skills required for higher education and lifelong learning. The school's Extended Essay programme is implemented in accordance with the current *Extended Essay Guide* and reflects the principles of inquiry, academic integrity and reflection within the Diploma Programme.

Preparation for the Extended Essay begins before students enter the Diploma Programme. During the Pre-IB year, students follow an Academic Writing course, where they develop the skills required for formal academic writing, including referencing, citation, quotation and source evaluation. This provides students with a foundation for the research and writing expected during the Diploma Programme.

Throughout DP1 and DP2, students are supported by the DP Coordinator, the Extended Essay Coordinator, subject supervisors and the wider teaching staff. The school has established clear procedures for subject allocation, supervision, reflection and progress monitoring whilst encouraging students to take responsibility for their own research.

This document outlines the school's procedures for implementing the Extended Essay and demonstrates how these procedures support the effective delivery of the programme in accordance with current IB requirements.

2. School Policy and Alignment with IB Requirements

The school's Extended Essay programme is implemented in accordance with the principles and requirements of the current *Extended Essay Guide* and is supported by the school's Academic Integrity, Assessment, Language and Inclusion policies. These policies provide a consistent framework that promotes independent research, academic integrity and reflective learning throughout the Extended Essay process.

The school's approach to the Extended Essay builds on the skills introduced during the Pre-IB Academic Writing course. Students begin DP1 with prior experience of academic writing and research conventions, allowing the focus to shift to the development of an independent research project within a chosen Diploma Programme pathway. At the beginning of DP1, students attend an introductory meeting, during which they are familiarised with the purpose of the Extended Essay, assessment requirements, the research process and the school's internal timeline.

The allocation process begins with students completing a subject preference form, indicating three preferred Extended Essay subjects together with a brief rationale for their choices. Student preference is an important consideration; however, it is not the only criterion used when allocating subjects and supervisors. The allocation process also takes into account the student's academic profile, Higher Level subject choices, the viability of the proposed research area, supervisor availability and the overall distribution of supervisory responsibilities. Where demand for a particular subject exceeds the school's supervision capacity, priority may be given to students studying that subject at Higher Level, while taking into account the individual merits of each application. As a general rule, supervisors are allocated no more than three students unless they agree to supervise additional Extended Essays.

Where more students apply for a subject than can be accommodated, the Extended Essay Coordinator consults the relevant subject teacher to review the applications. Consideration is given to each student's academic performance, engagement with the subject and the likelihood of successfully completing an Extended Essay in that discipline. The final allocation of subjects and supervisors is agreed jointly by the Extended Essay Coordinator and the DP Coordinator.

The school follows the current IB model of subject-focused and interdisciplinary Extended Essays. During the initial planning stage, proposed topics are reviewed by the supervisor and the Extended Essay Coordinator to ensure that they are appropriate for the chosen pathway, feasible within the scope of the Extended Essay and supported by suitable research methods and resources. Where an interdisciplinary approach is proposed, the school also considers whether appropriate supervision can be provided. If a proposed topic is considered unsuitable, too broad, not feasible or cannot be effectively supervised, the student is guided in refining the research question or selecting a more appropriate pathway or research focus before the topic is approved.

Students are supported throughout the process through clearly defined milestones, regular supervision and the use of ManageBac. The platform provides access to guidance materials, assessment criteria, exemplar Extended Essays with IB examiner comments and all documentation relating to the Extended Essay. The school's approach is summarised in the table below.

IB requirement	School implementation	Evidence
Preparation for the independent	Pre-IB academic writing course introducing academic writing, research skills and the appropriate use of sources.	Academic writing syllabus
Student induction	Introductory EE meeting with EE Coordinator presenting the purpose, assessment requirements, timeline and research process.	Presentation materials
Subject and supervisor allocation	Students submit three subject preferences with a rationale. Allocation is based on student preference, academic profile, HL subject choices, supervisor availability, the viability of the proposed research area and consultation with subject teachers where appropriate. Final allocation is agreed jointly by the EE Coordinator and DP Coordinator.	Subject preference forms, allocation records

Initial approval	Proposed research areas and research questions are reviewed for suitability, feasibility and the availability of appropriate supervision before approval.	EE contracts
Reflections	Reflection is introduced during induction and reinforced throughout the process through the three mandatory reflection sessions. Reflections are recorded on the RPF (maximum 500 words).	RPFs and reflection records
Supervision	Supervisors provide ongoing guidance throughout the research process and formally comment on one complete draft of the Extended Essay in accordance with IB requirements. Feedback is provided within the limits established by the current Extended Essay Guide and does not involve detailed editing, rewriting or correction of the student's work.	Supervisor records, supervision documentation
Progress monitoring	Student progress is monitored through EE contracts, internal milestones, ManageBac submissions, supervisor coversheets and coordinator oversight.	ManageBac portfolio, EE contracts, supervisor coversheets
Student guidance	Exemplars, assessment criteria and EE resources shared on ManageBac	ManageBac repository

3. Organisation and Leadership

The Extended Essay programme is coordinated by the Extended Essay Coordinator in cooperation with the IB DP Coordinator, subject supervisors, students and parents. Clearly defined roles and responsibilities ensure consistency in the supervision, monitoring and administration of the Extended Essay process.

Role	Key responsibilities
	Overseeing the day-to-day implementation of the Extended Essay programme; introducing students to the EE process and requirements; coordinating, together with the DP Coordinator, the allocation of subjects and supervisors; preparing and maintaining EE contracts; co-establishing and communicating the EE timeline and internal deadlines; monitoring student progress through ManageBac and school documentation; providing guidance to students, supervisors and parents; implementing the school's Extended Essay procedures in accordance with current IB requirements.
IB DP Coordinator	Overseeing the implementation of the Diploma Programme; working closely with the Extended Essay Coordinator to ensure that the Extended Essay is delivered in accordance with IB requirements and school procedures; coordinating, together with the Extended Essay Coordinator, the allocation of subjects and supervisors; co-establishing the EE timeline and key milestones; supporting the overall implementation of the Extended Essay programme.

Subject Supervisors	Guiding students throughout the research process; supporting the development of an appropriate research question; providing academic guidance in accordance with IB expectations; conducting reflection sessions; monitoring student progress; completing required school documentation; communicating concerns or emerging issues to the Extended Essay Coordinator.
Students	Taking responsibility for planning and conducting independent research; maintaining regular communication with their supervisors; meeting school and IB deadlines; participating in reflection sessions; submitting milestone tasks through ManageBac; upholding the principles of academic integrity throughout the research process.
Parents	Supporting students in managing the long-term nature of the Extended Essay; encouraging engagement with internal deadlines; maintaining communication with the school when appropriate; understanding the aims and expectations of the Extended Essay through the information provided by the school.

4. Extended Essay Timeline

The Extended Essay follows a structured timeline spanning the two years of the Diploma Programme. The timeline combines IB requirements with a sequence of internal milestones, enabling students to develop their research progressively and receive guidance at each stage of the process.

The process begins during the Pre-IB programme through the Academic Writing course. At the beginning of DP1, students are introduced to the Extended Essay, complete the subject preference questionnaire and are allocated a subject and supervisor. Following the allocation process, students complete an Extended Essay Contract, recording their chosen pathway and preliminary research area.

Throughout DP1 and DP2, students complete a series of staged submissions, each designed to support the development of the Extended Essay. These include a commented literature review, a refined research area and working title, an essay outline, an extended research plan, the submission of one complete draft for supervisor feedback, the final version of the essay and the concluding viva voce. The timeline also incorporates the three mandatory reflection sessions required by the IB, allowing students to reflect on the development of their research throughout the process.

Each milestone is monitored by the Extended Essay Coordinator through the school's internal procedures and the ManageBac platform. The timeline combines key IB deadlines with internal milestones, ensuring that students receive timely guidance, remain engaged with the research process and are provided with additional support where required. All key dates are communicated to students, supervisors and parents at the beginning of the process and remain available through ManageBac throughout the Diploma Programme.

5. Student support

Students are supported throughout the Extended Essay process through a combination of academic guidance, individual consultations and access to resources.

5.1. Academic Guidance

Students receive academic guidance throughout the Extended Essay process from both their supervisors and the Extended Essay Coordinator. Supervisors support students in developing and refining their research questions, planning their research, selecting appropriate research methods and identifying suitable sources. Individual consultations with the Extended Essay Coordinator are available whenever students require additional guidance regarding pathway selection, research planning or any challenges encountered during the research process.

5.2. Learning Resources

Students have continuous access to a range of Extended Essay resources through ManageBac. These include the *Extended Essay Guide*, assessment criteria, guidance on essay structure and reflection, the annual milestone calendar, exemplar Extended Essays accompanied by IB examiner comments, and additional guidance materials prepared by the school. These resources remain available throughout the research process and support students in meeting the expectations of the Extended Essay.

The school provides adequate resources for the students: human, physical and virtual. In the library students can access both printed and digital materials or use the librarian’s help. The school laboratory provides necessary equipment for the experiments required and the school laboratory technician can assist during the experiments to ensure safety. The school computer lab can be used for gathering research or the process of writing.

Students joining the school directly at the beginning of the Diploma Programme receive additional support to familiarise them with the research and academic writing conventions introduced during the Pre-IB Academic Writing course. Individual consultations and access to the school's Extended Essay resources ensure that they are able to participate fully in the Extended Essay process.

5.3. Organisational Support

The Extended Essay Coordinator provides ongoing organisational support throughout DP1 and DP2. During regular homeroom sessions, students revisit key aspects of the Extended Essay, including planning, reflection, academic integrity and upcoming milestones. These meetings provide an opportunity to clarify expectations, address common questions and discuss any issues that may arise during the research process.

At the beginning of the Extended Essay process, parents are introduced to the aims, expectations and timeline of the Extended Essay. This enables them to understand

the nature of the task and to support students in managing their work throughout the Diploma Programme.

6. Supervision Process and Monitoring Student's Progress

The school has established a structured supervision process to support students throughout the development of their Extended Essay. The process is based on the requirements of the current *Extended Essay Guide* and combines academic guidance with regular monitoring of student progress.

6.1. Supervision

Each student is allocated a supervisor in the chosen pathway. Supervisors guide students throughout the Extended Essay process in accordance with the current *Extended Essay Guide*. They support students in developing an appropriate research question, planning and conducting research, and monitor the development of the essay whilst encouraging students to work independently.

In accordance with IB requirements, supervisors conduct the three mandatory reflection sessions: the initial reflection, the interim reflection and the final viva voce. Students record their reflections on the RPF, producing a total of no more than 500 words. Supervisors also provide feedback on one complete draft of the Extended Essay, supporting students in the further development of their work whilst maintaining the authenticity of the final submission.

To support the supervision process, each supervisor nominates a second reader. The second reader provides an additional academic perspective on the essay and supports the supervisor during the review process. The second reader does not communicate directly with the student, the student does not receive any feedback directly from the second reader and students are not informed who has been appointed to this role.

6.2. Monitoring

Student progress is monitored throughout the Extended Essay process by both the supervisor and the Extended Essay Coordinator. Each student completes an EE

Contract, and progress is tracked through internal milestones, ManageBac submissions and supervisor coversheets. These documents enable the Extended Essay Coordinator to monitor the implementation of the programme and provide additional support where required.

Regular meetings between the Extended Essay Coordinator and supervisors ensure that procedures are followed consistently across all subject areas and that any concerns are addressed at an early stage.

The Extended Essay Coordinator meets regularly with supervisors to discuss procedures and the progress of students. These meetings ensure that all supervisors follow the current IB requirements and provide an opportunity to discuss any questions or challenges that arise during the supervision process. The Extended Essay Coordinator remains available throughout the programme to support both supervisors and students whenever needed.

7. Academic Integrity

Academic integrity is embedded throughout the Extended Essay process and is supported by the school's Academic Integrity Policy. Students are introduced to the principles of academic integrity before entering the Diploma Programme through the Pre-IB Academic Writing course, where they develop the skills required for academic writing, including referencing, citation, paraphrasing, source evaluation and the appropriate use of quotations. These principles are revisited throughout the Extended Essay process by supervisors, the Extended Essay Coordinator and subject teachers.

One of the first internal milestones is the submission of a commented literature review, which encourages students to identify, evaluate and reference appropriate academic sources at an early stage of their research. Throughout the Extended Essay process, students are expected to demonstrate the development of their work through regular milestone submissions, discussions with their supervisor and reflection. This enables supervisors to observe the research process and support students in maintaining good academic practice.

Before an Extended Essay is submitted to the IB, the supervisor authenticates that, to the best of their knowledge, the work is the student's own and has been developed in accordance with IB requirements. If the school is unable to authenticate the work, it will not be submitted to the IB. This procedure is applied in accordance with the school's Academic Integrity Policy and current IB regulations.

8. Inclusion and Access

The school is committed to ensuring that all students have equitable access to the Extended Essay process. Students are encouraged to select pathways that reflect their interests, strengths and future academic aspirations, whilst recognising the academic requirements and suitability of the chosen pathway. Where additional guidance is required, individual meetings with the supervisor, the Extended Essay Coordinator or the DP Coordinator are arranged.

Students who join the school directly at the beginning of the Diploma Programme, having not participated in the school's Pre-IB programme, receive additional support to familiarise them with the school's Extended Essay procedures, academic expectations and available resources. Through individual consultations and access to guidance materials on ManageBac, these students are supported in developing the knowledge and skills required to complete the Extended Essay successfully.

Throughout the process, the school aims to ensure that all students receive consistent guidance, appropriate supervision and equal opportunities to complete the Extended Essay in accordance with IB requirements.

9. Continuous Improvement

The implementation of the Extended Essay programme is reviewed annually by the Extended Essay Coordinator in collaboration with the DP Coordinator. The review considers updates to the *Extended Essay Guide*, feedback from supervisors and students, and the effectiveness of the school's internal procedures and milestones.

Where appropriate, guidance materials, timelines and school documentation are revised to reflect changes to IB requirements and the needs of future cohorts. Good practice identified during the supervision process is shared with supervisors during departmental and Diploma Programme meetings to promote consistency across subject areas.

10. Conclusion

The school has established clear procedures for implementing the Extended Essay throughout the Diploma Programme. Students receive academic and organisational support from the beginning of the research process until the completion of the viva voce. Through regular supervision, reflection and progress monitoring, the school supports students in completing the Extended Essay in accordance with IB requirements while encouraging independent research and responsible academic practice.