VIII Prywatne Akademickie Liceum Ogólnokształcące

IB World School no. 006265

Assessment Policy

For fair, transparent and learning-focused assessment, recording, reporting, standardization and Diploma Programme assessment procedures

Updated: July 2026

1. Purpose of this policy

This policy sets out how VIII Prywatne Akademickie Liceum Ogólnokształcące ("the School", "VIII PALO") plans, conducts, records, reports, standardizes and reviews assessment in the International Baccalaureate Diploma Programme ("IB DP"). It combines the School Statute, applicable Polish education requirements and current IB rules and guidance.

Its purpose is to ensure that assessment supports learning, provides valid and fair evidence of achievement, gives students actionable feedback, enables reliable reporting, protects the integrity of IB assessment and allows the School to use assessment evidence to improve teaching.

This policy does not create a parallel procedure where Polish law, the School Statute, an IB subject guide, current DP Assessment procedures or another binding school policy prescribes a more specific route. The more specific or more recent binding requirement prevails.

2. Normative framework and source documents

This policy is based on the following sources and current school practices:

- the Statute of VIII Prywatne Akademickie Liceum Ogólnokształcące, especially the provisions on internal assessment, classification, promotion, appeals and the international section;
- applicable Polish education law and regulations concerning assessment, classification and promotion in non-public schools and international sections;
- IB "*Programme standards and practices*" and the "*Guide to programme evaluation*", especially Culture 5 and Approaches to assessment 3;
- current Diploma Programme "*Assessment procedures*", "*General Regulations: Diploma Programme*", "*Conduct of examination*" requirements and session-specific IB instructions;
- current IB subject guides, the Extended Essay guide, Theory of Knowledge guide and Creativity, Activity, Service guide;
- "*Assessment principles and practices: Quality assessment in a digital age*"; "*Approaches to assessment in the IB*"; "*Teaching and learning informed by assessment in the Diploma Programme*"; and "*Diploma Programme grade descriptors*";
- the School Academic Integrity Policy, Inclusion Policy, Language Policy, Admissions Policy and the Complaints and Appeals Policy.

3. Scope

This policy applies to:

1. all students enrolled in, or preparing to enter, the IB DP at VIII PALO and their parents or legal guardians;
2. the Head of School, IB DP Coordinator and deputies, subject teachers, TOK and Extended Essay coordinators, CAS Coordinator, supervisors, librarians, counsellors, psychologists, pedagogues, invigilators and administrative staff involved in assessment;
3. formative and summative assessment, classroom assessment, homework, tests, mock examinations, internal assessment, externally assessed coursework, TOK, the Extended Essay, CAS completion evidence, predicted grades and final IB examinations;
4. written, oral, practical, experimental, visual, performative, digital and collaborative learning activities, including coding and the ethical use of artificial intelligence tools.

4. School philosophy of assessment

Assessment at VIII PALO is an integral part of learning and teaching. It is not limited to the allocation of marks or grades. Assessment is used to **identify current understanding, support progress, develop student agency, certify achievement and improve curriculum and instruction**.

The School expects assessment to be:

- purposeful and aligned with the aims, objectives and assessment requirements of the course;
- criterion-related: work is judged against published expectations and levels of attainment, not against other students;
- valid, reliable and sufficiently comparable, while remaining manageable for students and staff;
- fair, inclusive and accessible, without unintended advantage or disadvantage;
- varied and, where appropriate, multimodal, so students can demonstrate different forms of knowledge, understanding and skill;
- transparent: students know the purpose, criteria, conditions and expected standard of significant assessment tasks;
- authentic and academically honest, with student work reflecting the student's own learning;
- learning-focused, with feedback and reflection used to determine appropriate next steps;
- professionally judged: grades reflect the best available evidence of achievement rather than a mechanical average alone.

5. Purposes and approaches to assessment

Approach	Primary purpose	Typical school practice
Assessment **for** learning	Teachers use evidence to identify gaps and adapt teaching.	Questioning, diagnostic tasks, draft conferences, quizzes, observations, practice examination questions and feedback.
Assessment **as** learning	Students monitor, reflect on and regulate their own learning.	Self-assessment, peer assessment supervised by the teacher, reflection against criteria, goal-setting and analysis of feedback.
Assessment **of** learning	Achievement is evaluated and reported at a defined point.	Tests, school examinations, mock examinations, final coursework, internal assessment, predicted grades and IB external assessment.

The formative or summative character of an activity depends on the purpose for which the evidence is used. A task resembling an IB examination may be used formatively when its results lead to feedback, reflection and adjusted teaching.

6. Common assessment practices

6.1 Range and frequency

Teachers use a balanced range of written, oral, practical, experimental, project-based and digital assessment methods appropriate to the subject. Current assessment is **continuous and systematic**.

In accordance with the School Statute, a major written class test normally covers one or more units and is administered at least twice in a reporting period where this is appropriate to the course. A short quiz may cover no more than the three most recent lesson topics. A major written class test is entered in the electronic register and its scope, form and date are communicated at least one week in advance. It is preceded by revision and the assessment criteria or marking expectations are stated. Short quizzes do not have to be announced.

No more than three major written class tests may be scheduled for a student in one regular school week and no more than one on the same day unless the students themselves propose such a solution. IB coursework milestones, oral examinations, performances, practical work and mock examinations are coordinated through the DP assessment calendar to maintain a manageable workload.

6.2 Criteria and task information

During the first lessons of each school year, each subject teacher presents the course assessment model, the forms used to check achievement, the criteria or markschemes used, the principles for determining current, mid-year and annual grades, and the route for seeking a higher annual grade.

By the 20th of September, each teacher submits the written subject assessment requirements and criteria to the School Secretary Office. After verification, the documents are made available to students and parents or legal guardians through the School website and ManageBac. Where required, notification is also sent through the electronic register. Teachers explain relevant criteria again before substantial tasks and use them during feedback.

The written subject information must identify, as applicable: assessment components and weightings; forms and frequency of assessment; use of IB criteria, markbands and markschemes; grade determination; rules for absence and completion of missing work; feedback arrangements; homework expectations; academic integrity requirements; rules for determining the final predicted grade sent to universities; and conditions for requesting a higher annual grade.

6.3 Feedback and return of work

Feedback is timely, specific and proportionate to the purpose of the task. It identifies strengths, the gap between current and intended performance and feasible next steps. It may be written, oral, audio-visual, whole-class or delivered through conferencing.

Marks from written assessment are entered in the electronic register and communicated within two weeks of the assessment date, unless the scale or nature of the task reasonably requires another timeline communicated in advance. Corrected written work is made available to the student and, where appropriate, to parents or legal guardians.

For work intended for IB submission, teacher support and feedback must remain within the limits set by the relevant subject guide and the School Academic Integrity Policy. Feedback must not turn the student's work into the teacher's work.

Students are regularly given opportunities to interpret criteria, compare work with exemplars where permitted, self-assess, participate in teacher-mediated peer assessment, reflect on feedback and set goals. These practices are used to build evaluative judgement and independence.

6.4 Homework

Homework consolidates or extends learning, prepares students for subsequent work, supports retrieval practice or advances longer-term coursework. It must be purposeful, appropriately challenging and manageable. Teachers communicate the task, purpose, deadline and assessment status. Homework may be assessed formatively or summatively, as specified by the teacher.

7. Statutory assessment, classification and promotion framework for the international section

The section reproduces and operationalizes the assessment, classification and promotion rules specific to classes III and IV of the international section, as set out principally in §46 of the School Statute. These rules apply alongside current IB requirements. Where this section refers to class III, it means the first year of the two-year IB Diploma Programme; class IV is the second and final year of the programme.

7.1 Two assessment modules

Assessment in classes III and IV operates through two connected but distinct modules:

- IB-prescribed assessment: internally assessed work, projects and activities specified by the IB for the relevant subject and level are assessed by the teacher using the current IB criteria. The application of the standard is externally monitored through IB moderation or other quality-assurance processes, and the resulting marks contribute to the final IB result in accordance with the relevant assessment model.
- Ongoing school assessment: each subject teacher assesses the student's progress throughout the school year under the general assessment principles of VIII PALO, subject to the specific exceptions for the international section stated in this policy and the School Statute.

The first module is governed by external IB requirements even though marking may initially take place in the School. The second module supplies the evidence used for current, mid-year, annual and end-of-school classification grades issued by VIII PALO.

7.2 What is assessed and acceptable forms of evidence

At the beginning of the school year, students and parents or legal guardians are informed of the educational requirements and the criteria for determining mid-year and annual grades. The publication and deposit procedure described in section 6.2 applies.

Evidence may include tests, written work, independently produced work, laboratory investigations, oral responses, projects, presentations and other subject-appropriate forms reflecting the nature of the IB DP. Teachers formulate educational requirements, establish assessment criteria and determine annual and end-of-school classification grades.

In classes III and IV of the international section, educational achievement is assessed. No mid-year or annual behaviour grade is assigned to these students.

7.3 Classification scales and conversion to the Polish scale

Type of classification	Scale used in classes III and IV in DP
Annual and end-of-school classification grades	1 (very poor), 2 (poor), 3 (mediocre), 4 (satisfactory), 5 (good), 6 (very good), 7 (excellent).
Current and mid-year grades	1, 2, 2+, 3, 3+, 4, 4+, 5, 5+, 6, 6+, 7. Descriptive feedback may also be used for current assessment.
Meaning of "+" in a mid-year grade	The student has met all requirements for the full grade and some requirements for the next higher grade.

For Polish school documentation, the seven-point scale is converted as follows:

International-section grade	Polish classification equivalent
1 or 2	niedostateczny / fail
3	dopuszczający / pass at the minimum level
4	dostateczny / satisfactory
5	dobry / good
6	bardzo dobry / very good
7	celujący / excellent

7.4 Exact statutory condition for an annual or end-of-school grade 7

The special condition in the School Statute §46(3) applies to a grade 7 awarded as the midterm or annual classification grade in a particular subject in class III or as the midterm or the end-of-school classification grade in that subject in class IV. It does not refer to an individual mark for one test, one examination paper or one component.

A teacher may award the midterm, annual or end-of-school classification grade 7 in a subject only when both of the following are true:

1. the student meets the subject-specific educational requirements established for grade 7; and
2. the student either obtains an overall grade 7 in the internally conducted IB mock examination for the same subject and level, or achieves a significant external success in the same subject.

Consequently, a grade 7 on only one mock-examination paper or component does not by itself satisfy the statutory condition, and an overall mock-examination grade 7 does not automatically determine the annual or end-of-school grade if the student has not met the remaining published requirements. Each subject's criteria deposited by 20 September state how the overall mock grade is calculated and what constitutes a significant external success in that subject.

7.5 Inclusive access arrangements and exemptions

Students with special educational needs are provided with access arrangements whose form and scope comply with current IB requirements and the School Inclusion Policy. The arrangements are intended to remove barriers without changing the construct or lowering the required standard.

The statutory provisions that may allow exemption from physical education, information technology or a foreign language in other Polish school contexts do not apply to students of the international section. Where a health or access need arises, the School follows the applicable IB and legal route rather than treating the subject as automatically exempted.

7.6 No classification examinations or remedial examinations in DP classes

In accordance with the School Statute §46(6), students in classes III and IV of the international section do not take classification examinations (egzaminy klasyfikacyjne) or remedial examinations (egzaminy poprawkowe) within that section. Such examinations may become available only after the student transfers to a standard general-education section, under the rules applicable there.

A teacher-required completion of missed evidence, a short additional check conducted under section 13.2, or an IB examination retake is not a Polish classification or remedial examination and is governed by its own procedure.

7.7 Annual and end-of-school classification decisions

Although the IB itself does not conduct school promotion, Polish mid-year classification, annual classification or school-completion classification, VIII PALO completes a formal school procedure after each of the two DP years.

1. Each subject teacher determines the student's annual classification grade in class III or the end-of-school classification grade in class IV, using the scale in section 7.3 and the published subject criteria.
2. The Pedagogical Council makes the formal decision whether the student is promoted to class IV or completes the School.

7.8 Conditions for promotion to class IV or completion of the School

A student is promoted to class IV or completes the School when at least five of the following six conditions are met. The six conditions are assessed separately; meeting four or fewer is insufficient.

Condition	Exact requirement
1. Subject grades	All annual classification grades in class III, or all relevant final/annual classification grades in class IV, are higher than 1.
2. Minimum points total	The total is at least 24. The calculation includes the classification grades from all subjects except TOK, plus TOK points calculated as follows: TOK grade 1, 2, 3 or 4 = 0 points; TOK grade 5, 6 or 7 = 1 point.
3. Attendance	Attendance is at least 75% in each individual subject. A 75% overall attendance rate does not satisfy this condition if attendance in any one subject is below 75%.
4. CAS	For promotion to class IV: all CAS tasks set for that school year by the CAS Coordinator have been completed and accepted by the CAS Coordinator. For completion of the School in the IB DP system: all CAS requirements of the IB DP have been completed and accepted by the CAS Coordinator.
5. Academic integrity	There has been no breach of the IB academic integrity rules.
6. DP cohort timeline	All required tasks have been completed on time in accordance with the timeline established for the cohort by the IB DP Coordinator.

The point calculation in condition 2 uses the subject classification grades determined by teachers for the relevant school year. TOK is not added as its numeric grade; it contributes either 0 or 1 point according to the conversion shown above.

7.9 School completion and the award of the IB Diploma are separate decisions

Promotion to class IV and completion of VIII PALO are school decisions under the School Statute. They are not the same as the award of the IB Diploma. The IB Diploma is awarded only by the IBO when the student meets the current IB diploma award conditions. A student may therefore complete the School without being awarded the IB Diploma, or may need to use separate IB enquiry, appeal or retake procedures after school completion.

Students of the international section who meet the applicable conditions for promotion to class III IB receive a general upper-secondary school promotion certificate on the official Polish Ministry of Education form. Students who meet the conditions for completion of the School receive a general upper-secondary school completion certificate on the official Polish Ministry of Education form.

7.10 Recording, reporting and predicted grades

Teachers maintain accurate and current records in the electronic register and, for DP coursework and programme requirements, in ManageBac and approved IB systems. Records distinguish marks, classification grades, missing evidence and non-assessed administrative symbols.

Where a student misses an announced longer assessment, the School Statute permits the temporary symbol “0”. After the student completes the relevant assessment, the symbol is replaced by the appropriate grade. Teachers may also use NP (not prepared), BZ (missing homework) and P (work identified as not independently produced) in accordance with published subject rules and the Academic Integrity Policy.

Students and parents or legal guardians receive regular information about achievement, progress, difficulties and strengths through the electronic register, ManageBac, parent meetings, written reports and direct communication. Grades can be explained by reference to the published requirements and evidence.

A predicted grade submitted to the IB is the teacher’s best professional estimate of the grade the student is expected to achieve in the relevant subject and level. It is based on all available evidence and the teacher’s knowledge of IB standards. It is not a negotiated target, reward, school classification grade or simple average. The exact methods of assigning the predicted grades are described in each teacher’s assessment conditions.

8. Absence, missed assessment and additional opportunities

A student absent from an assessment may be required to provide the missing evidence of achievement. After an excused absence, the time and method are agreed with the student. After an unexcused absence or failure to submit required work, the teacher determines a proportionate completion arrangement under the published subject rules.

A student returning after an absence of at least one week may request that no current grades be awarded during the first three consecutive school days after return. The same protection may be applied in serious personal circumstances.

Completion of missed classroom evidence must not be described or administered as a classification examination or remedial examination, which are not available within classes III and IV of the international section. It must also not reproduce a final IB assessment component where repetition is prohibited.

Attendance remains independently relevant to the statutory promotion and completion condition in section 7.8: to satisfy that condition, the student must have at least 75% attendance in every individual subject.

9. Formal IB assessment and coursework

9.1 Assessment model

Formal IB assessment includes externally assessed examinations and coursework, and internally assessed coursework marked by teachers and moderated by the IB. Each teacher follows the current subject guide and session-specific DP Assessment procedures. School requirements may not alter the IB assessment criteria, component conditions, authentication rules or submission requirements.

9.2 DP assessment calendar and internal deadlines

The IB DP Coordinator maintains a two-year assessment calendar covering major school assessments, mock examinations, internal assessment, TOK, the Extended Essay, CAS milestones, predicted grades and IB submission dates. Internal deadlines precede IB deadlines sufficiently to allow feedback permitted by the guides, authentication, marking, standardization, quality checks and upload.

Teachers propose timelines collaboratively and the Coordinator reviews the combined workload. Students are expected to meet published internal deadlines. Concerns about conflicting deadlines or exceptional circumstances must be raised as early as possible to the DP Coordinator.

9.3 Authentication and academic integrity

All work submitted for IB assessment must be the student's authentic work and must be produced under the conditions set out in the relevant guide. Teachers monitor the development of work, retain appropriate evidence of process and authenticate only work they believe to be genuine. Suspected misconduct is handled under the School Academic Integrity Policy and current IB procedures.

9.4 Internal standardization, moderation and quality assurance

Where more than one teacher assesses the same component in a specific IB subject, teachers standardize before final marks are submitted. Before final marking of internally assessed work, they review the current subject guide, assessment criteria, teacher support material and relevant IB examples. They independently mark at least one common sample, compare criterion-level decisions and agree on a shared interpretation.

Where a subject is taught by one teacher, the teacher completes available IB standardization activities and, where feasible, seeks an independent professional check by a suitably qualified colleague or external IB educator, while retaining responsibility for the final mark.

Before IA marks are submitted, the subject team or designated reviewer may verify the correct application of assessment criteria, completeness and authenticity of evidence, accurate recording and transfer of marks, compliance with IB requirements, and readiness of the moderation sample. The DP Coordinator checks submission completeness and deadlines but does not replace the subject teacher's academic judgement.

The mark awarded by the teacher for the final internally assessed component is the school-submitted mark and may be adjusted through IB moderation. To avoid confusion, students are normally not informed of this raw IA mark before IB moderation. Teachers may award separate school grades for the IA process or related knowledge and skills where provided for in the published subject assessment criteria, but these must be clearly distinguished from the mark submitted to the IB.

After IB results are released, teachers and the DP Coordinator review moderation outcomes, subject reports and assessment data. Any significant differences between school-awarded and moderated marks are analysed and used to inform future standardization, professional development, assessment practice and teaching. Especially, when the IA marks assigned by the teachers were changed by the moderator in one session, before the next one the standardization process in case of those teachers and subjects is documented, including the date, participants, components, materials reviewed, agreed interpretations and any follow-up actions. Where a subject is taught by one teacher, the completed IB standardization activity and any independent professional review are also recorded. These records are made available to the DP Coordinator for internal monitoring and programme evaluation.

10. Inclusive and fair assessment

Teachers differentiate instruction and, where permitted, classroom assessment so that students are in the possibility of accessing the intended learning and demonstrate the knowledge and skill being assessed. Educational requirements are adjusted to documented individual developmental and educational needs and psychophysical abilities in accordance with Polish law, the School Inclusion Policy and IB principles.

For formal IB assessment, access arrangements are implemented only in accordance with current IB inclusive access rules. Arrangements must remove or reduce a barrier without changing what is being assessed, lowering the standard or giving an unfair advantage. The DP Coordinator is responsible for applications requiring IB authorization and for secure implementation.

11. Use of assessment evidence to improve learning and the programme

Teachers analyse task-level evidence, patterns of misconceptions, feedback uptake and student reflection to adjust teaching, sequencing, differentiation and support. Subject teams review assessment design and outcomes collaboratively.

School leadership and the DP Coordinator review aggregated school, mock and IB results, component performance, moderation feedback, predicted-grade accuracy, completion data and stakeholder feedback. Analysis is used for programme development, curriculum planning, professional learning, resource decisions and student support. Data are interpreted cautiously and are not used to rank students publicly or reduce teaching quality to a single metric.

12. Rights and responsibilities

Member of the community	Rights	Responsibilities
Students	To know criteria and conditions; receive fair assessment and useful feedback; see and discuss grades; receive approved access arrangements; use appeal routes.	Complete work by deadlines; engage with feedback; keep evidence of process; act with academic integrity; communicate absence or difficulties early.
Parents / legal guardians	To receive clear information about progress, results, policy, criteria, and formal procedures.	Support attendance, independent work and deadlines; use agreed communication and appeal routes; restrain from completing or editing student work.

Member of the community	Rights	Responsibilities
Teachers and supervisors	To exercise informed professional judgement; receive current IB guidance, time for collaboration and professional development.	Publish criteria; design valid assessment; provide permitted feedback; keep records; standardize; authenticate work; apply inclusion and integrity procedures consistently.
TOK Coordinator / TOK teachers	To receive current TOK guidance, coordinated timelines, appropriate standardization opportunities and access to relevant student progress information.	Communicate TOK assessment requirements and criteria; coordinate the exhibition and essay timeline; provide feedback only within IB limits; standardize school marking where more than one teacher is involved; authenticate and submit accurate records and marks.
Extended Essay Coordinator and supervisors	To receive current EE guidance, a coordinated supervision calendar, appropriate training and timely information about concerns affecting completion or authenticity.	Explain EE requirements and criteria; monitor milestones and required reflection sessions; provide permitted supervisory guidance without over-editing; maintain supervision and authentication records; report risks promptly; support accurate completion of the RPPF and submission procedures.
CAS Coordinator	To receive accurate and timely evidence and information needed to monitor student progress and determine whether programme requirements have been met.	Communicate CAS expectations; monitor regular engagement, the CAS project, reflections and evidence; provide formative guidance; identify and communicate completion risks; maintain records and submit completion status accurately.
DP Coordinator	To receive accurate and timely information from teachers and students.	Maintain the assessment calendar; communicate IB rules; oversee registration, access arrangements, coursework submission, predicted grades, examinations and result analysis; monitor policy implementation.
Pedagogical Council	To receive reliable information necessary to make decisions within its statutory competence, including information on classification, promotion, completion and programme implementation.	Exercise the competences assigned by the School Statute; make formal decisions on promotion and completion of students in the international section; consider relevant assessment, attendance, CAS, academic integrity and deadline information; support consistent implementation and

Member of the community	Rights	Responsibilities
		review of school assessment procedures.
Head of School	To receive reliable information about programme implementation and outcomes.	Ensure resources, staffing, training, secure systems and fair procedures; approve and communicate the policy; oversee review and improvement.

13. Forecast annual grades and school appeal procedures

Under the School Statute §46(11), students in the international section retain the School Statute's appeal route concerning classification grades. Because behaviour is not assessed in classes III and IV, the provisions below apply to classification grades from educational subjects only.

13.1 Notification of forecast annual classification grades

1. By the date set by the Head of School, and no later than one week before the annual classification meeting of the Pedagogical Council, subject teachers enter the forecast annual classification grades in the designated field of the electronic register.
2. Teachers inform students orally without delay after the forecast grades have been entered. Parents or legal guardians are informed through the electronic register.
3. The homeroom teacher is responsible for ensuring and documenting that information about forecast grades has been communicated.

13.2 Request for an annual grade higher than the forecast grade

Within three days of receiving information about the forecast annual grade, the student or the student's parent or legal guardian may submit an oral or written request to the subject teacher for an annual classification grade higher than the forecast grade.

The subject teacher then does one of the following:

- maintains the forecast grade if it is consistent with the published educational requirements; or
- awards a higher grade, including on the basis of an additional check of the student's knowledge and skills, if the teacher finds that the student was not given sufficient opportunities to demonstrate achievement, or that the student met all requirements for the forecast grade and some requirements for the next higher grade.

Any additional check is conducted in a form determined by the teacher no later than three days after the request is submitted. The teacher informs the student and parents or legal guardians of the resulting annual grade through the electronic register or another documented method permitted by the School Statute.

A request concerning grade 7 cannot remove the special statutory condition in section 7.4. The teacher may award annual grade 7 only if the student also meets that condition.

13.3 Formal objection that the annual grade was set contrary to the required procedure

The student or the student's parents or legal guardians may submit an objection to the Head of School if they consider that the annual classification grade was established contrary to the legal provisions governing the

procedure for determining that grade. This route concerns procedural legality; it is not a general request for the Head of School to replace the teacher's professional judgement.

1. The objection may be submitted from the date on which the annual grade is established and no later than two working days after the end of teaching and learning activities.
2. If the Head of School finds that the grade was established contrary to the announced procedure, the Head appoints a commission. The commission conducts a written and oral check of the student's knowledge and skills and determines the annual classification grade.
3. The check is conducted no later than five days after the objection is submitted, at a time agreed with the student and parents or legal guardians.
4. The grade determined by the commission cannot be lower than the grade previously established and is final.

The part of the general statutory procedure relating to a grade obtained through a remedial examination does not apply within the DP classes because the School Statute §46(6) excludes remedial examinations in the international section.

13.4 Separate IB routes after the issue of IB results

The school procedures in sections 13.2 and 13.3 do not change marks or grades awarded by the IB. Enquiries upon results, IB assessment appeals and retake registration follow the current IB rules, categories, deadlines and authorization requirements and are submitted through the IB DP Coordinator.

14. Communication, access and training

The current assessment policy is published on the School website and in ManageBac and is available through the school secretary office. Key expectations are explained to students and parents or legal guardians at the beginning of the programme and revisited before major assessment stages.

New DP teachers receive induction on IB assessment philosophy, subject requirements, criterion-related assessment, feedback, standardization, predicted grades, authentication, inclusive access and school recording systems. Continuing professional development and collaborative review are planned in response to programme changes and data.

15. Relationship with other school policies

Academic Integrity Policy: authentic work, permitted support, artificial intelligence, investigations and consequences;

Inclusion Policy: identification of barriers, classroom support and IB inclusive access arrangements;

Language Policy: language development, multilingual learners and language-related access to curriculum and assessment;

Admissions Policy: information about programme demands, subject selection and readiness for the IB DP;

Complaints and Appeals Policy: school-level complaints, procedural review and appeal routes;

School Statute: binding provisions on internal assessment, classification, promotion, attendance and statutory appeals.

16. Implementation, monitoring and review

The Head of School and IB DP Coordinator are jointly responsible for implementation. Subject leaders and teachers provide evidence that the policy is applied in course documentation, assessment calendars, published criteria, student feedback, records, standardization and reporting.

The policy is reviewed annually in light of changes to IB publications, Polish law, the School Statute, programme evaluation findings, moderation outcomes, assessment data and feedback from students, parents and staff. A full collaborative review is completed at least every three years and before each IB programme evaluation preliminary review.

Most recent review: July 2026. Next scheduled full review: June 2027.

Appendix A. Minimum content of DP subject assessment criteria submitted by the 20th of September

- subject, level, teacher(s), cohort and school year;
- course assessment model and components;
- forms and approximate frequency of classroom assessment;
- criteria, markbands, markschemes or descriptors used and where students can access them;
- method used to determine current, mid-year, annual and end-of-school grades, including how the overall mock-examination grade is calculated and what constitutes a significant external success for the statutory grade 7 condition;
- rules for announced tests, short quizzes, absence, missing work, completion opportunities and return of assessed work;
- feedback practices and expected timelines;
- homework expectations;
- internal assessment or coursework timeline and limits on teacher support;
- academic integrity and use of artificial intelligence expectations;
- the three-day procedure for requesting an annual grade higher than the forecast grade, the formal procedural objection route and the contact route for questions;
- rules for establishing the final exam predicted grades sent to universities.