

Assessment, Grading, and Reporting Policy

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A. Assessment, Grading, Homework, and Reporting Policy Introduction

At Copperfield, we believe that learning is a collaborative process involving students, educators, and families. Assessment, Grading, Homework, and Reporting provide a fundamental opportunity to engage in reflective dialogue with each student around their learning processes.

This academic policy has come to fruition by drawing on best practice in current international assessment standards and through ongoing communication and collaboration with the academic team.

Student Wellbeing and Family Support: Our goal is to ensure safe and welcoming learning environments which foster a love for learning, promote critical thinking, and develop well-rounded individuals through a whole child approach. Each child learns in different ways and has varying factors which affect their learning processes. Copperfield aims to work collaboratively with families to ensure a balanced approach to learning which supports students' well-being.

Academic Calendar: The academic year is divided into 3 terms. **Autumn** (September - December); **Winter** (January - March); and **Spring** (April - June).

Academic Honesty and Integrity: We emphasize the importance of honesty and originality in our classrooms. Please reference the Copperfield Academic Honesty Policy for further details.

Support for Diverse Learners: Students identified with specific learning disabilities and diverse learning needs upon completion of comprehensive psycho-educational assessment may be eligible for academic support through an Individualised Education Plan (IEP). Students with an IEP will receive accommodations across academic settings while in an inclusive educational environment as part of the Learning Support Department. Students will receive regular assessments to monitor growth towards academic goals.

General assessment Practices and Strategies

Pre-assessment

- All teachers assess learners' prior knowledge and experience in an appropriate way before beginning a new unit of work or learning experience

Formative Assessment

- On-going and regular assessment will take place during the teaching and learning process using a variety of methods to inform teachers and learners about the progress of learning.
- Formative assessment and learning are directly linked and provide feedback to teachers and learners that is responsive to learner needs and informs teaching practice.
- Formative assessment engages students actively in the process of learning. Students should learn to self-assess, peer-assess, and improve their performance with the aid of each teacher's timely, detailed and meaningful feedback.
- Formative assessment provides students with opportunities to learn new skills and to achieve better results while taking risks and not being afraid to make mistakes as they are not working towards the achievement of grades.
- Formative assessment can for instance be draft assignments, oral presentations, questioning, discussion, visual representations and quizzes.
- Formative assessment is completed on a regular basis at least once a week throughout the term.

Summative Assessment

- Summative assessment takes place at the end of a teaching and learning process or experience and is planned for in advance, ensuring that students must be aware of assessment criteria. The assessment rubrics must be shared with students well in advance of the assessment, and the assessment criteria themselves must be clearly and comprehensively communicated to students to foster a transparent and equitable evaluation process.
- The assessment is designed so that learners can demonstrate their knowledge and understanding in authentic tasks and apply their skills in new ways. The tasks involved are modelled on those mandated by the IGCSE, A-level or IB and graded in accordance with the respective criteria. These grades count towards term grades.
- Summative assessments can take a variety of forms (including for example tests, examinations, lab reports, oral and visual presentations, essays, projects, performances, mock exams, oral examinations....)
- Summative assessment can be completed at the end of the unit and/or term. The final summative assessment grade can be a combination of multiple summative

assessment tasks completed throughout the term, or a single summative assessment at the end of term.

Self-assessment

- Reflection and self-assessment are fundamental elements of the assessment process.
- Self-assessment is useful both during a learning experience, in enabling the learner to set goals and strategies for personal development, and at the end of the learning experience, in helping the learner to take increasing responsibility for their own learning.
- Self-assessment ensures students take an active role in examining their strengths and weaknesses, particularly in preparation for summative exams. This will be done in collaboration with their subject teacher, counselor and IB coordinator.

Peer assessment

- Peer assessment may happen as part of the teaching and learning process. Examples of peer assessment in the Diploma Programme will be based on clear criteria given by the teacher and often mediated by the teacher. This will often take place in smaller groups, and the format can for instance be an oral feedback on written work, on class presentations, on drafts for written work (processual writing strategies). This is very much in line with the learner profile attributes of open mindedness, communication and critical thinking.

Essential features of excellent assessment

1. Methods employed to assess and mark should be consistent across a department

Faculty teaching across the same department will follow the same criteria and ensure consistency in marking rubrics, including active moderation of summative assessments. Upon evaluation of the rubric, students should have a clear understanding of what they need to do to improve, and the implementation process should be straightforward. It is important to set clear goals for students and review their progress regularly throughout the year. These assessment criteria should be incorporated into the notification of assessment.

2. As external examinations approach, rubrics should give students feedback on how they are performing in line with how their final summative assessments will be marked

While it may not be feasible to mark all work in examination years in accordance with exam board marking schemes, whenever possible past papers will be used to set homework or will be used in class, and they will be marked using the same criteria as external examinations. The goal is to provide students with a clear idea of how they are likely to perform in the actual exam and what they need to do to improve their understanding. By implementing these key features, teachers can help students to achieve their full potential and succeed in their exams.

3. Marking rubrics will facilitate determination of the level of acquisition of knowledge and skill development

Assessments will be designed in such a way that teachers are able to distinguish between levels of student attainment. Students will have full access to the marking rubrics at the time of the assignment, and will be able to determine areas for growth upon evaluation of personal attainment in reference to the rubric.

4. There must be clear communication between teacher, student, and parents regarding assessment criteria being used for the task

Students should have a clear understanding of the criteria that are used for marking. A marking rubric must be shared with all students at the time that the assessment is issued.

5. A period of reflection should be incorporated into lesson time where the student considers how to improve upon previous performance

In order to enhance metacognition in students, it is important to provide them with adequate feedback on their assessments. This feedback can take various forms such as written comments, self- or peer-evaluation, or corrections on specific tasks. The main objective is to ensure that students understand how feedback can aid them in their academic progress. By providing students with effective feedback, we can help them develop the skills necessary to reflect on their learning and improve their academic performance. As educators, it is our responsibility to foster an environment that promotes metacognition and supports students in their learning journey. As such, teachers should set aside time to take students through the [Dedicated Improvement & Reflection Time \(DIRT\)](#) method - once completed and signed by the class teacher, this should be kept in students' workbooks or stored in their subject folders.

6. Peer and self-assessment will be used as learning tools

When the opportunity presents itself, teachers encourage peer (student to student) feedback. This is often applied during the process of completing multi-stage assessments.

7. Quality of assignments must take priority over quantity

Assignments set should enable students to make progress towards learning objectives stated in the Scheme of Work (SOW). They should have defined objectives and tasks and be of an appropriate length.

8. There must be regular formative as well as summative assignments to inform students and teachers of progress and indicate ways to improve in future.

Departments must make effective use of both formative and summative assessments and indicate key timings and methods for when they will be used within schemes of learning. Formative assessment should include, but not be limited to, internal examinations. Topic tests may contribute, or tests which examine how a student has progressed as a result of classwork and / or homework.

9. Marking and assessment should be performed frequently in accordance with the school assessment policy

Teachers should consistently demonstrate that they are offering frequent, high quality feedback leading to student progress. Work should be returned as quickly as possible, normally within one working week.

Ensuring best practice is maintained: Departmental work reviews

Heads of Division and subject collaboration teams should regularly review student work (at least bi-annually) to enable faculty to observe one another's work, share best practice, and (where relevant) standardise practice. Departments should also retain representative samples of high, medium, and lower ability students. In order to share best practice and maximise the effectiveness of feedback on assessments, teachers should focus on key questions such as the following:

- How effective was this assessment, and the corresponding feedback, for student progress?
- How well did the assessment lend itself to specific, actionable feedback?
- How could the assessment or the method of feedback be improved?

Heads of Department, Heads of Division, and the Deputy Head Academic are to ensure discussions of the effectiveness of feedback and audits of sample student work are ongoing.

A. i. Junior School Assessment, Grading, and Homework Policy

Our Primary Years Programme believes in a holistic approach to assessment, grading, and homework. In the PYP, assessments and homework are viewed as tools for both students and educators to **gauge** understanding, **guide** instruction, and **celebrate** progress within our six Units of Inquiry (UOIs). We believe this dynamic approach also encourages growth and understanding of the IB's Approaches to Learning (ATL) skills and Learner Profile Attributes, which promote student success both in school and beyond the classroom.

PYP Assessment Practices:

- **Formative Assessment:** Throughout our six-week-long UOIs, teachers use ongoing formative assessments to gather insights into student learning and understanding in all subjects. These assessments are constantly occurring in the classroom and help guide instruction to meet our student's unique and individual needs. Examples of some formative assessments used by teachers include observations, discussions, group activities, reflections, and self-assessments.
- **Summative Assessment:** Similar to our formative assessments, each Unit of Inquiry also includes a variety of summative assessments—or capstone projects—that highlight students' depth of understanding, critical thinking, and acquired knowledge from each UOI. These assessments can take various forms, such as digital and print presentations, creative art pieces, research reports, and community service projects. These key projects are ultimately showcased during our six **End of Unit Celebrations**, where students, parents, and teachers are invited to view and participate in a shared learning experience that proudly displays the unit's cumulative work.

In addition to the Units of Inquiry, students are also assessed in specific subjects like Numeracy, Literacy, and English and French language acquisition. These assessments provide further insights into subject-specific skills and knowledge.

Rubrics and Criteria: Clear assessment criteria and rubrics aligned with each task's learning objectives will be provided and shared with students at the beginning of each assignment. The criteria will reflect the academic content being measured, as well as the correlating ATL skills and learner profile attributes each assignment targets.

Rubrics will outline different levels of achievement, indicating how well students have demonstrated the criteria and attributes. Each level will reflect a progression of skills and attitudes.

PYP Grading and Reporting:

- **IB Approaches to Learning Skills:** Apart from subject-specific content, students are assessed on ATL skill development such as research, communication, self-management, and social skills. These skills are an integral part of our school's holistic developmental approach and are a key focus when assessing student work. Each skill will be evaluated separately using a scale that identifies learners at the following capacities: Beginning, Emerging, and Proficient.
- **Descriptive Feedback:** Due to the small nature of our class sizes, the unique learning needs of all our students, and the dynamic expertise of our teachers, traditional letter grades are not used. Instead, detailed feedback, in tandem with tailored rubrics, are given to highlight strengths and areas of improvement for each student.
- **Comprehensive Trimester Reports:** Our PYP program offers trimester reports (December, April, and June) to provide a comprehensive view of each student's progress, including academic achievements and areas of growth. These reports are all-encompassing and include evaluations from both classroom and specialist teachers. These reports strive to include descriptive, actionable feedback to support parents' understanding of their child's learning journey.

PYP Homework Philosophy:

Our PYP Homework Policy is designed to strengthen a classroom-to-home connection by allowing learning to continue beyond school hours, highlighting the idea that learning does not simply stop at the classroom door. We also recognize the value of balance in a student's life, and our teachers actively work to ensure that homework assignments complement our students' overall well-being while maintaining academic integrity. Through purposeful and engaging homework tasks, we aim to enrich students' understanding, encourage their creativity, and strengthen their skills in alignment with the PYP philosophy. The following are key components that drive our homework policy:

- **Purposeful Homework:** Homework is given with a clear purpose, such as practising or front-loading new skills, reviewing concepts, or preparing for class discussions.
- **Developmentally Appropriate:** Homework assignments are tailored to each grade level, and carefully consider students' developmental needs and progress.
- **Balanced Approach:** We believe in the importance of a balanced lifestyle. Homework is not meant to overwhelm students, and it is designed to be manageable within reasonable time limits.
- **Parent Partnership:** We encourage parents to support their child's learning by providing a quiet space for homework, engaging in discussions about schoolwork, and continuously encouraging a positive attitude towards learning.

While this policy outlines our current approach to assessment, grading, and homework within the context of Copperfield International's Junior School (Years 1-6) and the IB Primary Years Programme, our PYP team is constantly collaborating and developing new ways to better meet the needs of students. As such, we are committed to continuously updating our policies as we work to provide the best learning experiences for our students.

A. ii. Middle School Assessment, Grading and Homework Policy

The policy hinges upon the nine features of assessment which are considered essential to promote progress and achievement.

Overarching notes and guidance

In the Middle School, students move to a subject-specific timetable. As each subject is innately different, the means and mode of assessment will be designed to best enable students to showcase the knowledge and skills they have acquired over the course of academic year. As such, there is no standard assessment and exam weighting that applies across the middle school. All subject areas will assess students' understanding using a combination of ongoing assessments, stand alone assessments, homework and class participation, as well as summative examinations. The following table outlines the minimum and maximum weightings for each assessment category. Individual departments/subject teachers will inform students of the precise weightings for their respective subjects. Regardless of the individual assessment weightings, no summative examination will attribute more than 35% of each term's grade.

Termly Assessments and Weightings	<u>Assessment 1</u> (More than one / a series of smaller tasks)	<u>Assessment 2</u> (One task with one feedback / check-in session prior to submission.	<u>Homework and Class Participation</u>	<u>Formal Examination</u> (Mock exam for IGCSE courses)
Minimum weighting	10%	20%	10%	25%

Maximum weighting	30%	40%	30%	35%
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- All assessment tasks require a **minimum notice period of 14 days** with a clear rubric (standard of assessment) if they are to be summatively assessed and part of a student's overall grade.
- **Late policy:** If a student submits an assessment late, they are required to submit the work the following day with a 10% reduction to the mark awarded. Each additional day that the assessment is late will see an additional 10% reduction (per day) in the mark received. After 5 days the grade received will be zero (0).
NB: Please note the difference in how late reductions are calculated between homework and assessment tasks - please see the Homework Policy.

Middle School Grading System

Copperfield International School has a unique approach to student achievement. Rather than a pass/fail model, each student is encouraged to reach their true potential and is assessed according to grade descriptors generated by the Joint Council For Qualifications (JCQ). This approach provides transparency and consistency in the academic and assessment program at all stages of student learning.

IGCSE Number Grade	Copperfield Percentage	Copperfield GPA
9	93 -100	4.0
8	87 - 92	3.7
7	80 - 86	3.5
6	70 - 79	3.0
5	60 - 69	2.5
4	50 - 59	2.0
3	40 - 49	1.5
2	30 - 39	1.0
1	20 - 29	0.5
U	<20	0

Teachers grade work and provide feedback based on [Copperfield Grade Descriptors](#), which allows students to understand what is required to improve their work, refine their skills and ultimately

access higher grade thresholds. The conversion chart above outlines how assessments and grading at Copperfield correlate with IGCSE grades. Each formal assessment is converted to a percentage, which is then attributed a Copperfield GPA score and a predicted IGCSE grade. In this way, students, parents and teachers are well informed about the current and target grades. Still, it is important to note that the predicted IGCSE score is an internal school reference and should only

serve as a guide to students and parents. It is not a definitive indicator of how students will perform in their external examinations.

At Copperfield, we believe in each student's unique abilities and strive to help them achieve their full potential.

A. iii. A Levels Assessment, Grading, and Homework Policy

The CAIE and Pearson Edexcel International A-Level is a rigorous pre university course which aims to promote independent study skills and routines. They last two years, and a student will typically take three to four A level subjects, as a prerequisite to university admission. The specific subjects chosen are dependent upon what the student wished to study at university, and must be an outcome of discussions held between the student, the school and the student's family before coming to Copperfield. They are mostly assessed through final examinations held between May and June of the second year, but in exceptional circumstances, students may opt for an 'early take' of some of their A level examinations before the end of the second year. An early take must be agreed on as an outcome of discussions held between the student, the school and their family, and a written agreement giving consent for an early take must occur at least one term before the exam in question is due to take place.

A level Grading

The CAIE and Pearson Edexcel A level qualification uses a letter grading system, from A* – E. There are two opportunities to take externally assessed A level examinations each year; one commencing in October which runs till late November and one commencing in May running till late June. Some A level subjects have course work components, with varying deadlines. The deadlines around these will therefore be dealt with on a discretionary basis.

Where applicable in homework tasks, work will be graded along the aforementioned A* – E scale, with the current working grade given on school reports being an as accurate reflection of this as possible. We recognise that this may result in new students scoring low at first, before improving to the higher grades.

Predicted grades are calculated by taking a holistic view of each student's performance in; mock examinations, classwork, and homework. They will be the outcome of inter faculty discussion, and calculated with an awareness of external demands as many external institutions demand a different approach to calculating predicted grades.

A level homework policy

Homework is work that is set to be completed outside of the timetabled curriculum. It contains an element of independent study which is not usually directly supervised by the teacher. Everyone taking A levels is expected to study outside of lessons, and this additional study is essential if students are to achieve their target grades. Homework is set in order to:

- Reinforce and consolidate work covered in lessons
- Encourage independent and reflective learning
- Develop a deeper knowledge and understanding
- Prepare students for future lessons or assessments
- Promote an interest and joy in learning
- Enable teachers to make a judgement about students' progress and level of attainment

We recommend that students taking A level courses aim to complete two hours of homework a week for each A level they are taking. For example, if a student is taking three A levels, then they will be expected to spend 6 hours a week on homework. This will be kept track of by the use of physical school branded homework diaries, which will be checked weekly by the Head of Senior school to ensure that the students are writing down and completing their set tasks to the best of their ability. When a student is residential, this homework diary will be cross checked by the Head of Residential as well as the Head of Senior School.

Homework is separate to the work which is to be completed in the 'independent study' periods timetabled into an A level student's schedule. For each 45 minute lesson, students are expected to spend at least 45 minutes consolidating and developing their knowledge, and it is expected for some of this work to be completed during this time. It is to be directed but not directly supervised by the A level subject teacher in question. Effective use of this time is essential to achieve targets.

A level summative examination policy

There will be mock examinations for each subject at the beginning of the January term and at the end of the academic year where external examinations for those subjects are not due to take place. These aim to simulate the conditions of the external examinations to the greatest extent possible, and students will be given their mock examination schedules by the end of the preceding term. The examinations will be made up of past papers that, wherever possible, students do not have access to. Teachers may find such materials using the exam board portals (Cambridge Schools Support Hub, and Pearson Online). These may be accessed by contacting the school's Examination's Officer. These examinations form an integral but not necessarily total part of the A level grade prediction process. The grading for these summative examinations will be as faithful to the actual A level examinations grading structure as possible. The Head of Senior School must receive and review the mock examination papers at least two weeks in advance of the examination taking place. Students must receive their mock exam timetable at least three weeks before the date of the first mock examination.

A. iii. XrDiploma Programme (DP) Assessment, Grading, and Homework Policy

The IB Diploma Programme Assessment Practices

The International Baccalaureate® (IB) assesses student work as direct evidence of achievement against the stated goals of the Diploma Programme (DP) courses.

DP assessment procedures measure the extent to which students have mastered advanced academic skills in fulfilling these goals, for example:

- analysing and presenting information
- evaluating and constructing arguments
- solving problems creatively.

Basic skills are also assessed, including:

- retaining knowledge
- understanding key concepts
- applying standard methods.

In addition to academic skills, DP assessment encourages an international outlook and intercultural skills, wherever appropriate.

Student results are determined by performance against set standards, not by each student's position in the overall rank order.

International Baccalaureate Organisation (2023), "Assessment and Exams", Cardiff: IB.

Using External and Internal Assessment in the IB Diploma Programme

The IB uses both external and internal assessment in the DP.

External assessment

Examinations form the basis of the assessment for most courses. This is because of their high levels of objectivity and reliability.

They include:

- essays
- structured problems
- short-response questions
- data-response questions
- text-response questions
- case-study questions
- multiple-choice questions—though these are rarely used.

Internal assessment

Teacher assessment is also used for most courses. This includes:

- oral work in languages
- fieldwork in geography
- laboratory work in the sciences
- investigations in mathematics
- artistic performances.

International Baccalaureate Organisation (2023), "Assessment and Exams", Cardiff: IB.

The IB Diploma Programme Overview

Each of the six subjects is graded on a 7-point scale. The maximum score for students for their subjects is 42 points. There are three additional points available for the results from the extended essay and TOK courses which are graded on a scale of A to E. CAS is not graded, and students either pass or fail based on whether students have achieved specific learning outcomes.

Diploma Points Matrix		Theory of Knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	Grade N
Extended Essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	Grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

Criteria for achieving the IB Diploma

There are a number of criteria that a student must meet to be awarded the IB Diploma. These are reproduced here in full for reference. The following conditions mean a student will not qualify for the award of the IB Diploma:

- CAS requirements have not been met.
- Candidate's total points are fewer than 24.

- An “N” has been given for TOK, extended essay or for a contributing subject.
- A grade E has been awarded for one or both of TOK and the extended essay.
- There is a grade 1 awarded in a subject/ level.
- Grade 2 has been awarded three or more times (SL or HL).
- Grade 3 or below has been awarded four or more times (SL or HL).
- Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

IBO (2018), “Diploma Programme Assessment Procedures”, Cardiff: IB.

Copperfield International School Assessment Practices in the IB Diploma Programme

Following section outlines the school's comprehensive assessment practices and strategies, encompassing pre-assessment, formative and summative assessment, self-assessment, and peer assessment. The Copperfield's assessment practices emphasise collaboration among students, teachers, the DP Coordinator, and the wider school community, fostering holistic learning, academic integrity, and continual enhancement.

Continuous assessment is an integral part of the Diploma Programme. All members of the community therefore take an active part in the process in order to maintain and improve the quality of teaching and learning.

Students	Self-Assessment	<i>Do I take responsibility for my own learning? How well am I doing?</i>	A C T I O N
	Peer Assessment	<i>What can I do to help others learn and make progress? What can I learn from others?</i>	
Teachers	Formative Assessment	<i>How are students doing? How could students improve?</i>	
	Summative Assessment	<i>What is students' current performance and level?</i>	
The DP Coordinator	Institutional Assessment	<i>How can we use data to improve teaching and learning?</i>	
Whole School Community	Community Assessment	<i>How can we foster learning experiences which promote creativity, social responsibility, tolerance and international-mindedness?</i>	

Types of Assessment

Formative Assessment Grades

A term grade consists of multiple formative assessment tasks completed throughout the term. All grades use the IB 1-7 scale for subjects, or satisfactory/unsatisfactory for the core elements of ToK, CAS and the Extended Essay. Examples of term grade assignments include draft assignments, oral presentations, discussions, and quizzes. Term grades are given on a regular basis, at least once a week. The formative assessment grades account for 45% of the overall grade students receive at the end of term.

Important: *The term grade is not the same as the examination grade; it measures students' performance under very different conditions.*

Summative Assessment Grades

Examination grade occurs at the conclusion of a learning experience, pre-planned to evaluate learners' comprehensive knowledge and application of skills in authentic tasks. These tasks align with IB standards and are graded according to specific criteria that are clearly communicated in advance of beginning an assessment. Spanning various formats like tests, exams, presentations, essays, and projects, summative assessments can transpire at unit or term closure. Examination grade derives from a collection of assessments (examination grades) undertaken across the term or a solitary assessment concluding the term. The summative assessment grades account for 55% of the overall grade students receive at the end of term.

Important: *Assessment (including assessment rubrics/criteria) used for examination grades must be shared with the DP Coordinator at least two weeks prior to the assessment date.*

Overall Term Grade (Reports issued in December, April, June)	
Formative Assessment Grades	Summative Assessment Grades
45%	55%

Mock Exams

Mock exams serve as valuable tools for students, not only highlighting their strengths but also pinpointing areas that require improvement ahead of the final exams. Equally crucial is the post-mock exam phase, where students' actions matter. Thus, receiving meaningful feedback from these mock exams is pivotal. At Copperfield, the initial mock exams are taken in May of DP Year 1, followed by a second round in January of DP Year 2. These mock exams rigorously adhere to real IB exam conditions, utilising complete past papers across all subjects, and thus assess not only the student's knowledge but also their ability to communicate that knowledge under examination conditions. To ensure the effectiveness of the process, it's imperative that the mock exams are shared with the DP Coordinator a minimum of two months prior to their scheduled date.

External Examinations

External examinations are set by the IB organisation and, in combination with internal assessments, largely determine the student’s final grade. External Examinations take place in April and May of the second year of a student’s DP studies. The decision to enter students for external exams, as well as the choice of entry level, is based on the evaluation of teachers in consultation with students and parents. The school reserves the right to refuse entry for examinations or to enforce the required entry level. The school has no control over the content or scheduling of external examinations, nor over the final results awarded. At parental request, the school may appeal against final results. External examinations missed for any reason other than illness will result in automatic failure of the exam paper in question. In cases of illness, a doctor’s certificate must be provided to the school which will subsequently be submitted to the IB organisation. Any charges incurred for the registration, entry or remarking of examinations are invoiced to parents.

IB Diploma Programme Grade Boundaries and Descriptors

IB Grade	Percentage	Description	
1	0 - 17 %	very poor	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	18 - 30 %	poor	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	31 - 47%	not yet meeting expectations	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	48 - 63%	meeting expectations	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.

5	64 - 75%	good	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	76 - 87 %	very good	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	88 - 100 %	excellent	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

B. Reporting Policy Introduction

Our reporting policy supports our goal of providing transparent, comprehensive, and meaningful communication regarding student progress and achievement by aiming to establish a stable bridge of communication between students, teachers, and families.

B. i. Junior School (PYP) Reporting Policy

At Copperfield, we are committed to providing a comprehensive and informative reporting system that reflects our dedication to the growth and development of each student in the PYP. The following are key aspects of our reporting procedure:

Regular Reports: We provide reports to parents once each trimester, thereby keeping them informed about their child's journey and growth throughout the academic year.

In-depth Evaluations: Our reporting policy is designed to offer detailed, comprehensive insights into a student's progress in all subjects, incorporating comments from each student's main classroom teacher, as well as their respective specialist teachers in subjects such as French, music, and physical education.

B. ii. Secondary School (Middle School, A levels and DP) Reporting Policy

Our school's comprehensive reporting policy ensures that parents and guardians are regularly informed about their child's academic progress. We provide detailed Winter (December) and Spring (April) reports, which include both individualised student comments and grades, offering a well-rounded perspective on the student's performance. Additionally, in June, we issue a Statement of Attainment that highlights the final exam grade and the student's Copperfield GPA. This approach to reporting aims to foster a transparent and supportive environment, enabling parents, guardians, and students to track development, celebrate achievements, and identify areas for further growth.

Appendix A: 2023-2024 Reporting Calendar

Term 1 Dates 29 August - 15 December	
29 November	PYP student parent teacher conferences (SPTCs)
1 December	Final deadline for student submissions
6 December	Secondary student parent teacher conferences (SPTCs)
12 December	Reports Published

Term 2 Dates	
22 February	Secondary SPTCs
23 February	PYP SPTCs
22 March	Final deadline for student submissions
2 April	Reports Published

Term 3 Dates	
14 June	Final deadline for student submissions
25 June	Reports Published