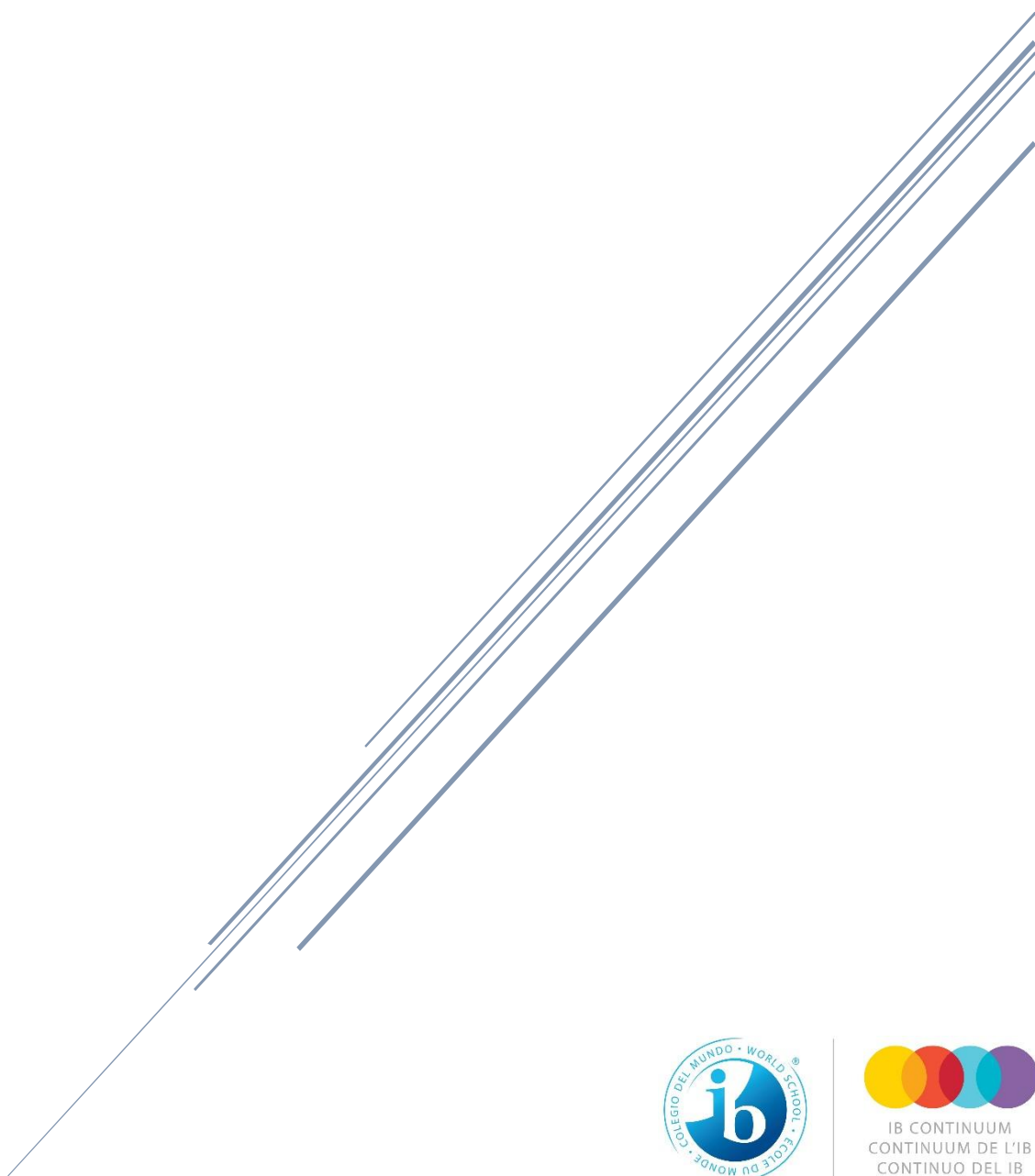


PLATON ASSESSMENT POLICY



2026 - 2027

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1. Purpose

Platon School recognizes that teaching, learning and assessment are fundamentally interdependent. Learning outcomes, including knowledge and skills, are explicitly stated for each unit of work and are regularly assessed through rigorous tasks that embrace a variety of assessment strategies.

The purpose of this policy is to set out the principles and practices that govern assessment across the Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP) at Platon School, and to outline the responsibilities of students, teachers, parents, the PYP, MYP and DP Coordinators, and school leadership in supporting a consistent, transparent and developmentally appropriate approach to assessment.

2. Philosophy

Platon School believes that assessment:

- monitors the progress of student learning and achievement;
- produces coherent feedback for parents and external institutions;
- informs curriculum and assessment review.

Platon School recognizes that students:

- have differing learning styles, expectations and needs;
- perform differently depending on educational and course context;
- need to know their achievements, progress and areas for improvement in the learning process;
- should receive feedback that is positive and constructive.

Teachers, students and parents are inextricably linked in the process of assessment, and the school empowers the development of a parent-teacher partnership for the sake of student learning.

3. Assessment

3.1 Principles and practice in the school's IB continuum

Platon IB World School recognizes that teaching, learning and assessment are fundamentally interdependent. Learning outcomes, which include knowledge and skills, should be explicitly stated for each unit and should be regularly assessed through rigorous activities that embrace a variety of assessment strategies and tools.

Platon School believes that assessment:

- Monitors the progress of student learning and achievement
- Produces coherent feedback for parents and external institutions
- Informs curriculum and assessment review

Platon School recognizes that students:

- Have differing learning styles, expectations and needs
- Perform differently depending on educational and course context
- Need to know their achievements, progress and areas of improvement in the learning process
- Should receive feedback that is positive and constructive

The curriculum and instructional process assessment should, throughout the duration of the Diploma:

- Account for a variety of learning styles.
- Be relevant and motivating to students, incorporating a wide variety of assessment opportunities.
- Have clear criteria, as these are outlined in the IB DP teaching and learning informed by assessment and subject guides.
- Promote inquiry-based learning and the development of skills.
- Help students nurture and develop aspects of the IB learner profile.
- Assessment as learning has the greatest emphasis as it develops students' ability to reflect on, monitor, and take responsibility for their own learning.
- Assessment for learning is also used regularly to provide feedback and guide improvement.
- Assessment of learning is used when appropriate to measure student achievement aligned with subject specific assessment objectives.
- Allow students to evaluate and reflect on their progress and set targets for improvement.
- Reflect a broad range of concepts and skills appropriate to an internationally-minded world.
- Be recorded and communicated to parents on a regular basis so that parents, too, can have easy access to the current assessment and evaluation outcomes.

At Platon we believe that teachers, students and parents are inextricably linked in the process of assessment. More specifically:

Teachers:

- develop a variety of formative and summative well-designed tasks as a way to evaluate students' achievement and assist in the improvement of the latter's performance;
- are responsible for providing challenging and engaging activities while taking into consideration each student's learning needs and styles;
- work towards a coherent understanding of the assessment criteria by the students;
- analyze assessment results in order to determine the course of their teaching and, if needed, introduce changes as a way to adjust and ameliorate their teaching methods and enhance the learning experience;
- regularly attend professional development sessions to learn and improve assessment strategies for effective teaching, co-creative success criteria and self/peer assessment.

The school empowers the development of a parent – teacher partnership for the sake of student learning.

Parents:

- are encouraged to become, for our students, inspirational learning models; parents should closely collaborate with teachers and administrators as a means to facilitate student agency and growing autonomy;
- should be informed upon commencement of the academic year of assessment objectives and strategies applicable in, between and beyond all subject areas;
- attend the interactive parent – teacher conferences and are informed about academic achievement;
- actively reflect upon student performance and provide the school with constructive feedback;
- should be involved in school programmes that effectively engage in diverse assessment tactics addressing different learning needs and styles.

Students:

- are encouraged to actively take part in the assessment of their work as a self-reflection learning process;
- should contribute their original thoughts and experiences as a way to improve both formative and summative assessment practices;
- should be informed upon commencement of the academic year of assessment practices for all subject areas;
- should complete all assigned tasks and respect deadlines. If they cannot meet a deadline, they should inform the respective teacher on time and give adequate reasoning behind their inability to meet said deadline;
- should take part in student – teacher conferences aimed at providing a balanced picture of the student's strengths and weaknesses;

- should participate in peer assessment activities, offering constructive feedback to classmates and using feedback received from others to improve their own learning and performance.

3.2 Assessment concerns, complaints and appeals

Platon School recognizes the importance of transparent and fair procedures in addressing concerns related to assessment.

- 1. Clarification with the teacher:** Students/parents/legal guardians are encouraged to first contact the subject teacher to clarify feedback, criteria and grading decisions within a reasonable time after receiving the assessed work.
- 2. Programme/department review:** If the concern remains unresolved, the matter is referred to the relevant Head of Department and Programme Coordinator (PYP/MYP/DP) for review of the assessment procedure and the application of criteria (including task-specific clarifications where applicable).
- 3. School-level review:** If still unresolved, the concern is escalated to the Director of Studies and/or the School Director for a final school-level review. A written response is provided.
- 4. Record keeping:** Formal stages are documented and stored.

4. Primary Years Programme (PYP)

4.1. Our philosophy on assessment

At Platon School, assessment is an ongoing process, which is at the centre of our school's culture and involves the whole school community.

We assess all the essential elements of the PYP: knowledge, ATL, concepts and action. The assessment policy is constantly revised and circulated within the whole school community, parents and teachers. By ongoing assessment, we monitor, document, analyze and report what the students are learning and can do, informing the teaching and learning process.

Parents are informed about their children's learning goals, and about their progress towards those goals. This way the cooperation between school and family is highly effective.

In addition, students with special educational needs are assessed differently. The assessment strategies and tools used for these students vary and are appropriately adjusted to their needs with the help of the SEN Team.

4.2. Characteristics of effective assessment in the PYP

Assessing:

- It's an ongoing process.
- It's informed by the inquiry cycle.
- It's connected to real life, to what students know and can do.

- It has transparent success criteria and goals that are clearly communicated to students in advance.
- It includes multiple tools and strategies that are appropriate for different circumstances.
- It covers all learning objectives (knowledge, concepts, ATL, action, IB learner profile).
- It's differentiated, based on students' different needs and styles.
- It engages students in the assessment process by embedding evaluation in the daily routine of everyone in the classroom. Moreover, students actively undertake self- and peer-assessment.

4.3. Self-assessment – Peer-assessment

Peer-assessment is a highly effective tool, in which students are evaluated by their own peers. Peer-assessment helps students develop their own critical thinking and evaluation skills, by putting them in the role of the evaluator. It is usually conducted in a casual communication format, and students are typically more open to receiving feedback from their peers.

4.4. Assessment objectives

A. Assessment supports the learners to:

- Demonstrate and apply their learning.
- Develop and use their own assessment skills and strategies and give their perspective.
- Construct learning based on their prior knowledge.
- Gain feedback and set personal learning goals.
- Build confidence by achieving these goals.

B. Assessment supports learning and teaching to:

- Check the progress of learning regarding personal learning goals and success criteria. (Monitoring)
- Gather evidence of learning. (Documenting)
- Capture what students have learned at a particular point in time. (Measuring)
- Describe the progress and achievement of the students' learning. (Reporting)
- Identify progress and improve strategies and practices.
- Give feedback and feedforward.
- Adapt to the students' different learning needs and styles.

C. Assessment supports the learning community to:

- Know the objectives and strategies of assessment.
- Gather assessment data.
- Use common language regarding the school's philosophy.

5.5. Assessment strategies and tools

B.5.1. Recording

Tools	Strategies
– Anecdotal records – Exemplars – Checklists – Rubrics – Portfolios	– Classroom observations – Performance assessment – Process-focused assessment – Selected responses (quizzes and tests) – Open-ended tasks

5.5.2. Portfolios

The role of portfolios at Platon School:

- Portfolio-based assessment supports the evaluation of students' work and shows the development of the child in all subject areas, through collections.
- The portfolio acts like a personal journal of achievements that shows what the children have learned and are able to do.
- It makes students' growth, creative thinking and reflection evident and easily accessible to the whole school community.
- It provides a continuum for all students to track their learning process, and helps them reflect on their learning and define their growth as learners.
- The teacher's portfolio is a digital file that contains each unit of inquiry's process, including photos of the basic learning experiences of the unit, and some written definitions about the goals of the activities.

5.6. PYP Exhibition

In the final year of the PYP (Grade 5), students participate in a collaborative, transdisciplinary and inquiry-based culminating project that involves them in identifying, investigating and offering solutions to real-life issues or problems. The PYP Exhibition represents a significant event in the life of a PYP school and student, synthesizing the essential elements of the PYP and sharing them with the whole school community. It also signifies and celebrates the students' move from the PYP into the MYP.

Assessment, as in the PYP in general, is constant, and its most important goals are the development of the five essential PYP elements, the feedback from the students and the better planning of the rest of the activities. These matters are assessed with several tools.

The basic assessment tools for the Exhibition are:

- Exhibition portfolio

- Students’ journal
- Teachers’ and mentors’ anecdotal records
- Students’ reports, planners and presentations

5.7. Reporting

5.7.1. Parent–Teacher: One-to-one meetings

These one-to-one meetings are a useful opportunity to meet with the parents, learn more about the child and the family, and share evidence of the student’s learning. In addition, it is a time for setting goals with the parents and sharing concerns. These conferences take place three times a year, at the end of every trimester (December, March, June), when parents receive their child’s formal report card, which is the basis of the discussion at the meeting. Due to national curriculum standards, the first page consists of a standardized numerical or alphabetical grading scale (depending on the Grade). The rest of the report’s pages report on subject-specific scope and sequence goals, and also the units of inquiry’ central idea, related concepts and lines of inquiry. The report cards are adjusted to each grade level’s needs, and the grading tools used are mostly rubrics.

5.8. Conferences

5.8.1. Teacher–Student

Conferences of this kind take place on a daily basis. Teachers guide students, providing them with feedback on their learning, helping them to set goals and giving them advice on how to move further with their learning.

5.8.2. Student-led conferences

At Platon School, we implement student-led conferences twice a year: in February and at our Open Day event.

In February, parents are invited to participate in a full “Back to School” day. This experience provides authentic opportunities for students to demonstrate agency by presenting their learning across the Units of Inquiry. Students explain the inquiry cycle, the learning engagements they have participated in, and how their conceptual understanding has developed over time.

Students and teachers collaboratively share evidence of the development of the units, emphasizing the student-led and inquiry-based nature of learning. Learning experiences are shaped by students’ questions, ideas, reflections, and interests, as well as by the lines of inquiry that have evolved throughout the units. Students identify and reflect on the Approaches to Learning (ATL) skills, Learner Profile attributes, and conceptual understandings they have developed.

Parents are invited to participate in hands-on learning experiences and games, enabling them to experience the authentic, transdisciplinary learning environment of the PYP classroom and better understand how learning takes place in practice.

At the end of the day, a Class Meeting is facilitated to model how learner voice, choice, and reflection are embedded in classroom practice. Both students and parents participate, with parents encouraged to share perspectives, ask questions, and reflect on their children's learning and development.

For the Open Day, students' parents are invited to the school and children's learning is made evident in their classroom. Children present their learning journey to their parents, using age-appropriate methods. Some of the tools usually used are: oral presentations, PowerPoint presentations, team games, theatrical plays and art exhibitions. The main aim of these events is to empower children, highlight their strengths and personal inclinations, and help them feel proud of their achievements; but also to involve family members in the learning process, make learning visible and evident to them, and show the value of student-led activities.

6. Middle Years Programme (MYP)

6.1. Principles and procedures

- 6.1.1.** Academic assessment is a continuous and rigorous process, based on a variety of methods such as tests, written assignments, presentations, class debates, group work, role play, forensics, projects and performances, as a way to address learning needs and requirements for all subject areas.
- 6.1.2.** All types of assessment should be developed, applied and evaluated through the collaboration of MYP teachers, having as a point of reference subject-specific MYP guides and Greek national curriculum documentation.
- 6.1.3.** Rubrics, sample work, checklists and portfolios, along with student progress records throughout the academic year, are monitored and, when appropriate, evaluated.
- 6.1.4.** Assessment is enriched by a variety of tools and methods so as to better consider student performance and skills.
- 6.1.5.** MYP Years 1 to 5 are subject to external monitoring.
- 6.1.6.** The MYP Year 5 personal project is subject to moderation.
- 6.1.7.** The Greek Ministry of Education is responsible for overseeing and determining the syllabus for all subject areas in grades 6, 7, 8, 9 and 10. Detailed records are kept by the teachers.
- 6.1.8.** Although the number and nature of assignments for every subject area is determined by the teachers, it is essential that each strand of every criterion is assessed at least twice per year, always in relation to the overall student progress evaluation.
- 6.1.9.** MYP objectives and criteria for Year 5 are implemented as determined by the IB. MYP1 uses MYP1 criteria, MYP2 and MYP3 use MYP3 criteria, and MYP4 and MYP5 use MYP5 criteria.
- 6.1.10.** Rubrics, assessment objectives and subject-specific terminology must be applied to all student assignments and thus determine overall grades.

- 6.1.11.** Students receive feedback for both formative and summative assignments submitted.
- 6.1.12.** Teachers are responsible for giving feedback to students on a regular basis. Additionally, teachers provide consultations and recommendations on tasks assigned.
- 6.1.13.** Students should be given a 7-day minimum preparation time for summative assessment tasks, such as tests and major assignments/projects. Additionally, they dedicate a 5-day preparation period in order to complete in-class assignments.
- 6.1.14.** Suggested improvements regarding assignments, attainment level and/or tests are communicated by the teachers within a time slot of 10 days, for the students to look into their work and reflect.
- 6.1.15.** Teachers are obliged to maintain detailed records of student performance.
- 6.1.16.** For each assessment task the feedback sheet should include the following: purpose, type and nature of the assignment, the MYP objectives/criteria, and its duration along with the final submission date.
- 6.1.17.** Feedback sheets should be designed in such a fashion as to be suitable for all age levels and may be included in assignment instruction sheets. Moreover, the purpose and method of evaluation should be explicitly stated to all students involved. Electronic and oral assessment improvement comments may be used as complementary.
- 6.1.18.** Written assignments may be submitted in print and/or maintained as electronic files and print sections over a period of time, depending on the nature of the task. Excuses regarding technical difficulties are not acceptable for submission delay. As for class presentations, students submit a printed copy of their work and notes.
- 6.1.19.** Assignments submitted for assessment are authenticated by the student as their own work.
- 6.1.20.** Students are therefore fully aware of academic honesty rules and regulations in order to properly reference sources and bibliography. Furthermore, referencing and bibliography expectations should be in accordance with grade levels and acquisition of skills.
- 6.1.21.** Students should be informed about their performance in every assignment in relation to objectives/criteria, task focus, skills and material taught.
- 6.1.22.** Overall assignment grades are given in accordance with the teacher's judgment, issued on the basis of whether MYP objectives/criteria were met. Moreover, due to the goals set by the national curriculum, a task is also assessed accordingly.
- 6.1.23.** Assignments may be adjusted in order to meet the needs of students with learning difficulties. This should be done, however, in close collaboration with the school's student learning centre.

6.2. Plagiarism

- 6.2.1.** Plagiarism concerns the copying of thoughts and scripts of an author along with the submission of the latter as the student's own work for which to take credit.
- 6.2.2.** Plagiarism refers to the use of passages from books, periodicals, electronic articles and CD-ROMs as sources that have not been referenced.
- 6.2.3.** The use of work compiled by other parties, such as parents, teachers and peers, will equally be determined as plagiarism.
- 6.2.4.** Finally, misleading referencing also bears severe consequences, as outlined in the school's Academic Honesty Policy.

6.3. Homework policy

- 6.3.1.** Homework is a necessary element of classroom teaching. All students are expected to receive homework assignments on a regular basis. The primary goals of assigned homework are to help students develop basic skills such as self-management, organization, reflection, language and technical skills.
- 6.3.2.** The amount of homework varies depending on the Grade of the students, the national curriculum requirements, and the personal strengths and weaknesses of each student.
- 6.3.3.** For larger projects there is an internal timetable in place using a digital platform (ManageBac), so that no more than one major test or research project is expected on the same day.
- 6.3.4.** The school places emphasis on the respect of deadlines; all students are responsible for organizing their time appropriately to manage long-term projects.
- 6.3.5.** Teachers expect homework to be done properly and on time.
- 6.3.6.** In such a case, the homeroom teacher and, if needed, the Principal are notified. Depending on the case in hand, the parents are also notified.
- 6.3.7.** Cases of students who fail to submit assignments are individually examined. Teachers are particularly sensitive to students who consciously and repeatedly demonstrate indifference to the completion of assigned tasks.

6.4. Time, procedure, penalties

- 6.4.1.** All work is expected to be submitted on the due date, at the time specified to the students by their teachers.
- 6.4.2.** Work is handed to the relevant teacher or submitted online when requested.
- 6.4.3.** It is the responsibility of the student to ensure that work has been received by their teacher.
- 6.4.4.** There are consequences for late submission of work. These are determined by the professional judgment of classroom teachers, who may take into consideration the following factors:

- the age of the student
 - previous occurrences
 - the student’s academic profile (e.g. whether the student has specific learning needs)
 - other personal circumstances
- 6.4.5.** Teachers are encouraged to liaise with Heads of Department and/or the MYP Coordinator if they have concerns over late/non-submission of student work.
- 6.4.6.** Parents are contacted by the homeroom teacher when a student’s progress is not satisfactory or he/she does not behave according to the school standards.
- 6.4.7.** The Head of School meets with students and parents in serious instances or recurrences.
- 6.4.8.** Work not submitted on time (without adequate explanation, or unreasonably late – more than 5 days after the deadline) may be marked but with no credit recorded, at the discretion of the teacher. The task may still be required to be completed in order to demonstrate an ability to meet the criteria for the task and course requirements.
- 6.4.9.** Incomplete work should be submitted on time despite its incompleteness.
- 6.4.9.1.** If students are absent on the day an assessment task is to be completed in class, they meet with their teacher on their first day back – before attending any classes – to organize a time to catch up on the missed task. Failure to follow this procedure could result in the student receiving no credit for the missed task (students will still need to complete the task in order to meet the learning outcomes for the course).
 - 6.4.9.2.** Particularly, when students are absent on the day a test is to be given, they must arrange a new date for the test with their teacher within a week from the day the student returns. Students may apply for an extension through their homeroom teacher prior to the due date. Students must have a valid reason for the application and, if approved, a new date will be set for submission.

6.5. Types of assessment

- 6.5.1. Diagnostic assessment:** aims at exploring and enquiring into students’ needs and learning expectations, encouraging in the classroom environment brainstorming, the development of mind maps, student inquiries and original thoughts.
- 6.5.2. Formative assessment:** aims to improve learning through open-ended questions, projects, experiments, etc. In order to modify teaching and learning activities to improve student attainment, teachers use a range of formal and informal assessments.
- 6.5.3. Summative assessment:** summarizes the development of student learning at a particular time. At the end of each unit, students are given a subject-specific task.
- 6.5.4.** Students are given task-specific clarifications.

- 6.5.5. MYP students are given criterion-based assessment.
- 6.5.6. Subject-specific policies are attached.
- 6.5.7. **Self- and peer-assessment:** students are given a chance to assess themselves and to discover their strengths and weaknesses. They are expected to assess themselves in terms of IB attitudes such as cooperation, integrity, tolerance, curiosity, creativity, etc.

6.6. Teacher assessment toolkit

- 6.6.1. IB assessment criteria
- 6.6.2. Student sample work (standardization)
- 6.6.3. Checklists
- 6.6.4. Rubrics
- 6.6.5. Task-specific clarifications
- 6.6.6. Relevant school policies:
 - 6.6.6.1. Academic Integrity Policy
 - 6.6.6.2. Language Policy
 - 6.6.6.3. Assessment Policy

6.7. Standardization

- 6.7.1. The school adheres to a series of strict rules and regulations pertaining to the standardization of student assessment. In this fashion, quality, analysis of findings, reliability and fairness are secured.
- 6.7.2. The school ensures the existence of a designated assessment framework, which requires teachers' active participation and cooperation.
- 6.7.3. Within their department, teachers discuss how to adjust objectives' demands per grade level, the goals of the material taught, rubrics, knowledge and skills acquired, the student profile and exemplary student tasks, along with the evaluation of possible complex cases.
- 6.7.4. Through standardization, students are fully informed regarding the demands of the academic curriculum. The terms and regulations are clearly communicated to the school community, which allows students to develop their skills and talents and to efficiently manage their responsibilities.
- 6.7.5. Parents are informed about the key principles of the curriculum, the level of knowledge and skills that students are expected to develop, the demands per grade level and subject area, and the nature, timelines and degree of difficulty of the tasks assigned.

6.8. Feedback to parents

- 6.8.1.** Parents are invited to school one month after the beginning of the academic year, and teachers and parents have one-to-one sessions to inform parents about MYP objectives and assessment procedures.
- 6.8.2.** There are regular Parent–Teacher conferences twice a year, at the end of the first and second semesters. In these conferences, parents are informed about the student’s performance, are given grade reports and are acquainted with improvement suggestions.
- 6.8.3.** Parents and teachers are free to make appointments to discuss student progress and achievements. As a school we have made provisions for parents to consult subject-specific teachers concerning student performance on a weekly basis.
- 6.8.4.** Feedback is also criterion-related, based on assessments for each subject in all years of the programme, based on four equally weighted IB assessment criteria.

6.9. IB MYP Certificate

- 6.9.1.** The IB MYP Certificate is the highest standard of achievement in the programme. Year 5 students at Platon School must take the following courses to obtain an IB MYP Certificate:
 - 6.9.1.1.** Five external on-screen examinations in Language & Literature (English), Mathematics, Sciences (Biology), Individuals and Societies (History), Language Acquisition (French or German) and Interdisciplinary learning.
 - 6.9.1.2.** An additional ePortfolio submission for Language Acquisition (French or German).
 - 6.9.1.3.** One ePortfolio submission for Physical and Health Education or Design (Digital Design).
 - 6.9.1.4.** The personal project.
- 6.9.2.** Students can achieve a maximum grade of 7 in each course, which all culminate in a total score of 56.
- 6.9.3.** In order to acquire an IB MYP Certificate, students must:
 - achieve at least 28 points from across all eight courses;
 - achieve at least a grade 3 in each of them;
 - fulfil our school’s expectations of community service.

6.10. Reports

- Reports for MYP1 are determined in accordance with the following terms, as determined by the Ministry of Education:
 - 1st term: September to November
 - 2nd term: December to February
 - 3rd term: March to May

- Reports for MYP Years 2–5 are determined in accordance with the following terms:
 - 1st term: September to January
 - 2nd term: February to May – including end-of-year exams
- Grade reports are distributed to parents at the end of each term.
- Grade reports for MYP1 consist of two parts:
 - grades pertaining to the Greek national curriculum (marks out of 10)
 - MYP assessment criteria
- Grade reports for MYP2–5 consist of two parts:
 - grades pertaining to the Greek national curriculum (marks out of 20)
 - MYP assessment criteria
- Platon School uses the grade boundary guidelines table that follows to determine final grades in each year of the MYP. The table provides a means of converting the criterion levels total into a grade based on **a scale of 1–7**.

Criterion levels total	Grade	Grade descriptor
1–5	1	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.
6–9	2	Produces work of limited quality. Expresses misconceptions 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.
10–14	3	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.
15–18	4	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.

Criterion levels total	Grade	Grade descriptor
19–23	5	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.
24–27	6	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.
28–32	7	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.

6.11. End-of-year exams

In accordance with the Greek national curriculum:

- Upon completion of the 2nd term of MYP2–4, students take final exams in 7 subjects: Greek, English, Mathematics, Physics, Biology, History and Ancient Greek.
- Upon completion of the 2nd term of MYP5, students take final exams in 6 subjects: Greek, Mathematics, Physics, Chemistry, English and Ancient Greek.
- MYP1 students do not sit end-of-year exams.
- Exams are designed collaboratively by subject-area teachers.
- Special provisions are made for students with learning difficulties.
- The final grade point average is calculated from:
 - academic achievement in all terms, and
 - end-of-year exams (when applicable).
- Students who have not adequately performed throughout the academic year and have failed to reach the designated passing score are given the opportunity to resit exams in the first 2 weeks of September; however, should the students fail to reach a passing score again, they are obliged to repeat the year.

7. IB Diploma Programme (DP)

7.1. Assessment at Platon School IB Diploma

Assessment at Platon School IB Diploma aims to measure the extent to which Diploma students have attained the designated academic standards, knowledge, concepts and skills, which are aligned with the IB Diploma philosophy. Through a diversity of summative and formative assessment practices, we aim to help students produce work they can take pride in.

7.2. Fundamental principles and practices

1. All types of assessment are aligned with the Diploma subjects aims and assessment objectives as described in the relevant IB Diploma guides.
2. Year 1 and 2 students at the beginning of the academic year are informed about the key assessment milestones of the Diploma Programme.
3. Teachers familiarize with and implement IB DP assessment objectives and practices in their respective subjects. Teachers also explain relevant principles, procedures and criteria to students, documented in subject specific student-guides accessible via the school's platform - Managebac.
4. Teachers develop summative rubrics aligned with the relevant subject specific assessment objectives, accessible to students via the subject-student-handbooks, uploaded on Managebac.
5. Teachers use diverse formative, summative assessments and feedback strategies.
6. Students are encouraged and practice peer and self-assessment in class based on relevant criteria to help them understand “where they are” and “where to go next and how”
7. Homework strategy:
 - Teachers assign scaffolding-type formative tasks in class and apply relevant criteria part of the self-assessment practice.
 - Teachers assign weekly homework tasks, uploaded to the school's platform.
 - Students upload completed homework tasks to the school's platform.
 - Grading and comments for improvement are reported to students and parents via Managebac.
 - Work not submitted and/or submitted late:
 - i. Meeting with student and subject-teacher to identify possible psychological and/or learning barriers.
 - ii. The ATL advisor and SEN counselor are consulted to support students to remove possible barriers.
 - iii. Identifiable barriers are dealt with as per *Platon DP Language Policy* and/or DP differentiated teaching practices.
 - iv. The opportunity for timely teacher feedback is missed.
 - v. Parents are contacted if lateness and/or non-submission are regularly observed.

8. Teachers keep detailed records of students' performance and provide students with timely detailed feedback, thus giving them a chance to reflect on their performance.
9. Students' work is authenticated before submission. All teachers use Turnitin authentication software. All students are provided with Turnitin accounts to submit and check their work. Cases of misconduct are reported to the IB DP Coordinator and dealt with in accordance with the *Platon DP Academic Integrity Policy*.
10. Year-1 students are familiarized with the external, internal and CAS deadlines calendar in June. The deadlines-calendar is uploaded on Managebac accessible to students and parents. The deadlines-calendar is also uploaded to the Platon parent-portal platform.
11. Internal and external assessment components are evaluated during check-in meetings with teachers and students, based on subject-specific and Core criteria.
12. Summative assessments, internal and external components marking is standardized in accordance with subject criteria, by the relevant teachers in subject-group meetings.
13. The IB DP exam results issued on July 5th along with IB examiners' school-specific IAs feedback, are analyzed in a constructive manner at the beginning of the school year by faculty, to inform teaching and assessment.

7.3. Recording and Reporting

7.3.1. *The academic year comprises of two semesters*

- 1st semester: 2nd week of September to 1st week of December
- 2nd semester: 2nd week of December to 1st week of April
- Students usually have a school break around mid-April or early May for Orthodox Easter.

7.3.2. *Internal examination sessions*

➤ **Year-1:**

- students sit a 2-week mid-year examination session, commencing the 2nd week of January.
- students sit a 2-week end-of-year examination session commencing the 1st week of June.

➤ **Year-2:**

- students sit a 2-week 'bridge' examination session, commencing the 2nd week of September.
- students sit a 2-week mock examination session simulating the official Diploma examination conditions and schedule.
- **According to national legislation Year 1 & 2:** students wishing to obtain equivalency with the Greek National High School Apolytirion must attend sessions, over the 2 years in Modern Greek A Language and Literature, and Greek Contemporary History and take examinations, Year-1 the 1st week of June and Year-2 the 1st week of June. The scores

earned are included in the equivalency certification provided by the school upon release of the Diploma exam results on July 5th.

7.4. Predicted grades

- Predicted grades are issued to Year-2 students in the 1st week of November. Predictions are issued upon formal university request.
- The predicted grade formula is calculated as follows:

Contribution	Weighting
Year-1 mid-year examination	20%
Year-1 end-of-year examination	40%
Year-1 course work	20%
Year-2 internal & external components	20%

7.5. Reporting to parents and students

Parents, guardians, and students receive comprehensive grade reports, including teachers' comments and suggestions for improvement, for the following sessions:

- Year-1: upon the completion of the 1st and 2nd semesters
- Year-1: mid-year examination results report
- Year-1: end-of-year examination results report
- Year-2: September 'bridge' examination results report
- Year-2: upon the completion of the 1st semester
- Year-2: mock examination results report – appraised as 2nd semester grades

7.6. Assessment practices per subject group

Group 1: Studies in Language and Literature		
Subjects taught	Formative	Summative
– Modern Greek A LL – English A LL – Chinese A LL	– Class discussions – Writing in different genres – Responding to an opinion in writing – Developing vocabulary – Role plays – Group work – Theatrical performances – Observation – Peer editing – Self-editing and correcting – Storytelling and the importance of narration	– Writing pieces – Oral presentations – Oral commentary – Literature short and long answer questions – Paper 1 samples – Paper 2 samples

Group 2: Language Acquisition		
Subjects taught	Formative	Summative
– English B – Spanish Ab Initio – Spanish B – Chinese B – French B – German Ab Initio – German B – Classical Greek – School-supported self-taught languages	– Class discussions – Writing in different genres – Responding to an opinion in writing – Developing vocabulary – Role plays – Group work – Theatrical performances – Observation – Peer editing – Self-editing and correcting – Storytelling and the importance of narration	– Writing pieces – Oral presentations – Individual oral – Past papers – Reading comprehensions – Vocabulary tests – Literature short and long answer questions

Group 3: Individuals and Societies		
Subjects taught	Formative	Summative
– History – Business Management – Economics – Psychology – Global Politics – Environmental Systems and Societies	– Evaluation/analysis of case studies – Quizzes – Application of subject-specific tools to real-life examples – In-class presentations – Class debates – Designing posters and video presentations – Lab and field work – Group work – Peer assessment	– Unannounced tests – Case study evaluation – Revision tests – Compiling detailed lab reports – Video presentations – Essay writing – In class timed essays – Past paper simulations

Group 4: Sciences		
Subjects taught	Formative	Summative
– Biology – Chemistry – Physics – Computer Science – Sports, Exercise and Health Science (SEHS)	– In-class presentations – Class debates – Essay writing – Data-based and long answer questions – Designing applications – Video presentations – Reflecting on own progress and self-supported learning	– Revision tests – Revision data-based questions – Lab reports after practicals – Past paper simulations

Group 5: Mathematics		
Subjects taught	Formative	Summative
– Mathematics: Applications and Interpretation – Analysis and Approaches	– Solving exercises in class – Online Math practice platforms – Quizzes – Sets of review questions at the end of each chapter	– Sets of review questions at the end of each chapter – Revision tests – IA proposals – Past paper simulations

Core: Theory of Knowledge		
Subjects taught	Formative	Summative
– Theory of Knowledge	– Keeping a journal – Reflecting on real-life situations – Deconstructing knowledge questions – Developing mind maps for essays and presentations – Class debates	– Essays – Presentations – exhibitions – In-class presentations – exhibitions – In-class essays

7.7. Academic Integrity

The school is committed to maintaining ethical practices as outlined in the *Platon Academic Integrity Policy*.

7.8. Assessing students with learning difficulties as per Learning diversity and inclusion in IB Programmes publication.

SEN students are offered a variety of arrangements to support their well-being and learning.

7.8.1. Access arrangements are based on:

- pedagogical – psychological reports from external evaluators
- medical reports from external evaluators
- pedagogical – psychological reports from the school's counsellor in collaboration with DP faculty
- Academic evidence from DP faculty

Assessment arrangements may include:

- modification of exam papers
- extension of deadlines
- assistance with practical work
- additional time for in-class work, tests, mid-term, end-of-year and mock examinations
- rest periods
- access to computers and communication technology facilities
- reader and scribe during tests and examination sessions
- **An academic support structure** has been developed to provide support and to help students to identify and remove barriers via:
 - Language support
 - Mathematics support
 - Emotional and mental well-being counseling
 - ATL advisor's support

Revising the Assessment Policy

This document was first developed in 2010 during the school's authorization. This is the third detailed revision of the AHP of the school. It is the intention of the leadership team to effectively revise the policy to align with the IB requirements.

The group responsible for this revision is:

- a. Ms. Konstantina Tanya Petratou, IB Diploma Coordinator
- b. Ms. Constantina Liargovas, IB MYP Coordinator
- c. Ms. Alexandra Exarchou & Ms. Anna Georgiou, IB PYP Coordinators
- d. Ms. Vassia Papadopoulou, Director of Studies
- e. Heads of the IB Departments

References

- Diploma Programme assessment: From principles into practice. IB, 2026.
- Teaching and learning informed by assessment in the Diploma Programme. IB, 2021.
- Guidelines for developing a school assessment policy in the Diploma Programme. IB, 2010.
- Learning diversity and inclusion in IB Programmes. IB, 2020.

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