



ManageBac+

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Education Group

School Resource

IB Diploma Programme (DP)

Policy Checklists

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IB Diploma Programme (DP) Policy Check

Programme Standards & Practices (2020) Culture: Creating positive school cultures

Standard: Culture through policy implementation (0301)

Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.

Language Policy

- ☐ Has a clear language philosophy that reflects the school's beliefs about language learning.
- ☐ Recognises that all teachers are, in practice, language teachers with responsibilities in facilitating communication.
- ☐ Outlines how students are to learn at least one language in addition to their home/personal language(s).
- ☐ Describes how the development and maintenance of the home/personal language(s) for all learners is to be supported.
- ☐ Ensures that diversity, equity and inclusion practices are in place to guarantee all students have access to the IB programme(s) offered by the school, including those who are learning in a language other than their home/personal language(s).
- ☐ Provides support for students who are not proficient in the language of instruction.
- ☐ Ensures support for multilingualism, which is required to support multiliteracies.
- ☐ Describes how the language(s) of the wider community are respected and promoted.
- ☐ Considers what resources and practices are to be used to involve parents in planning their children's language profile and development.
- ☐ Considers the sociocultural circumstances of the school.
- ☐ Promotes learning about the host country or the regional language and culture.
- ☐ Group 1 and group 2 course offerings (language A/ language and literature, and language B/ language acquisition), reflect the needs of students.
- ☐ Includes information about diagnostics and how students are placed in their language courses (language A/ language and literature, and language B/ language acquisition/language ab initio).

- ☐ Incorporates strategies to support all teachers in their contribution and responsibility to the language development of students in all subject areas.
- ☐ Includes evidence of a review process, such as who took part in the creation and review of the policy, the date of the most recent review, and when it will be reviewed next.

Inclusion Policy

- ☐ Identifies all legal requirements. Outlines the structure and process used to comply with legal requirements.
- ☐ Describes the rights and responsibilities of all members of the school community.
- ☐ Clearly states the school's vision for implementing inclusive IB programmes.
- ☐ Includes reference to the scope of support the school will give to DP students in connection with the school's admissions policy.
- ☐ Incorporates IB policies related to special needs/inclusion into the school's own policies, as applicable.
- ☐ The inclusion policy includes services provided, staff responsible, entry identification procedures and exit support structures.
- ☐ Lists the resources put in place to support the policy (for example, special needs teacher/s, relevant training).
- ☐ Includes evidence of a review process, such as who took part in the creation and review of the policy, the date of the most recent review, and when it will be reviewed next.

Admissions Policy

- ☐ Stipulates the conditions for admission to the DP.
- ☐ Includes references to the scope of support the school will give to DP students in connection with its Inclusion Policy.
- ☐ Includes evidence of a review process, such as who took part in the creation and review of the policy, the date of the most recent review, and when it will be reviewed next.

Assessment Policy

- ☐ Clearly states the school's philosophy of assessment that supports student learning.
- ☐ Is aligned with the IB philosophy concerning learning and assessment.
- ☐ Describes the rights and responsibilities of all members of the school community.
- ☐ States what constitutes effective assessment practice, including the number and frequency of formative and summative assessments.
- ☐ Demonstrates a complete understanding of the DP assessment criteria.
- ☐ Details the practices used for recording and reporting student achievement/assessment.
- ☐ Details how to administer formative and summative assessments consistent with IB expectations.
- ☐ Describes common practices used to develop programme assessment criteria and determine achievement levels.
- ☐ For schools imparting local/state/national curricula, include an explanation of the correspondence between IB principles and practices and the required systems for grading and reporting.
- ☐ Explains the methods used to standardise the internal assessment of student work.
- ☐ Details the moderation process and/or quality checks used to ensure that internally marked coursework is at the standard defined by the IB.
- ☐ Includes information about the setting of predicted grades.
- ☐ Describes the process and procedures for addressing student appeals of assessments.
- ☐ Includes information about awarding of a full diploma, certificate and any high school diploma requirements (if applicable).
- ☐ Includes evidence of a review process, such as who took part in the creation and review of the policy, the date of the most recent review, and when it will be reviewed next.

Academic Integrity Policy

- ☐ Aligns with the school's definition of academic honesty and its mission statement.
- ☐ Describes the rights and responsibilities of all members of the school community.
- ☐ Articulates responsibilities for teaching a variety of practices reflecting the five fundamentals of academic integrity: honesty, trust, fairness, respect and responsibility.
- ☐ Contains appropriate references to the IB learner profile, particularly to striving to be principled.
- ☐ Adopts the IB definitions of academic misconduct and its different categories.
- ☐ Gives advice on, and/or examples of, what constitutes academic misconduct, intellectual property and authentic authorship, and the actions taken if there are transgressions.
- ☐ Identifies the conventions for citing and acknowledging original authorship, including the school's preferred referencing style (Harvard, MLA, APA), with examples.
- ☐ Includes guidance on the distinction between legitimate collaboration and unacceptable collusion.
- ☐ Describes monitoring processes and a complaints/appeals procedure.
- ☐ Lists the resources put in place to support the policy (for example, software to check plagiarism, student guides, specific training, etc.).
- ☐ Includes evidence of a review process, such as who took part in the creation and review of the policy, the date of the most recent review, and when it will be reviewed next.

Note: Please refer to the IB online Programme Resource Centre (PRC) to view guides and docs to support the development of these policies. Consider referring to the following docs from the PRC and IB website:

- Diploma Programme: From principles into practice (April 2015)
- IB Coordinator Resource (Aug 2021)
- Access and inclusion policy (updated Aug 2021)
- Learning diversity and inclusion in IB programmes (Updated May 2020)
- Meeting student learning diversity in the classroom (Dec 2019)
- The IB guide to inclusive education: a resource for whole school development (Updated Nov 2019)
- Academic integrity (March 2023)
- Ten tips for acting with integrity (2022)
- www.ibo.org/academic-integrity
- Academic integrity for internal assessments (2009)
- Diploma programme assessment appeals procedure (September 2016)
- Guidelines for developing a school assessment policy in the Diploma Programme (2010)
- Guidelines for developing a school language policy (April 2008)
- Guidelines for school self-reflection on its language policy (2012)
- Learning stories – Developing policies, procedures and practices to meet student diversity
- Learning stories – A learning story about how a school's language policy supports multilingualism in a culturally diverse community
- Assessment principles and practices – Quality assessment in a digital age (Jul 2019)
- Diploma Programme Assessment Procedures 2021.

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