

Varvakeio Model Lyceum

School Mission Statement

The mission of VARVAKEIO MODEL LYCEUM (upper-secondary school) is to foster the comprehensive, harmonious, and balanced development of our students' intellectual and psychosomatic skills so that, regardless of gender and national origin, they all have the opportunity to evolve into well-rounded personalities and live a creative and meaningful life.

Specifically, it helps students:

- a) To become free, responsible, democratic citizens, to defend the national independence, and territorial integrity of the country, as well as democracy. To be inspired by love for humanity, life, and nature, guided by faith in our country, and the principles of Christian Orthodox tradition. Their religious freedom is inviolable.
- b) To cultivate and develop their mind and body, inclinations, interests, and skills. To acquire, through their school education, a social identity and consciousness, understanding and recognising the social value and equality of both intellectual and manual labour. To be informed and trained in the proper, beneficial and sustainable use of the modern world's resources, as well as the values of our folk tradition.
- c) To develop creative and critical thinking as well as a sense of collective effort and cooperation, so that they take initiatives and, with their responsible participation and integrity, contribute decisively to the progress of our country and society as a whole.
- d) To understand the importance of art, science, and technology, to respect human values, and to preserve and promote our country's cultural identity.
- e) To nurture a spirit of friendship and collaboration with all peoples worldwide, aspiring towards a just, peaceful, and better world.

International Baccalaureate Organization (IBO) Mission Statement

"The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right."

Philosophy

In accordance with the regulations regarding the Greek educational system (Law 4692/2020), Model Schools (P.S.) are established and operate with the purpose of contributing to optimal educational planning and the pilot implementation of the educational policy, to cultivate and diffuse the best educational methods, practices, and tools throughout the entire educational system.

Aims of Model Schools

Model Schools are public secondary education institutions in Greece that promote and implement educational excellence. Their main goals include:

- Encouraging innovation and student self-improvement
- Supporting talented and high-potential students
- Testing new curricula, teaching methods, and materials
- Participating in educational and psychological research with universities
- Creating excellence, creativity, and innovation clubs open to students from other public schools
- Providing university student and teacher internships in demanding academic environments

- Collaborating on doctoral research related to education
 - Training teachers and sharing best practices with neighboring schools
 - Organizing seminars and promoting school partnerships
 - Working with local and international universities and research bodies
 - Piloting quality evaluation programs for teaching and infrastructure
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IB Diploma Programme Assessment Policy

1. Philosophy and IB Alignment

Assessment at Varvakeio Model Lyceum is rooted in the belief that assessment supports student learning and promotes reflection, self-improvement, and academic integrity. Our approach emphasizes fairness, transparency, and alignment with both IB standards and national educational expectations. The core principles include timely feedback, balanced use of formative and summative tools, and the consistent application of IB-assessment criteria.

The Assessment Policy aims to record the school's principles and practices that relate to assessment. All members of the school community (heads, teachers, students, administration, parents/legal guardians) are informed of this policy and it should be read together with other relevant material and school documents. The school's Assessment Policy will be reviewed on a yearly basis and revised, if necessary.

2. Principles of assessment

According to *Diploma Programme from principles to practice (IBO 2015)*:

"In IB programmes, assessment forms an integral aspect of teaching and learning. To understand what students have learned, and to monitor their progress, teachers use a range of assessment strategies that provide meaningful feedback. IB assessment supports good classroom practice by encouraging authentic demonstrations of understanding that call for critical and creative thinking.

In IB programmes, assessment is ongoing, varied and integral to the curriculum. Assessment may be formal or informal, formative or summative, internal or external; students benefit from assessing their own work and the work of others. IB students demonstrate their learning through a variety of assessments and consolidations of learning, including the PYP exhibition, MYP community project and personal project, the CP reflective project and the extended essay in DP.

External assessments for DP students are internationally benchmarked, balancing valid measurement with reliable results."

At Varvakeio Model Lyceum, assessment is seen as an integral part of the teaching and learning process as it helps measure student achievement relative to predefined learning aims and objectives.

The IB Diploma is awarded upon external and internal marking of formal assessment tasks. In alignment with National Requirements for the Greek Apolytirion, students who are Greek nationals are concurrently enrolled in Modern Greek Language and Literature and History courses. Grades for History, of the Greek curriculum only, are reported according to the Greek Ministry of Education's standards. The school's assessment calendar and practices ensure that both IB and national curriculum obligations are met fairly and without overburdening students.

The school's approach to assessment is grounded in a set of core principles that reflect its commitment to meaningful and effective learning. Assessment is designed to support and enhance student learning while also informing and guiding teaching practices. It includes both formative and summative components, ensuring a comprehensive view of student development. A variety of appropriate and inclusive strategies are employed to address diverse learning needs and styles. The school values and recognizes all student progress and achievements, fosters the development of self-assessment skills, and encourages a shared responsibility for learning between the school and home.

Teachers at Varvakeio Model Lyceum design assessments to be diverse, relevant, and engaging for students. These assessments aim to evaluate a wide range of concepts, attitudes, knowledge, and skills, reflecting the demands of a globalized and complex world. They always take into account all students' needs including students with special educational needs or disabilities and apply the necessary access arrangements (as described in the "the *Access and Inclusion Policy*").

All teachers have access to *Diploma Programme assessment: Principles and practice*, their *Subject Guides* and have access to the Teacher support material through MyIB.

Assessment is criterion-referenced, aligned with the standards set by the International Baccalaureate Organization (IBO), and the criteria are clearly communicated to students before coursework begins.

The purpose of student assessment at Varvakeio Model Lyceum includes:

- Developing a comprehensive understanding of each student and their interests
 - Evaluating how the learning environment impacts student learning
 - Extending and deepening student learning
 - Tracking individual progress and achievement over time
 - Assessing the effectiveness of teaching strategies
 - Informing curriculum development and review
 - Communicating relevant information to students, teachers, parents, receiving schools, and future employers
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3. Assessment practices

Teachers ensure that all IB students have access to and have understood the aims and learning objectives of their subject(s), including the relevant command terms and examination paper format. The assessment criteria are applied to formative or summative tasks, strategically throughout the year and IB-assessment criteria are applied transparently and consistently. Teachers are encouraged to use a variety of approaches (past papers with mark schemes, peer and self-assessment) along with formative assessment (questioning and discussion in class, homework, projects, and presentations). Summative assessments include chapter quizzes, end-of-unit tests, homework, essays, presentations, group projects, end-of-term exams, and mock exams as appropriate for each subject. These include but are not limited to: essays, structured problems, short-answer questions, data-based questions, and case studies with questions using peer and self-assessment where appropriate to develop student agency. Teachers keep accurate records of all the tasks and assessment grades of their students and student progress and use data to inform instruction. They report student achievement using both IB scales and national requirements where applicable and provide constructive, timely feedback on student work. Assessment expectations must always be in accordance with the ethical guidelines and the principles outlined in the “*Academic Integrity Policy*”.

Students are expected to attend all their lessons and study on a daily basis (reading, taking notes, completing assignments, reviewing class work, revising previously taught material) and complete the tasks set out by their teachers. Summative assessments are set by teachers taking into account that not more than 1 is set on the same day and not more than 3 in the same week.

Oral and written **feedback** is regularly given to the students as this is an integral part of the learning process and allows students to understand their mistakes and improve their performance. At the end of each term a grade is awarded to each student which reflects the student’s achievements. The grade may be in the form of a percentage or in the form of the grading scale of the IB (1 to 7). The student’s progress is communicated with the parents/guardians through parent-teacher meetings at pre-arranged times/dates. Regarding the subject: **History**, of the Greek Curriculum, a grade out of 20 is assigned following the instructions of the Greek Ministry of Education and is then transcribed into the IB 1-7 scale.

4. Ways of assessment

Teachers assess by gathering evidence and information from the following sources:

- ongoing formative teaching assessment
- summative teaching assessment
- previous summative records
- parent consultations

- the student as a learner
 - by analysing the above using professional knowledge and expertise
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Grading scale:

Summative assignments, as well as term and examination grades are awarded using the IB 1-7 scale. The grade boundaries and grade descriptors are subject-specific and described clearly by the IBO (*Diploma Programme Grade Descriptors, IBO 2017, updated 2021*).

Theory of Knowledge and the Extended Essay receive a letter grade (A – E) which are specified in the “Theory of Knowledge Guide” and the “Assessment grade descriptors for the extended essay, May 2018”.

Student achievement is reported using both IB scales and national requirements where applicable.

The Internal Assessment:

Each subject has a component which is graded by the subject teacher and is externally moderated by an IB moderator. This component is different for each subject and includes oral work in language A, scientific investigation in the sciences, exploration in mathematics, artistic performance, portfolio, and essay in other subjects.

Teachers are responsible for explaining the requirements (emphasising the ethical use of AI and the importance of academic honesty) and the assessment criteria for the IA component of their subject and for teaching the necessary skills to complete it. The IA is completed in stages according to the school’s internal deadlines. It is the students’ responsibility to adhere to the academic honesty regulations and deadlines set out by their teachers in order to receive meaningful feedback on their work and have enough time to implement the proposed changes.

Teachers grade the final work using the IB criteria for their subject. When there is more than one teacher for a specific subject, they collaborate and standardise their marking process to ensure unification of the grading.

The final copy of the Internal Assessment is sent to the teacher by the set deadline and the teacher grades it, uploading the grades on the IB platform (December of IB2 at the latest) following the procedure set out by IB regulations.

Predicted Grades:

Predicted grades are required by many universities during the process of applications (during IB2). In this case teachers provide a predicted grade determined by the overall performance of their students in written assignments, tests, examinations as well as their consistency, self-motivation and compliance with the requirements of the programme.

Recording and reporting:

Throughout the two years (IB1 and IB2), teachers record each student's progress through marked homework, classroom tasks, quizzes, tests, end-of-term exams, IA drafts, classroom presence and any other way they see fit.

At the end of every term, students and parents receive a report card indicating the student's achievement in each subject. This report includes the term's written exam mark (0-100%), overall effort for the term, class participation, homework, and lab work, if applicable. At the end of the 1st term of IB2 (2 months prior to their official exams in May), students receive a summative grade, based on the IB (1-7) grading scale for each of their 6 subjects. They may also receive a grade (A to F) for their TOK and Extended Essay based on their teacher/supervisor's prediction as well as a grade (out of 20) for Modern Greek Language and History of the national curriculum.

The IB Diploma Programme requires consistent collaboration between the **school, students, and parents**. Structured meetings and clear communication channels help parents understand programme expectations, monitor progress, and support student wellbeing: (*see Appendix 2*)

Mock exams:

Mock exams take place in January of IB2 as an essential preparatory step for their final examinations. During this time, classes for IB2 students are suspended and only exams are held. In these examinations, past papers are used to familiarise the students with the format and procedures of their final examinations and markschemes for these papers are used for grading.

Final examinations:

Students eligible for the IB Diploma and in good standing with the school are registered to sit the final IBDP examinations in May of their senior year (IB2). The following conditions and stipulations apply:

- IB Exams are conducted according to IB specifications; examination papers and student scripts are set and marked externally
- Results are made available to the school from July 5th and to students, through the IB platform, from July 6th onwards

- Students may register to retake subjects in November or May of the next year, within time limits specified by the school, in accordance with IB registration deadlines (depending on the school availability to run November exams)
 - Students are advised before the start of the final examinations that they may request IB services such as “enquiry upon results” or issue of results to universities.
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5. Links to Programme Standards and Practices

Environment: Leadership 1

The school regularly reviews and follows all IB rules, regulations and guidelines to support programme implementation and ongoing development. (0201-01)

Environment: Student support 1

The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). (0202-01)

Culture: Culture through policy implementation 5

The school implements, communicates and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth. (0301-05)

Culture: Culture through policy implementation 6

The school implements, communicates and regularly reviews its IB-mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)

Learning: Approaches to assessment (all)

Students take opportunities to consolidate their learning through assessment. (0404)

6. Assessment Policy Revision

The assessment policy is reviewed annually to determine if any changes or updates are deemed necessary. The IB DP Coordinator together with the TOK and EE coordinators, are responsible for reviewing the policy and proceeding with policy changes. The latest draft of the revised policy is shared with all faculty members for them to review. Any comments and suggestions are taken into consideration, and the final version is published upon consensus between all members involved.

IB students and parents receive copies of the policy at the beginning of the academic year. IB prospective students and parents, as well as other stakeholders, may view the policy anytime online on the school’s IB DP website. Questions, comments, or concerns may be emailed to the IB DP Coordinator: vkoutsangelou@gmail.com

This document was presented and discussed with the academic staff at a meeting in March 2026 and the final revised version is communicated **to all stakeholders** and posted on the school’s website in April 2026: <https://varvakeio-lykeio.gr/> .

This policy was put together by Vasileia Koutsangelou IB DP Coordinator.

The revision process will begin again in March 2027.

Vamnies Dimitrios
Head of School

In the IB DP:
Koutsangelou Vasileia
IBDP Coordinator

Bibliography/Relevant documents

IBO Publications:

Academic Integrity Policy, 2019, updated 2023

Access and Inclusion Policy, 2022

Assessment principles and practices—Quality assessments in a digital age, 2018

Diploma Programme assessment procedures [updated annually], PRC

Diploma Programme Grade Descriptors, 2017, updated 2021

Diploma Programme: From principles into practice, 2015

Guidelines for developing a school assessment policy in the Diploma Programme, 2010

Programme development guidance for Diploma Programme candidate schools, 2024

Programme standards and practices, 2018, updated 2024

Theory of Knowledge Guide, 2020

Appendix 2

A. Parent Meeting Schedule

1. Pre-IB / DP Orientation (May–June or August)

Audience: **Parents of incoming DP students**

Purpose:

- Introduction to the IB Diploma Programme
- Explanation of subject groups and course selection
- Overview of Core components (TOK, EE, CAS)
- Assessment structure (Internal & External assessments)
- Academic honesty expectations

Led by:

- DP Coordinator

- College/Career Counsellor (optional)
- CAS Coordinator

2. Start-of-Year DP Parent Meeting (September)

Audience: DP1 and DP2 parents

Purpose:

- Programme expectations and workload
- Key deadlines for the year
- Assessment overview
- Academic honesty and plagiarism
- Role of parents in supporting students

Led by:

- DP Coordinator
- Subject teachers
- Core coordinators

3. Parent–Teacher Conferences (October / November)

Purpose:

- Discuss student academic progress
- Address learning concerns early
- Review study strategies

Format:

- Individual meetings with subject teachers
- 10–15 minutes per teacher

4. Core Component Meetings

Extended Essay (EE) Parent Information Session (DP1)

Timing: October–November

Topics:

- EE process and timeline
- Supervisor role
- Research expectations
- Academic honesty

CAS Information Session (DP1)

Timing: September

Topics:

- CAS requirements
- Reflection and documentation
- Project expectations

TOK Information Session

Timing: DP1 or early DP2

Topics:

- TOK assessment structure
- Exhibition and essay
- Role in the IB Diploma

5. Academic Progress Review Meetings

Timing: January / February

Purpose:

- Review semester reports
- Identify students at risk
- Develop support strategies

Participants:

- Parents
- Student
- DP Coordinator / Counselor
- Relevant teachers

6. Pre-Examination Parent Meeting (DP2)

Timing: September–October

Topics:

- Final examination schedule
- Predicted grades
- Revision strategies
- University application timeline

7. Individual Support Meetings (as needed)

Scheduled when:

- Academic concerns arise
- Wellbeing issues occur

- IB requirements are not being met

Participants may include:

- DP Coordinator
- Counselor
- Teachers
- Parents

B. Communication Pathways

Clear communication channels ensure parents know **who to contact and when**.

1. Subject-Specific Questions

Contact: Subject Teacher

Examples:

- Homework or assignment clarification
- Assessment feedback
- Classroom performance

2. Programme-Level Questions

Contact: DP Coordinator

Examples:

- IB policies
- Diploma requirements
- Course changes
- Assessment regulations

3. Core Components

Extended Essay: EE Supervisor / EE Coordinator

CAS: CAS Coordinator

TOK: TOK Teacher

4. Student Wellbeing & Academic Support

Contact: School Counselor / School Psychologist

Topics:

- Stress management
- Time management
- Social or emotional concerns

- University guidance

5. Administrative Questions

Contact: Head of School / Exam Coordinator

Examples:

- Examination registration
- Official documents

C. Communication Tools

Schools may use:

- **School email system (myschool)**
- **Learning management systems (ManageBac)**
- **Parent portals (e.g. President of Parents' Association)**
- **School newsletters**
- **Scheduled conferences**
- **Virtual meetings (Zoom/Webex)**

D. Recommended Communication Flow

Parent → Subject Teacher → DP Coordinator → School Leadership

Escalation should follow this sequence unless urgent.

E. Frequency of Communication

Typical schedule:

- **Weekly:** Teachers are available to inform parents one hour/week according to the school timetable.
- **Monthly:** DP newsletter or coordinator update
- **Quarterly:** Report cards / progress reports
- **Biannual:** Formal parent-teacher conferences
- **As needed:** Individual meetings