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**Model  
Upper Secondary School  
of Ag. Anargyroi**

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The **Model Upper Secondary School of Agioi Anargyroi** (Greek: Πρότυπο Γενικό Λύκειο Αγίων Αναργύρων), located in the municipality of Agioi Anargyroi within the wider region of Athens, is a prominent public secondary school known for its high academic standards and innovative educational practices. It serves students aged 15 to 18 and is part of Greece’s prestigious network of “Model Schools” (Πρότυπα Σχολεία), institutions that promote excellence and merit-based education.

The school was founded in **1994** as an *Experimental Upper Secondary School* (Πειραματικό Λύκειο). At that time, experimental schools in Greece were designed to test new teaching methodologies, curricula, and pedagogical approaches. The aim was to create a dynamic learning environment where educators could implement innovative practices and evaluate their effectiveness before applying them more broadly across the national education system. From the outset, the school attracted motivated teachers and students eager to participate in a forward-thinking academic setting.

A significant transformation occurred in the early 21st century, particularly following educational reforms such as Law 3966/2011 and later Law 4692/2020. These reforms restructured experimental and model schools across Greece. As a result, the school was redesignated as a **Model Upper Secondary School**, marking a shift from experimentation to excellence and selectivity. Admission became competitive, based on written examinations, and teachers were appointed through rigorous evaluation processes for fixed terms.

Today, the school typically enrolls a few hundred students from across the Athens metropolitan area, not just the local neighborhood. This contributes to a diverse and academically driven student body. The curriculum follows the national framework for General Lyceums but is enriched with additional academic opportunities, including research projects, participation in

competitions, and collaboration with universities and European educational programs such as Erasmus+.

The educational philosophy of the school emphasizes critical thinking, creativity, and active citizenship. Teachers employ modern methods such as project-based learning and digital tools, while students are encouraged to engage in extracurricular activities ranging from science competitions to cultural initiatives.

Overall, the Model Upper Secondary School of Agioi Anargyroi represents a key example of contemporary public education in Greece. Its evolution from an experimental institution to a model school reflects broader efforts to modernize the Greek educational system, combining tradition with innovation and preparing students for both higher education and participation in an increasingly globalized world.



# The International Baccalaureate® (IB) Diploma Programme (DP)

It is an assessed programme for students aged 16 to 19. It is respected by leading universities across the globe.

## **DP subjects**

The curriculum is made up of the **DP core** and **six subject groups**. Made up of the three required components, the DP core aims to broaden students' educational experience and challenge them to apply their knowledge and skills.

At the core of the IB DP is a commitment to developing independent, open-minded, and globally aware learners. Students study six subjects across languages, sciences, mathematics, humanities, and the arts, while also engaging in three core components that deepen their learning:

The programme emphasizes inquiry, conceptual understanding, intercultural awareness, and strong academic skills.

Assessments combine internal evaluations with externally moderated exams, ensuring global standards of reliability and fairness.

Ultimately, the IB DP equips students with the knowledge, skills, and character needed to thrive in a rapidly changing world—preparing them not only for university admission but for responsible, compassionate participation in the global community. Currently, more than 4,500 universities in more than 110 countries offer posts to IB DP students.



## WHAT IS THE IB DP CURRICULUM?

Six Subject Groups

Students choose six courses, one from each one of the 1-5 group and an extra course from group 3 or 4:

**Students take 3 Higher Level (HL) and 3 Standard Level (SL) courses.**

1. **Studies in language and literature**

- Language A: language and literature

2. **Language acquisition**

- Language B - English

3. **Individuals and societies**

- Economics
- History
- Philosophy

4. **Sciences**

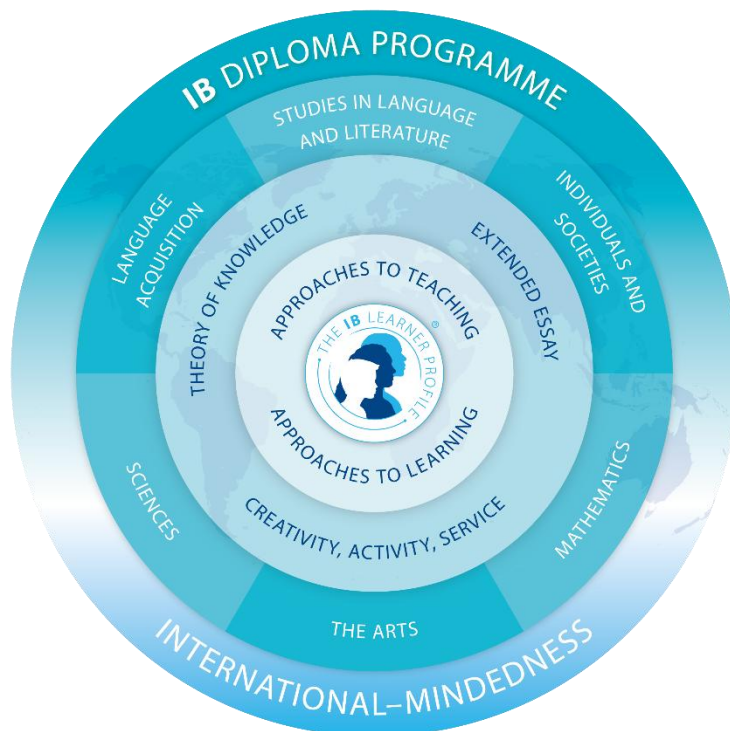
- Biology
- Chemistry
- Computer science
- Physics

5. **Mathematics**

- Analysis and approaches

**DP core**

- Creativity, activity, service
- The extended essay
- Theory of knowledge



## **Assessment & Scoring**

- Each DP subject is graded from 1 to 7.
- TOK + EE can add up to 3 bonus points.
- CAS is required but not graded.
- Maximum diploma score: 45 points (42 from subjects + 3 core points).
- A score of 24+, with certain distribution rules met, earns the diploma.

## **What Makes the IB DP Unique?**

- Encourages global awareness and intercultural understanding.
- Develops strong research, communication, and critical-thinking skills.
- Recognized by universities worldwide for its academic rigor.
- Balances breadth (six subjects) and depth (HL courses + extended essay)



For more information on our school and the IB Diploma Programme visit our [site](#)

# 10 Reasons



why the IB Diploma Programme (DP) is ideal preparation for university

1



## It increases academic opportunity

Research\* shows that DP graduates are much more likely to be enrolled at top higher education institutions than entrants holding other qualifications.

2



## IB students care about more than just results

Through creativity, action, service (CAS) you learn outside the classroom and develop emotionally and ethically as well as intellectually.

3



## It encourages you to become a confident and independent learner

For example, the extended essay requires independent research through an in-depth study.

6



## The IB encourages critical thinking

Learn how to analyse and evaluate issues, generate ideas and consider new perspectives.

5



## Graduates are globally minded

Language classes encourage an international mindset, key for increasingly globalized societies.

4



## It's an international qualification

The DP is recognized globally by universities and employers.

7



## DP students have proven time management skills

Take good study habits and strong time management to further education and the working world.

9



## Subjects are not taught in isolation

Theory of knowledge (TOK) classes encourage you to make connections between subjects.

10



## It encourages breadth and depth of learning

You are able to choose courses from six subject groups and study subjects at different levels.

8



## It assesses more than examination techniques

Learn to understand, not just memorize facts or topics and prepare for exams.



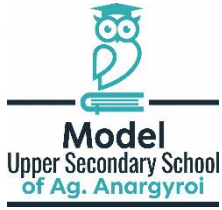
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\*Based on IB research - [www.ibo.org/research](http://www.ibo.org/research)

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## MODEL UPPER SECONDARY SCHOOL OF AGIOI ANARGYROI



### Academic integrity Policy (with updates effective 24 Feb 2026)

#### **Purpose**

The Model Upper Secondary School of Agioi Anargyroi adopts the definitions and categories contained in the IB's *Academic Integrity Policy (IBO 2019, last update 2025)*.

The 3 main reasons for teaching and supporting Academic Integrity are a) to maintain **fairness** for those who comply with the rules, b) to maintain **trust** and **credibility** between the school and the awarding body of the qualification, and c) to develop **respect** for others by effective citing and referencing the work and ideas of others.

Our school aims to nurture **principled students** who act with integrity and honesty, possessing a strong sense of fairness and justice. Academic integrity reflects this key attribute of the IB learner profile. Students are expected to take responsibility for their actions and the consequences that come with them, upholding the values of honesty, trust, fairness, respect, and accountability in all academic work.

#### **Defining Academic Misconduct**

Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work. It is therefore, important to define different types of academic misconduct.

##### **A. Definitions and different categories**

###### **School maladministration**

School maladministration is an action by an IB World School or an individual associated with an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments. It can happen before, during or after the completion of an assessment component or completion of an examination.

###### **Student academic misconduct**

The IB defines student academic misconduct as deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment.

Behaviour that may disadvantage another student is also regarded as academic misconduct. It also includes any act that potentially threatens the integrity of IB examinations and assessments that happens before, during or after the completion of the assessment or examination, paper-based or on-screen. This includes behaviour in school, out of school and online.

Student academic misconduct or school maladministration incidents that are outside the IB's usual procedures and/or experience are characterised as **unprecedented or extraordinary incidents**.

## **B. Examples of academic misconduct**

### **School maladministration**

Examples of school maladministration include but are not limited to any of the following:

- a subject teacher providing excessive assistance to their student during the course of producing their coursework
- additional time being granted to students during examinations without authorization from the examination board
- insufficient number of invigilators during examinations
- poorly trained invigilators (failing to reset the students' GDCs before and after each examination, failing to check the materials that students carry to their examination desks, any non-compliance with the examination rules established by the examination board)
- allowing teachers who teach the subject that is being examined, to enter the examination room and assist their students
- improper storage of examination material

### **Student academic misconduct**

Examples of student academic misconduct include but are not limited to any of the following:

#### **Coursework**

- a student receives assistance beyond what is recommended in the subject guidelines
- a student obtains support through resources available on the internet
- student duplicating the work of another student

#### **Examinations**

- possession of banned items (notes, mobile phones, IT equipment)
- disruptive behaviour
- writing of obscene, offensive, irrelevant comments instead of answers to questions
- assisting other students to commit academic misconduct
- use of social media to share examination material or coursework

## **Teaching Academic Honesty/Integrity**

The Model Upper Secondary School of Agioi Anargyroi aligns itself with the expectations and responsibilities of stakeholders as outlined in the IB's *Academic Integrity Policy* (October 2019, last update February 2025).

### **A. Responsibilities**

#### **School Administration**

Information must be communicated by the school administration about:

- what is considered good academic practice and ethical behaviour
- definitions of the different types of academic misconduct and school maladministration
- the exact protocols that the school and/or the IB will apply if such an incident is identified
- the consequences that the school and/or the IB will apply if such an incident is confirmed

#### **IBDP Coordinator**

In addition to the above, the programme coordinator is responsible for:

- the consistent and fair application of school and IB policies
- the compliance with the secure storage of confidential IB material and the IB conduct of examinations
- the clear communication of the school's academic integrity policy and all the IB-related regulations to all teachers, students, and parents and legal guardians
- reporting and supervising suspected incidents of academic misconduct and school maladministration to the school administration and/or the IB

#### **Teachers**

The role of teachers is crucial, especially during IBDP1 in order to evaluate the views of students regarding academic integrity. The reasons why students engage in acts of academic misconduct, which may include ignorance or lack of understanding of the expectations, not understanding the IB rules, poor time management etc, need to be considered.

Teachers support their school and programme coordinator and are responsible for:

- ensuring students fully understand subject expectations and guidelines
- clarifying what constitutes academic misconduct and its consequences
- planning a manageable workload to help students meet school and IB standards
- providing feedback without excessive editing, per subject guide rules
- labelling and saving student work correctly to prevent submission errors
- cross-referencing final work across student groups to prevent collusion
- keeping electronic copies of student work for three years for plagiarism checks
- addressing academic misconduct and school maladministration and supporting related investigations

## Students

Students are expected to:

- have read and fully understand the school's and the IB's Academic Integrity policy
- complete assignments, tests, and examinations honestly and independently
- properly credit all sources used in their work, including written, oral, and artistic material
- refrain from receiving unauthorized assistance in completing their work (e.g., from friends, relatives, other students, private tutors, essay writing or editing services, pre-written essay banks, or file-sharing websites)
- refrain from providing unauthorized assistance to peers in completing their work
- use the internet and social media platforms responsibly, including not discussing IB examinations or questions for 24 hours after each exam concludes
- report any acts of academic misconduct by students to their teachers and/or programme coordinators
- report any acts of school maladministration to their teachers and/or programme coordinators

## Parents and Legal Guardians

Parents and legal guardians are expected to:

- understand school policies and subject guidelines related to their child's coursework and exams
- model and promote academic integrity through discussion and behaviour
- be aware of procedures that ensure their child's work is authentic
- understand what constitutes academic misconduct and school maladministration, including the consequences
- report suspected misconduct or maladministration to the school or IB
- avoid providing or seeking unauthorized help in their child's work

## B.Avoiding Plagiarism

**Teachers can support students** by promoting academic integrity through clear explanations of plagiarism and its consequences, encouraging proper referencing with both incentives and instruction, scheduling draft reviews, demonstrating correct citation practices, and using plagiarism detection tools.

**Students can avoid plagiarism** by managing their time effectively, keeping organized notes, seeking help when unsure, and properly citing all sources—whether quoted, paraphrased, or adapted—using the agreed referencing style throughout their work.

The Model Upper Secondary School of Agioi Anargyroi follows the IB's Academic Integrity Policy **regarding Artificial Intelligence (AI)** use. Any AI-generated content (text, images, graphs) included in student work must be clearly identified and properly referenced; failure to do so is

considered academic misconduct. Students are expected to use AI tools ethically—only to support the development and refinement of work, not to produce it. For examples of AI use in student coursework and ways to respond to them, see the IB document *Evaluating 13 scenarios of Artificial Intelligence (AI) in student coursework* (published in 2024).

### **B. Conventions for citing/referencing**

Further details about the IB’s expectations with regard to referencing can be found in the publication *Effective citing and referencing* (published in April 2022) and details from this publication can be used when teaching Academic Honesty.

### **C. Guidelines**

#### **Legitimate Collaboration**

Legitimate collaboration is a valuable part of the IB learning experience, encouraging students to exchange ideas and engage in cooperative tasks while maintaining individual responsibility for their work. Within the IB framework, it is acceptable for students to discuss concepts, brainstorm, and share resources during group projects or study sessions. However, all submitted work must ultimately reflect each student's independent understanding and effort. Teachers may support students by clarifying expectations, offering feedback within the limits defined in subject guides, and modelling ethical collaboration practices. Proper acknowledgment of contributions and sources is also a core element of legitimate collaboration.

#### **Unacceptable Collusion**

Unacceptable collusion occurs when students work together in a manner that compromises the authenticity of individual assessment tasks. This includes submitting identical or near-identical work, receiving undue assistance beyond permitted limits, or deliberately sharing content meant to be completed independently. The IB defines such acts as academic misconduct, regardless of intent, as they distort fair assessment and undermine trust in the qualification. Collusion may also involve third parties—such as tutors, parents, or online services—completing or excessively editing student work. To uphold academic integrity, all support must fall within IB guidelines, and any collaboration must be transparent and appropriately referenced.

#### **Preventing and Monitoring Academic Misconduct**

1. The school actively supports students in developing academic integrity in their coursework through:
  - Academic integrity workshops at the start of each school year
  - Step-by-step guidance on citation and referencing within subject classes stressing the importance of using a consistent citation style throughout their work (e.g. APA, MLA, or Chicago)
  - Examples of citations (using MLA):

Journal article	Sarosiek, Jerzy, et al. "Effect of acetylsalicylic acid on gastric mucin viscosity, permeability to hydrogen ion, and susceptibility to pepsin." <i>Biochemical Pharmacology</i> , vol. 35, no. 23, Dec. 1986, pp. 4291–4295, <a href="https://doi.org/10.1016/0006-2952(86)90708-2">https://doi.org/10.1016/0006-2952(86)90708-2</a> .
In-text citation	(Sarosiek et al., 1986)
Website	"Smallpox Vaccines." World Health Organization, <a href="http://www.who.int/news-room/feature-stories/detail/smallpox-vaccines">www.who.int/news-room/feature-stories/detail/smallpox-vaccines</a> . Accessed 27 Aug. 2025.
Books	Orwell, G. (2021) <i>Nineteen Eighty-Four</i> . London, England: William Collins, an imprint of HarperCollins Publishers.
In-text citation	(Orwell, <i>Nineteen Eighty-Four</i> 2021)
Graph/Image/Photograph	Author(s). "Title of Image/Graph." <i>Title of Website in Italics</i> , Website Publisher (if different than title), Date of Publication/Posting, URL

- Access to citation tools such as Zotero, EasyBib, or school-provided referencing guides
  - Scheduled draft submission checkpoints to prevent last-minute pressure and misconduct
  - Access to sample work that illustrates proper attribution and collaboration.
2. The school monitors the implementation of the Academic Integrity Policy through:
    - Ongoing teacher observations and reporting of suspected misconduct
    - Periodic audits using plagiarism detection software
    - Review of student reflections on academic honesty in portfolios and internal assessments
    - Annual staff meetings to evaluate and revise academic integrity practices
  3. Teachers authenticate student work by:
    - Monitoring the progression of work through drafts and conferences
    - Comparing final submissions with earlier versions
    - Using plagiarism detection software where appropriate
    - Assessing consistency in writing style and quality
  4. Students must:
    - submit their work electronically via platforms that retain version histories.
    - In some cases, oral questioning may be used to confirm authorship.
  5. The Conduct of Examinations is communicated and explained to the students early in their school year and a special session is planned just before their final IB examinations to remind and enforce the rules as described in the most current *Assessment Procedures (IBO)* and *Conduct of Examinations* and prevent academic misconduct during exams.

6. The Conduct of Examinations is communicated and explained to educators and staff members as described in the most current *Assessment Procedures (IBO)* and *Conduct of Examinations* in order to prevent school maladministration and academic misconduct throughout the academic year and during exams.

## **Protocol in the Event of Academic Misconduct**

### **School maladministration**

In the event of suspected academic misconduct, the protocol set out by the IB's Academic integrity policy is followed and is outlined below:

1. Case of possible maladministration is reported to the IB by examiner, programme coordinator, teachers, whistle-blower and school visitors or are identified by the IB (through samples of work, review of responses to examination papers, or after an inspection).
2. The IB carries out further investigation to establish if further action is required.
3. The IB coordinator and/or head of the school is notified to request an investigation into the incident (the origin of the allegation will not be disclosed).
4. The person responsible for the investigation must submit a full report to the IB using the appropriate form (Appendix 4: Statement templates for investigation) within 10 working days of the receipt of the notification.
5. Individuals involved must be notified immediately in writing of the allegations and possible outcomes.
6. Individuals involved must be provided with the opportunity to respond in writing using the templates provided by the IB (Appendix 4: Statement templates for investigation) and through an interview in the presence of witnesses.
7. IB reviews all information and informs the head of school and the IB Coordinator of the outcome and (if the assessment procedure has been found to be compromised) the sanctions as described in the 'Penalty matrices'.

### **Student misconduct**

There are various categories of student academic misconduct which may be relevant to a student's coursework or the written examinations (internal tests or final examinations).

- **Coursework** - seeking and receiving assistance beyond what is recommended, obtaining work from online resources, duplicating the work of another student etc
- **Final IB examinations** - possession of unauthorised items, disruptive behaviour, assisting other students in committing academic misconduct, use of social media to share examination material and help others commit academic misconduct etc.

In the event of suspected academic misconduct, the protocol set out by the IB's Academic integrity policy is followed and is outlined below:

1. Possible student academic misconduct is identified.

2. The student is allowed to complete the examination (unless exhibiting disruptive behaviour).
3. School contacts the IB within 24 hours of the examination to report the incident.
4. An investigation is initiated and the work of the candidate is checked.
5. If there is not enough evidence to justify an investigation, the process ends.
6. If there is enough evidence to justify an investigation, the school is informed of the investigation and is requested to collect statements from all parties involved.
7. Collected information/evidence is presented to the IB for a decision
8. IB reviews all information and informs the head of school and the IB Coordinator of the outcome and (if the academic misconduct is verified) the sanctions as described in the 'Penalty matrices'.

### **Academic misconduct Offences and Penalties**

All incidents are documented and reviewed by the IBDP Coordinator and school leadership.

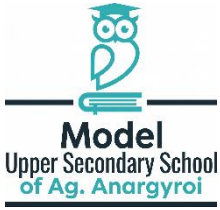
The following consequences may apply if academic misconduct is confirmed:

- **First minor offense:** verbal warning, counselling, resubmission opportunity
- **Second offense or major misconduct:** grade penalty, zero for the task, formal notification to parents
- **Serious/intentional misconduct (e.g., during exams):** disqualification from assessment, reporting to the IB

If a student is suspected of academic misconduct:

- They will be formally notified and allowed to respond
- They may submit a written statement and attend a meeting with a teacher and the IBDP coordinator present
- Parents or guardians will be informed
- The student may appeal the decision by the school's appeals procedures

Students are informed that the IB routinely conducts random checks for plagiarism using detection tools. All final work must be original, with sources correctly cited. The IB reserves the right to investigate and apply penalties based on its findings, independent of the school's internal process.



## MODEL UPPER SECONDARY SCHOOL OF AGIOI ANARGYROI



### Access and Inclusion Policy

Model Upper Secondary School of Agioi Anargyroi fosters 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.

“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.”

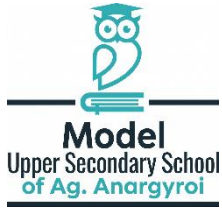
Model Upper Secondary School of Agioi Anargyroi is required to comply with the *Greek Law 3699/2008*, as amended by the *Greek Law 4823/2021* and the *Ministerial Decision Φ.251/22806/A5/2021*, for testing students with special educational needs. It also complies with the standards and practices of the International Baccalaureate Organization (IBO) for the IB Diploma Programme students as specified in the *Access and Inclusion Policy (IBO 2022)*, in the *Diploma Programme Assessment Procedures (IBO 2022)*, in the *Meeting Student Learning Diversity in the Classroom (IBO 2019)*, in the *Universal Design for Learning (IBO 2016)*, and in the *Learning diversity and inclusion in IB programmes (2019)*.

According to Greek laws (*Law 3699/2008 and Ministerial Decision Φ.253/155439/B6/2009 - Government Gazette 2544/B/30-12-2009*), students with disabilities and/or special educational needs must be supported during all stages of their academic life and the Greek state is committed to ensuring that all citizens with disabilities and verified special educational needs are provided equal opportunities for full participation and contribution in society, independent living, financial self-sufficiency, and autonomy, with full protection of their rights to education and to social and professional integration.

Our inclusion policy is fully aligned with the school's admissions policy. We welcome all students who meet academic entry criteria and are committed to making reasonable accommodations to support their success. This philosophy reflects the school's mission to foster the full development of every learner and the IB's vision of inclusion.

Based on the above, our school is committed to supporting IB students through the following procedures:

1. Students with learning support requirements must produce official documentation of their condition (as per Law 3699/2008, Article 4).
2. The IB DP coordinator notifies and consults with all teachers concerned so that all requirements during teaching and learning are in place.
3. The school follows all the appropriate procedures with the IB so that approval for inclusive arrangements is given early enough for the student to learn to use them efficiently during classroom activities and examinations. Inclusive arrangements that require authorization from the IB Assessment centre are described in detail (*Access and Inclusion policy, 2022, 4. List of inclusive access arrangements*) and include (but are not limited to) the following which may be necessary during teaching, assessment and final examinations:
  - a. modified papers
  - b. additional time
  - c. reader and/or scribe
  - d. use of assistive technology
  - e. separate or supervised rooms
4. The inclusive assessment arrangements that are requested should be a candidate's usual way of working; the coordinator must ensure that a candidate is, or becomes, familiar with those arrangements. The candidate must be familiar with any assistive equipment, including a computer and any software authorized for use in an examination. If support from a scribe, reader, prompter, practical assistant/aide or communicator is required, the candidate must practice with the person acting in this capacity in advance of the examination. If required, special training of the school staff will be provided.
5. The inclusive arrangements approved are presented in a meeting to all parties involved (parents/legal guardians, student, teachers) and agreed upon. If needed, and always with the consent of parents/legal guardians and the student, the whole school community is notified about the implementation of specific arrangements for a student.
6. The inclusive arrangements are evaluated, monitored, and modified, if necessary, based on each student's current individual needs.
7. All staff members receive yearly training on the inclusion policy and their roles in applying inclusive practices. The policy is reviewed during faculty meetings, shared with families via the school website and newsletters, and incorporated into student orientation. This method encourages shared responsibility and understanding across the school community.



## **MODEL UPPER SECONDARY SCHOOL OF AGIOI ANARGYROI**



### **Admissions Policy**

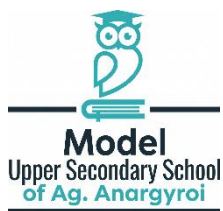
#### **Admission into a Model School (Lyceum - upper secondary school)**

The admission of students to our school is done through a specific procedure that includes written examinations. The type of examination, the exact procedure, the time, and all the logistics for the conduction of these examinations, to ensure the integrity of the process and its outcomes, are determined by a collaboration between the Ministry of Education, the Administrative Committee of Model and Experimental Schools, and the Institute of Educational Policy. The school is dedicated to the principle of equal opportunity in education and, therefore, admits students regardless of gender, colour, race, religion, or nationality.

Any student may participate in the examinations for entry into the Model School of their choice. Examinations are held for entry into the 1<sup>st</sup> grade of Lower Secondary School (A' Gymnasium) and the 1<sup>st</sup> grade of Upper Secondary School (A' Lyceum), as well as for any other grade (including IB DP) in which there are places available. The results are published in May.

#### **Admission into the IBDP**

Our students learn during their first year in Upper Secondary School (A' Lyceum) about the IB Diploma Programme offered at our school, including its structure, challenges, opportunities, and the available subjects. This information is shared through presentations, meetings with the IB DP Coordinator, discussions with involved educators, and career counsellors. Interested students express their interest for the programme at the end of April of the prior academic year, selecting their preferred subjects through a form, their final decision is submitted by the end of June and they can enroll in the IB DP in September of the following academic year. The school is dedicated to the principle of equal opportunity in education and, therefore, admits students regardless of gender, colour, race, religion, or nationality.



## MODEL UPPER SECONDARY SCHOOL OF AGIOI ANARGYROI



### Assessment Policy

Assessment at the Model Upper Secondary School of Agioi Anargyroi 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.

### **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 Extended Essay in DP.

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

At the Model Upper Secondary School of Agioi Anargyroi 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 History courses. Grades for these subjects 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 the Model Upper Secondary School of Agioi Anargyroi 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 Model Upper Secondary School of Agioi Anargyroi 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

## **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 Modern Greek Language and Literature and History of the Greek Curriculum, a grade out of 20 is assigned following the instructions of the Greek Ministry of Education.

## **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

### **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 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 1<sup>st</sup> 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 Literature*, and *History* of the national curriculum.

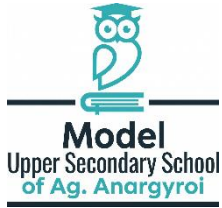
### **Mock exams**

Mock exams take place in June of IB1 and in February/March of IB2 as an essential preparatory step for their final examinations. During this time, classes for IB1 and 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 mark schemes 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 5<sup>th</sup> and to students, through the IB platform, from July 6<sup>th</sup> 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.



## MODEL UPPER SECONDARY SCHOOL OF AGIOI ANARGYROI



### Language Policy

The Language Policy of Greek schools regarding Greek as the official language of instruction as well as the teaching of foreign languages is described and determined by the Integrated Language Curriculum (Ενιαίο Πρόγραμμα Σπουδών – Ξένες Γλώσσες), the PEAP Programme (Πρόγραμμα Εκμάθησης της Αγγλικής σε Πρώιμη Ηλικία), and the Ministerial Decision 94214/Δ2/2021 (Government Gazette B 3791/2021).

The national policy for foreign language education in schools (Ενιαίο Πρόγραμμα Σπουδών – Ξένες Γλώσσες) responds to the emerging challenges posed by the EU policies and the European Commission's guidelines (2014-2020) for promoting multilingualism and plurilingualism among young people living and studying in Greece. It fully aligns with the European Commission's language policy, which states on its new platform for promoting multilingualism (<https://education.ec.europa.eu/focus-topics/improving-quality/multilingualism/about-multilingualism-policy>):

“Language competences are at the heart of building the European Education Area. They are indispensable for mobility, cooperation, and mutual understanding across borders.”

All subjects in the IB Diploma Programme in Model Upper Secondary School of Agioi Anargyroi, except for Language A (Modern Greek Language and Literature), are taught and assessed in English, as English is the official language of instruction.

All teachers of all subjects, except Language A (Modern Greek), conduct their lessons in English and encourage students to use only English during the lesson. All homework, texts and textbooks, presentations, projects, etc. related to IB subjects and activities are in English.

Language plays a central role in the IB Diploma Programme, supporting the school's mission to develop active global citizens who respect and promote social and cultural diversity. The IB aims to prepare students for life in a globalized world, encouraging them to pursue both cultural and academic excellence while fostering a strong sense of social responsibility. These goals align closely with the broader values of the Model Upper Secondary School of Agioi Anargyroi and are especially emphasized within the IB Programme. The official language of communication for all official IBDP activities (announcements, assemblies, faculty meetings, presentations, student projects, etc.) is English. Greek may be used during meetings or other occasions for communication with parents who are not proficient in English.