There are many reasons why a cookie could not be set correctly. Below are the most common reasons:

- You have cookies disabled in your browser. You need to reset your browser to accept cookies or to ask you if you want to accept cookies.
- Your browser asks you whether you want to accept cookies and you declined. To accept cookies from this site, use the Back button and accept the cookie.
- Your browser does not support cookies. Try a different browser if you suspect this.
- The date on your computer is in the past. If your computer’s clock shows a date before 1 Jan 1970, the browser will automatically forget the cookie. To fix this, set the correct time and date on your computer.
- You have installed an application that monitors or blocks cookies from being set. You must disable the application while logging in or check with your system administrator.

Why Does this Site Require Cookies?

This site uses cookies to improve performance by remembering that you are logged in when you go from page to page. To provide access without cookies would require the site to create a new session for every page you visit, which slows the system down to an unacceptable level.

What Gets Stored in a Cookie?

This site stores nothing other than an automatically generated session ID in the cookie; no other information is captured.

In general, only the information that you provide, or the choices you make while visiting a web site, can be stored in a cookie. For example, the site cannot determine your email name unless you choose to type it. Allowing a website to create a cookie does not give that or any other site access to the rest of your computer, and only the site that created the cookie can read it.

Assessment at the school reflects IB assessment philosophy 1. Assessment at the school aligns with the requirements of the programme(s). Requirements for the Primary Years Programme a. Assessment at the school is integral with planning, teaching and learning. b. Assessment addresses all the essential elements of the programme. c. The school provides evidence of student learning over time across the curriculum. 2. The school communicates its assessment philosophy, policy and procedures to the school community.

Differences in assessment characteristics include purpose, function, form, validity and reliability requirements, which imply different strategies are applied depending upon the assessment type. Best Practice in Assessment. Closing the Loop Between Planning and Assessment. Real Life Case Studies. End Result. Tactical and operational Planning: These plans have a shorter time horizon and focus on how to achieve the goals and purposes that have been set. Integrate Academic, Resource, and Facilities Elements: Academic decisions should be the driving force, but good planning is holistic in approach. Set Priorities and Establish a Timetable: Decisions about priorities and timelines should recognize the “art of the possible” for a unique institutional environment. Helpful Hints for Successfully Integrating Planning, Assessment, and Other Processes. Plans as Guidelines, not Monuments: The process is much