



THE CODRINGTON SCHOOL
THE INTERNATIONAL SCHOOL OF BARBADOS



STUDENT **HANDBOOK**

DP CLASS OF 2027

The Codrington School, The International School of Barbados

2025-2026 School Calendar

August 2025						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2025						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2025						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2025						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2025						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2026						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28








March 2026						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2026						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 2026						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

	School Closed		PD	Professional Development Day (no school for students)		Graduation
	Early Release Day (noon)			End of Term		
	First Day of School for DP students			First Day of School for MYP & PYP students		

Aug 26- Sep 2	Planning/Development Days
Sept 2	First Day of School for DP students
Sept 4	First Day of School MYP & PYP for students
Sept 7	Back to School BBQ
Oct 17	International Day
Oct 20-24	Half term - no school
Oct 27	Parent/teacher Conferences (no school)
Dec 1	Independence Day (national holiday)
Dec 13 - Jan 5	Winter Break - no school
Jan 5	Teacher Work Day (no school)

Jan 21	Errol Barrow Day (national holiday)
Feb 16-20	half term - no school
Apr 2	End of Term 2 (half day)
Apr 3- Apr 19	Easter Break - no school
Apr 20	Start of Term 3
Apr 28	Heroes day (national holiday)
May 1	May Day (national holiday)
May 25	Whit Monday (national holiday)
May 30	Graduation
Jun 24	Last Day of School (half day)

Contents

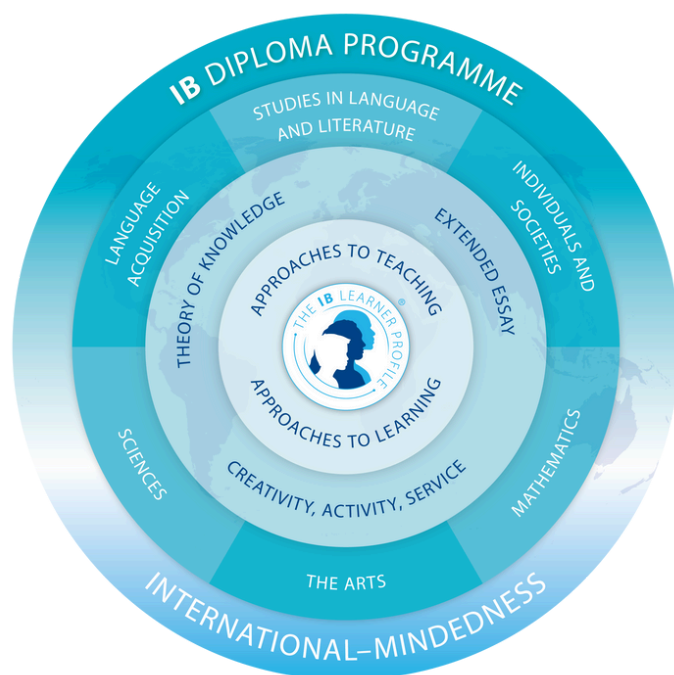
4	Curriculum Information
6	The Core
7	Assessment
12	Deadlines and Tutoring
13	Grades
14	Academic Honesty Policy
15	Artificial Intelligence
16	Expectations
19	Other Important Information
21	Post DP
21	The Learner Profile
22	References and Mission Statements
23	Appendix 1: Family Contract



Curriculum information

There are **three** possible curriculum pathways for those entering the Codrington school 16-19 upper secondary education.

Overview	TCS Diploma	IB Course Certificates	IB Diploma
Subject Selection	English and Mathematics 2 electives	English and Mathematics 2-3 electives	English and Mathematics 4 (guided) electives
Creativity, Activity, Service (CAS)	Compulsory	Compulsory	Compulsory
Assessment	Internally assessed	Externally assessed	Externally assessed
Core (Extended Essay and ToK)	No	No	Yes



The International Baccalaureate (IB) Diploma Programme (DP) builds on from the Primary Years Programme (PYP) for 3-11 year olds, and the Middle Years Programme (MYP) for 11-16 year olds.

It is widely recognised as a pathway to tertiary education.

If students do not complete the IB Diploma programme, they may be required to complete a bridging program to begin their tertiary studies.

For information on the content and syllabus of each subject, please refer to the DP Options booklet or visit <https://www.ibo.org/programmes/diploma-programme/curriculum/>

IB Diploma

In order to achieve the IB Diploma, students need to meet the following requirements:

Core requirements

Students must study six subjects (at least three at HL), plus the core components of EE, TOK and CAS. They must accumulate no fewer than 24 points from assessment in these subjects. In addition they must meet all of the additional requirements outlined below.

Additional requirements

- CAS requirements have been met.
- There is no “N” awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (SL or HL).
- The candidate has gained 12 points or more on HL subjects. (For candidates who register for four HL subjects, the three highest grades count.)
- The candidate has gained 9 points or more on SL subjects. (Candidates who register for two SL subjects must gain at least 5 points at SL.)
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

If a candidate does not meet the requirements for the Full Diploma, they will receive certificates for the individual subjects completed.

Bilingual diploma

This is an additional qualification, but can only be granted where

- Completion of two languages selected from the studies in language and literature subject group with the award of a grade 3 or higher in both languages.

(IB 2024, p.21-22)



The Core

The core is made up of three required components, which aim to broaden students' educational experience and challenge them to apply their knowledge and skills (IB, 2023):

Creativity, Activity, Service (CAS)

CAS is a requirement for all students at The Codrington School, regardless of the pathway they are following.

Creativity: exploring and extending ideas leading to an original or interpretative product or performance. For example, creating a play to raise awareness of an issue, learning to play a musical instrument, or producing a school newsletter.

Activity: physical exertion contributing to a healthy lifestyle. For example rock climbing, surfing or yoga.

Service: collaborative and reciprocal engagement with the community in response to an authentic need. For example a recycling project, coaching or beach clean up.

As well as individual experiences, students must take part in at least one project and experiences may fall under more than one strand. These can be a single event or an extended series of events and must relate to at least one of the CAS objectives:

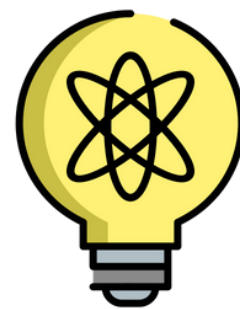
1. Identify own strengths and develop areas for growth
2. Demonstrate that challenges have been undertaken, developing new skills in the process
3. Demonstrate how to initiate and plan a CAS experience
4. Show commitment to, and perseverance, in CAS experiences
5. Demonstrate the skills and recognise the benefits of working collaboratively
6. Demonstrate engagement with issues of global significance
7. Recognise and consider the ethics of choices and actions

Students must keep a record of their experiences with evidence, such as images, videos and the materials created. Students are also required to reflect on their CAS experiences and how they have developed throughout each experience. These will be followed up by three formal interviews throughout the Diploma Programme.



Theory of Knowledge (ToK)

Students undertaking the IB Diploma course will have two timetabled lessons of ToK each week. Links will also be made to their chosen subjects as ToK asks students to reflect on the nature of knowledge and on how we know what we claim to know. ToK engages students in explicit reflection on how knowledge is arrived at in different disciplines and areas of knowledge, on what these areas have in common and the differences between them (IB, 2022).



Over the course of the programme, students will study:

The core theme: knowledge and the knower

- This theme provides an opportunity for students to reflect on themselves as knowers and thinkers, and on the different communities of knowers to which we belong.

In addition, students will study two optional themes which incorporate: technology, language, politics, religion or indigenous societies.

Five areas of knowledge:

- History
- The human sciences
- The natural sciences
- The arts
- Mathematics

Extended Essay (EE)

The **Extended Essay** is a requirement for DP students. It is an opportunity for student-led, academic exploration of a topic of personal interest. This can be undertaken through an in-depth inquiry within the boundaries of a DP subject, or by investigating a topic using an interdisciplinary approach. (IB, 2025)

Through the research process for the extended essay, students develop skills in:

- formulating an appropriate research question
- communicating ideas in academic writing
- self management skills
- critical thinking and reflection

The Extended Essay is undertaken across the two years of the programme with students typically **beginning in Term 1 of DP1 and finishing by Term DP2.**



They will receive workshops on different elements of the research and writing process.

Students will be assigned a supervisor who will guide them through the process.

Assessment

TCS makes use of a range of assessment methods and activities.

Formative assessments are used throughout a unit to check students' understanding of the content and concepts and demonstrate their skills. Feedback is given on areas of strength and development in relation to the subject outcomes and criteria.

Internal Summative assessments take place at the end of each unit. End of year exams and Trial examinations are considered as Internal Summatives. These aim to imitate the external IB examinations.

IB Diploma and Course Requirements

Each subject is made up of a combination of internally and externally assessed summative work, which account for different parts of the overall subject grade. Details of the components and weightings for those offered in school can be found on the next page.

Internal Assessments (IAs) are produced in school with guidance from the subject teacher; these are then graded by the subject teacher and moderated by the IB. Students are allowed feedback on one full draft of the IA. They can then use this feedback to write their final draft. Once the final draft is submitted, no further changes can be made. Grades for internal assessment are only reported when final results are released, after moderation has taken place.

External Assessments are graded solely by IB. The majority are completed in examination conditions but some, such as in Visual Arts or English, are produced in school under the guidance and supervision of subject teachers before being submitted to the IB for assessment.

Reports

The following indicates the reporting cycle for the school. The exams in January / February will be set at the start of the year, and is a Trial exam for DP2, and Internal Summative for DP1

Grade	Oct	Dec	Jan/ Feb	Mar / Apr	June
MYP	P	PG		Full	PG + HR
DP1	P		Full	PG	Full
DP2	PG		Full	PG	

C = Comment
P = progress ATL
G = grade

HR = Form Tutor
Full = all the above



Subject	Component	Type of assessment	Grade weighting
HL Literature	Individual Oral	Internal	20%
	Essay	External	20%
	Paper 1	External	35%
	Paper 2	External	25%
SL Literature	Individual Oral	Internal	30%
	Paper 1	External	35%
	Paper 2	External	35%
HL/SL French/Spanish/ Ab initio	Individual Oral	Internal	25%
	Paper 1 - writing	External	25%
	Paper 2 - reading	External	25%
	Paper 2 - listening	External	25%
HL Business Management	Research Project	Internal	20%
	Paper 1	External	25%
	Paper 2	External	30%
	Paper 3	External	25%
SL Business Management	Research Project	Internal	30%
	Paper 1	External	35%
	Paper 2	External	35%

Subject	Component	Type of assessment	Grade weighting
HL Economics	Commentary	Internal	20%
	Paper 1	External	20%
	Paper 2	External	30%
	Paper 3	External	30%
SL Economics	Commentary	Internal	30%
	Paper 1	External	30%
	Paper 2	External	40%
HL History	Investigation	Internal	20%
	Paper 1	External	20%
	Paper 2	External	25%
	Paper 3	External	35%
SL History	Research Project	Internal	35%
	Paper 1	External	45%
	Paper 2	External	20%
HL Environmental Systems and Societies	Investigation	Internal	20%
	Paper 1	External	30%
	Paper 2	External	50%
SL Environmental Systems and Societies	Investigation	Internal	25%
	Paper 1	External	25%
	Paper 2	External	50%
HL/SL Biology	Investigation	Internal	20%
	Paper 1	External	36%
	Paper 2	External	44%

Subject	Component	Type of assessment	Grade weighting
HL Design Technology	Design Project	Internal	30%
	Paper 1	External	25%
	Paper 2	External	45%
SL Design Technology	Design Project	Internal	40%
	Paper 1	External	20%
	Paper 2	External	40%
HL Mathematics A&A	Exploration	Internal	20%
	Paper 1	External	30%
	Paper 2	External	30%
	Paper 3	External	20%
SL Mathematics A&A and A&I	Exploration	Internal	20%
	Paper 1	External	40%
	Paper 2	External	40%
HL Visual Arts	IA: Resolved Art	Internal	40%
	Artist Project	External	30%
	Art Portfolio	External	30%
SL Visual Arts	IA: Resolved Art	Internal	40%
	Connections Study	External	20%
	Art Portfolio	External	40%
Theory of Knowledge	Exhibition	Internal	33%
	Essay	External	67%
Extended Essay	Essay and reflections	External	100%

Deadlines

To support the spread of the workload, deadlines for assessments are organised by the DP Coordinator in conjunction with the teachers. The majority of internal assessments are due in Term 1 and 2 of DP2, although some may also be required in the final term of DP1.



The calendar of all deadlines for draft and final submissions is shared with students and **published on ManageBac** in advance. It is important that these deadlines are adhered to so that students can manage their workload and feedback and marking can be provided in a timely manner.

Only in extenuating circumstances will an extension be considered. Additional information such as a medical certificate may be required.

If a student fails to meet a deadline, they will be **required to stay at lunchtime and/or after school until the work is provided.**

Alternatively, for draft submissions, students will receive feedback on the work that they have provided, even if it is not complete. If final submissions are not received, the draft will be taken as the final work to be submitted to the IB.

After school lessons and tutoring

All subjects offer after school tutoring which will be emailed and published on ManageBac at the beginning of the school year.

Depending on the subject, some of these sessions will be mandatory to ensure all of the HL course is covered.

The final examination schedule is set by the IB and typically runs from the last week in April for 4 weeks.

To support their preparation for examinations, students will sit internal examinations throughout the program.

For internal examinations, results and feedback are released once all exams are over.

For IB final examinations, results are released online to students on **6th July.**


Grades

The IB diploma is awarded based on performance across all parts of the program.

- Each subject is graded 1–7, with 7 being the highest grade. These grades are also used as points (that is, 7 points for a grade 7, 6 points for a grade 6, and so on) in determining if the diploma can be awarded.
- TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix (below) to contribute between 0 and 3 points to the total.
- CAS is not assessed but must be completed in order to pass the diploma.
- The overall maximum points from subject grades, TOK and the EE is therefore 45: $((6 \times 7) + 3)$.

(IB, 2024)

		Theory of knowledge				
		A	B	C	D	E
Extended essay	A	3	3	2	2	Failing condition
	B	3	2	2	1	
	C	2	2	1	0	
	D	2	1	0	0	
	E	Failing condition				

 Example: According to the chart, a candidate who receives a B in theory of knowledge and a C in the extended essay, will be awarded 2 points from the core elements.

When determining grades for individual assessments and end of term reports, teachers will make use of both grade descriptors and grade boundaries.

Grade descriptors are provided by the IB, outlining the qualities for grades 1-7 and E-A in each subject specific context.

Grade boundaries differ greatly between subjects and components based on the perceived difficulty of the assessed task. These are the numerical marks awarded based on the criteria for the relevant component and are published by the IB each year based on the previous year's exams. Typically, The Codrington School uses the most recently issued grade boundaries.

For more information on assessment and grading in the DP, read the *Assessment Guide for Students, Parents and Guardians*, available at www.ibo.org

Academic Honesty Policy

The Codrington School is committed to academic honesty and aims to ensure that our students become principled learners who understand and develop the required skills.

Academic Dishonesty and Malpractice - Terminology

- **Plagiarism:** this is defined as the representation of the ideas or work of another person as the candidate's own
- **Collusion:** this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another
- **Misconduct:** taking unauthorized material into an exam room, disruptive behaviour, communicating with others during an examination.
- **Communication about the content of an examination:** 24 hours before or after the examination with others outside those taking the exam at your centre.
- **Duplication of work** presentation of the same work for different assessment components and/ or Diploma Programme requirements

Source: Academic Honesty in the Diploma programme, MYIB 2025

Students

- Cite your sources so that readers can find them; if you cannot state the origin of the source it is probably better not to use it.
- Make clear which words, ideas, images and works are not your own (including maps, charts, musical compositions, movies, computer source codes and any other material).
- Give credit for copied, adapted and paraphrased material.
- When using text, make clear where the borrowed material starts and finishes.
- All sources cited in the text must also be listed in the bibliography (or reference list/ list of works cited) and all sources listed in the bibliography (or reference list/list of works cited) must be cited in the text.
- The school generally uses **MLA**. If not sure how to cite, check with your teacher
- **Any work created by AI** (such as infographics) or summaries must also be clearly cited.

Source: Academic Honesty in the Diploma programme, MYIB 2025

Consequences

First Offense

- Work graded as Zero
- Parents informed
- Student completes written reflection.
- Case is documented

Second Offense

- Work graded as zero
- Parent meeting
- Student attends an After-School reflection.
- Student reviews policy
- Case is recorded

Third Offense

- Student is suspended
- Academic Honesty Committee meeting
- Parents contacted after committee meeting
- Potential revoke of student placement

Artificial Intelligence

The Codrington School believes AI is a supporting tool and not to be used to replace thinking and learning. It should be used to supplement work in class and as a learning aid. Any use of AI should be referenced and any examples of using AI without referencing it will be considered plagiarism.

Students are responsible for using AI as a learning tool that assists them in furthering their understanding on topics by engaging actively with AI for clarification and so should avoid using AI as a tool that does tasks for them.

They should be aware of protecting their data and information, as AI tools such as ChatGPT collect data from users.

Students should uphold the school's Academic Honesty policy by making sure that all works are originally produced by them. They are responsible for citing AI sources and should be aware of the consequences of using AI tools in an unethical and dishonest manner.

How AI can be used

- AI can assist with brainstorming ideas, summarising research, and finding resources for projects.
- AI can format citations in the correct style (e.g., MLA, APA).

Inappropriate use of AI

- Students should not depend solely on AI for research or content generation, which impedes their own skill development.
- Students cannot submit AI-generated content as their own. Using AI to produce essays or project submissions without their own input is considered academic dishonesty.
- Students must cite when AI tools are used in their work. Otherwise this is considered Academic misconduct.
- AI cannot be used as a cited source due to its potential for inaccuracies. Instead, students should verify information from reliable sources.

When AI tools are used, acknowledgment must be provided in a clear format, similar to how other research or assistance tools are cited. Example: "Generated ideas with the assistance of [AI Tool]. Date. "Prompt". Link to the chat (available through share button in ChatGPT for ex.)"

Source: Codrington School AI policy (2024)

Expectations

Attendance

- Students must maintain an attendance of at least 90%.
- A medical note or relevant evidence is required for absences of more than three (3) days.

Work Ethic

- In order to be successful in all aspects of the DP, it is not possible to rely solely on work from classes. Students need to make the most of their time outside of lessons to review notes and conduct additional research in a balanced and constructive way.
- Students will have at least **4** non-teaching hours per week, some of which will be supervised study.
- **After-school sessions are available Monday, Wednesday and Thursdays 3pm-4pm.** These may be mandated by subject teachers or students can sign up with a relevant teacher.

Organisation

- Organisation is a key component of success in all DP pathways. Students need to balance the workload so that they can meet all homework and assessment deadlines.
- This is particularly important for Pamoja students, who do not receive regular class time. Four periods each week will be made available for students to work on Pamoja-based activities but students will need to decide the best way to ensure the work is completed on time.
- Should students have any issues with deadlines or organisation, they should speak to their form tutor or the DP Coordinator.

Uniform

- To order uniforms and to arrange a fitting please email our uniform manager **Ms Dawn: dawn.medford@codrington.edu.bb**
- **House t-shirts** may be worn in lieu of white shirts on Fridays, or special house events.
- In cooler times students may wear a school sweatshirt
- Plain hats / caps can be worn in non-formal situations.
- Jewellery and hair must be appropriate for school setting
- DP students may wear coloured nail polish and make up that is appropriate for school. Nail length should not be too long due to their involvement in practical subjects..

Uniform

Regular uniform

Males

- Navy blue shorts plus white polo shirts with a school crest. White socks.
- Gym uniform - Dark blue shorts plus house T-shirt

Females

- At the knee navy blue skorts plus white polo shirts with a school crest. White socks
- Gym uniform - Dark blue shorts plus house T-shirt

Non-uniform days

On non-uniform days, students should wear attire that is appropriate to the school setting. This includes closed-toe shoes and no crop tops or any outfit that does not respect working in a Caribbean climate.

Appropriate dress must not violate health and safety regulations.

Taken from the Uniform policy last revised September 2024 (NL)

Mobile phones

Students are not permitted to use mobile devices during school hours, including class time, recess, and lunch breaks. All cellphones must be turned off before entry to the campus and/or before alighting the buses and not turned on until students leave campus.

Personal electronic equipment should be stored in backpacks or lockers or left with the respective Heads of School from the beginning to the end of the school day.

The Codrington School prohibits the use of mobile devices, specifically smartphones, cell phones, earbuds, air pods, or Bluetooth headphones to be in use on campus during the school day.

Mobile Devices and Educational Use

If a teacher determines that a mobile device is needed/would benefit a learning activity, this will be communicated in advance, via email to the class, and will only be allowed for that specific activity under teacher supervision.

Consequences

If a mobile device is used in school, the teacher will remove such from the student and take it to the respective Heads of School. No second chances. Heads of School will record the infraction in ManageBac and call parents to retrieve the mobile device after the first offense. After the 1st Offense the mobile device will not be given back to the student.

Changes to courses and needs

At any point in the programme, students may encounter difficulties or wish to make changes to their courses.

To change a subject or move from SL to HL, this must first be discussed with the DP Coordinator, who will liaise with the relevant subject teachers. This change must then be confirmed in writing by the families. Due to the content and workload of courses, changes generally cannot be made after **October** of DP1.

Changes from Full Diploma to Course Certificates can happen at any point in the programme. If students and families wish to make changes, the same process as above will need to be followed. Students are regularly monitored throughout the programme and should the school deem the Full Diploma no longer appropriate for a student, then they will hold a meeting with the family to discuss a move to Course Certificates.

If a student requires additional support for assessments due to learning needs or other personal circumstances, the family should liaise with the Head of School. Medical evidence and/or a report by an Educational Psychologist may be required to support any accommodations that can be instituted.



Other Important Information

Textbooks

Textbooks will be purchased by the school on behalf of students and their parents. Families will be billed at the beginning of the first term for all required texts.

For **digital copies**, details will be provided to families for them to purchase and download before the start of the first term.

Some books may be loaned to students (such as in English Literature). Students are expected to take care of these books and return them at the end of the course. In the case of loss or significant damage, families will be billed for a replacement.

Supplies

- Visual Art supplies: a black permanent marker (two sides “Sharpie”); a range (minimum of four) drawing/sketch pencils, in various grades: (H, HB, 4B, 6 or 7B)
- Calculator: DP students should have a Graphic Display Calculator (GDC), a Texas Instrument TI-84 Plus CE. This is a requirement for IB DP Mathematics and it is important that students have familiarity with its functions.
- Pencil case containing highlighters, pens (ballpoint blue or black ink only, red or green for making corrections), pencils, colouring pencils and/or markers, eraser, pencil sharpener, scissors, glue stick and post-its/sticky notes

Laptop Requirements

TCS is committed to cutting-edge methodology and developing the skills and knowledge required to meet the needs of our twenty-first century students once they reach the professional market.

DP students will be expected to have a personal laptop. Details on the recommended specifications can be found on our website under Secondary Supplies.

School Hours

DAILY SCHEDULE

Arrival	7:50 AM
Lessons Begin	8:00 AM
Lessons End	3:00 PM
Pick-Up/Bus Option 1	3:00 PM – Students may be collected or take the first bus
Pick-Up/Bus Option 2	4:00 PM – If staying on site for enrichments.
Latest Pick-Up Time	4:10 PM (3:10 PM on Fridays – no enrichment offered) .

Food and Drink

Students have the option of purchasing lunch from our cafe bringing their own packed lunch. If your child is not involved in the lunch programme, please arrange to send a nutritious snack and lunch to school with your child each day.

Water fountains are available at school, and students are encouraged to bring a refillable water bottle. Students may bring their own drinks if you wish. However neither alcoholic drinks nor sodas are allowed. Commercial fruit juices are discouraged on account of their high sugar content.

Please note that the school strongly discourages “junk food”. Quite a few of our students are severely allergic to nuts, please do not send to school any food which contains nuts. Also, on account of possible allergic reactions, students should not share their food with others.

Transportation

The Codrington School provides transportation to and from School in the mornings and the afternoons at a cost, either by its own vehicle or by contracted vehicles. All vehicles have to meet the necessary regulations relating to the safe transportation of children.

For bus transportation, we have two drop off and pick up points, one on the south and one on the west of the island, so depending on where you live, you can choose which point is most convenient for you based on location. More information will be provided by Ms Sabrina **sabrina.edwards@codrington.edu.bb** and you can sign-up via our SMS system.

Students that drive

Students who drive themselves, must provide a valid license to the Head of School. When they arrive at school they will need to park in the field to the left of the church.

Late arrival / Early leaving

With the permission of the Head of School, students may be permitted to leave early., or for an appointment during the day. They will be required to sign in and out.

Lockers

Lockers will be provided in the DP Lounge to leave books and equipment.

Post DP

Depending on the pathway that students have chosen, different options are available once they have completed the DP. It is important that families conduct the necessary research into these options prior to beginning the DP to ensure they have selected the appropriate pathway.

The IB have published a database of universities that recognise the different DP pathways, which is available from www.ibo.org/university-admission

Although it is updated regularly, families should contact individual universities for their admission requirements and details for individual courses of study.

During the form time programme, students will receive support and guidance for applications for careers and further study. The Codrington School acknowledges that this is a very personal decision based on a range of factors such as ability, cost and availability. Therefore, families should discuss these options and conduct their own research into what they consider to be the best choice for the student.

The school makes use of the global app UniFrog to allow students to search, shortlist and manage applications to institutions around the globe. Students work with their form tutor and the DP Coordinator on their application needs.

As part of the application process, students may require transcripts or predicted grades, which should be requested through the DP Coordinator.

Transcripts are a summary of a student's grades throughout their time at the school. These grades are available on their report cards but a transcript allows them to be amalgamated into one document. The transcript is uploaded by either the DP Coordinator or the family to the relevant institution.

Predicted Grades are what each subject teacher believes a student will receive in their subject at the end of the programme. This is based on a number of factors, including assessments, student work ethic and the teacher's understanding of the course and student. These are kept confidential to the school and are uploaded to applications by the DP Coordinator. Students can request predicted grades for university applications at any point in DP2.



Universities usually require an official copy of the **final results** transcript from the IB once an offer has been accepted. These can be requested from the DP coordinator before the release of results for free. After results day, these must be requested directly from the IB, who charge a fee.

The school has put together a number of resources to help with the research, planning and application process.

A link is available on The Codrington School website or can be accessed directly at <https://sites.google.com/codrington.edu.bb/post-dp/home>

References

International Baccalaureate Organization, 2016. *Creativity, Activity, Service Subject Brief*, Cardiff: International Baccalaureate Organization

International Baccalaureate Organization, 2022. *Theory of Knowledge Subject Brief*, Cardiff: International Baccalaureate Organization

International Baccalaureate Organization. *DP Core*, Updated 12 September 2023. Available from <https://www.ibo.org/programmes/diploma-programme/curriculum/dp-core/>

International Baccalaureate Organization. Facts and Figures, Accurate as of 4 Dec. 2023. Available from www.ibo.org/about-the-ib/facts-and-figures/.

International Baccalaureate Organization. February 2024. *Diploma Programme Assessment Procedures 2024*. Cardiff: International Baccalaureate Organization.

International Baccalaureate Organization. What is the Extended Essay, Accurate as of 12 June 2024. Available from <https://www.ibo.org/programmes/diploma-programme/curriculum/dp-core/extended-essay/what-is-the-extended-essay/>



IB 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 programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The Codrington School Mission Statement

The mission of The Codrington School is to empower all children and adults within the community to become internationally-minded learners who embrace and respect academic excellence and a love of life-long learning and who exemplify the traits of the IB learner profile.



Appendix 1: Family Contract

Please read through this Handbook carefully. After this, students and parents will need to sign the contract and return it to the DP Coordinator at the beginning of the programme.



International Baccalaureate Diploma Programme Contract

1. I will uphold the mission statements of the IB and The Codrington School.
2. I will demonstrate the traits of the Learner Portfolio.
3. I will maintain attendance of at least 90%. If I am absent for more than 3 days, I will provide the relevant evidence.
4. I will meet all deadlines, whether set by the school or by Pamoja. If I have concerns about the work or require an extension, I will speak to the relevant subject teacher and the DP Coordinator at least 1 day in advance.
5. I understand that if I miss a deadline for a draft internal assessment, I will be kept behind at lunch or after school until the work is received and feedback will be provided on what is available. If I miss the deadline for a final internal assessment, my draft will be submitted to the IB.
6. I will abide by the Academic Honesty Policy in all of my work. I understand that if I am found guilty of academic misconduct, the consequences will be as outlined in the policy.
7. If I am a Full Diploma candidate, I will complete all elements of the Core across both years of the programme. If I am a Course Certificate student, I will complete the appropriate CAS experiences across both years of the programme.
8. I understand that if I wish to make any changes to my courses, these need to be approved by the DP Coordinator and confirmed in writing by my family.
9. I understand that if I do not meet the standards of the Full Diploma, the decision may be made by the school to move me to the Course Certificates pathway.
10. I understand that textbooks and resources will be provided by the school. If they are ordered on my behalf, I agree to pay the required amount; if I require a digital copy, then I will order and download it. If I do not return any required materials, I am liable to pay for a replacement.
11. I have read the Handbook and Contract and will direct any questions regarding their contents to the DP Coordinator

Name of student (please print) _____

Student's signature _____ Date : _____

Parent's signature _____ Date: _____



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.