



Assessment and Feedback Policy

RGSR Senior School

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I. Assessment

Assessment is integral to the process of teaching and learning. To achieve this, it should be a positive activity, encouraging pleasure and progress in learning. It helps us identify individual progress, students who require stretch and challenge, and those who might need extra support or specialist help through our Learning Support department. Feedback to students needs to be formative and encouraging, clearly identifying how they can improve. Wherever appropriate, students should be involved in the assessment of their own work.

Why do we assess?

Assessment is a critical tool in the learning process, serving both students and teachers by providing essential information about progress and development. According to educational research, including John Hattie's work on effective feedback, assessment helps create a bridge between current learning and future goals. Hattie emphasizes that effective feedback, grounded in clear assessment practices, can significantly improve student outcomes by making the learning process visible to both students and teachers.

For students, assessment provides clarity on three key areas:

1. **Where they are in their learning:** It allows students to understand their current level of knowledge and skills.
2. **Where they are going in their learning:** It outlines the learning objectives and the expectations for future progress.
3. **How to get there:** Assessment offers insight into what actions they need to take, including strategies for improvement. This informs and guides us in choosing the right kind of support they will need.

For teachers, assessment informs instruction by helping to answer these questions:

1. **Where students are in their learning:** It enables teachers to identify students' current levels of understanding, gaps in knowledge, and individual learning needs.
2. **What to do about helping them progress:** Teachers can adjust their instruction, provide targeted feedback, and implement interventions that guide students toward achieving their learning goals.

Assessment is an ongoing process that supports learning by providing the roadmap for both students and teachers to navigate the path of academic progress.

I.1. Types of Assessment

Assessment should be broken into four core parts, each of which needs to be planned and included in lessons.

I.1.1. Diagnostic Assessment

Diagnostic testing is a form of assessment that helps provide a baseline of each student's attainment level; it helps to identify a student's strengths, weaknesses, prior knowledge, and gaps in learning. It is often administered at the beginning of a unit or course to gain insight into where individual students are in their understanding. Upon entering the school, new students are required to undertake entry tests to provide such a baseline. If a student did not undertake entry tests, they will be required to do so at the earliest possible convenient time.

Diagnostic baseline data and information allow teachers to tailor instruction and support to meet the specific needs of each student, ensuring more targeted interventions and focused learning.

1.1.2. Assessment for Learning:

1.1.2.1 Formative Assessment – comments given to improve oral presentations or essays, filling gaps in knowledge or skills gaps gauged from summative activities, individual and group feedback in lessons, peer and self-assessment activities. Assessment for learning identifies students' strengths and gives personal and pertinent advice in order that students may continue to make progress. Lesson sequencing and planning must allow students to revisit skills which they have applied to an activity to demonstrate the improvements which they have made.

Formative Assessment

Assessment is formative only if the information fed back to the student is used by the student in making improvements. Formative assessment must include a recipe for future action.

Classroom assessment should include:

- Wide range of questioning styles
- Feedback to support students
- Sharing success criteria with students – the steps to success
- Peer and self-assessment

Formative assessment of students' work should take place frequently and include meaningful targets in order that students engage with their work and know how to improve their learning. It should avoid comparisons with other students, as individuals can only accept and work with this feedback provided if they are not clouded by overtones about ability and competition.

When work is **formatively assessed** then **comments alone** should be given.

Formative assessment opportunities are best planned collaboratively across each department in order to agree common aims and success criteria in advance of teaching each section of work.

1.1.2.2. Summative Assessment – end of unit tests, past exam papers, outcomes of essays or activities. Assessment of learning gauges where students are in their learning and which skills have been mastered or not. This summative assessment would be used in a half termly progress check.

Summative Assessment

Summative assessment data that supports formative use is an essential part of the process. Teachers need to know about their students' progress and difficulties with learning so that they can adapt their planning to meet the needs of each individual student.

At RGSR, we are aware of cognitive load limitations and the need to be equitable and fair in the number of assessments planned in any given week (during normal term time). Kindly refer to Appendix 4 for a breakdown of the Summative Assessment Plan during Term Time, outlining the maximum number of assessments/tests in one day and in one week, for each year group.

Summative assessments can take the form of a common task assessed by the teacher or end-of-unit test. Each activity must be the same for the whole year group (with the possible exception for banded subjects). The type of assessment task will vary depending on the nature of the subject, the unit of work or the skill being assessed and variety is encouraged. Departments will record the outcome for all students in a centralised department database (gradebook) and share individual outcomes with each student. The end of year exam forms the final and most formal summative assessment. However, departments may embed a further limited number of formal assessments at the end of a topic/chapter. All other forms of assessment must be purely formative.

We aim to ensure the quality of learning while it is happening rather than after it has finished, and to enable Heads of Department and Heads of Section/Years to monitor the progress of all students and to intervene where necessary.

Each department will keep a centralised tracking database which utilises the following colour system for each student:

- **Purple:** Current attainment is likely to result in expectations being exceeded.
- **Green:** Current attainment is likely to result in expectations being met.
- **Red:** Current attainment is unlikely to result in expectations being met.

After undertaking a summative assessment, the marked scripts/papers are returned to the students. A notification should be shared via MS Teams for the class informing them that the tests will be / have been returned. Individual feedback and marks are also required to be shared via MS Teams individually to each student. Please refer to Appendix 3 for further information.

1.1.3. Assessment as Learning:

Assessment as learning is about reflecting on evidence of learning (e.g. plenaries). This is part of the cycle of assessment where students and staff set learning goals, share learning intentions and success criteria and evaluate their learning through dialogue and self and peer assessment.

See also the section on **Feedback** in this policy.

1.2. Summary:

Subject Teachers must:

- Share success criteria for learning;
- Ensure that clear objectives are understood by the class;
- Plan opportunities for the different assessment types;
- Ensure that a wide range of questioning styles is used to develop learning;
- Feedback targets both written and orally;
- Ensure that assessment for, and assessment as, learning is visible throughout each lesson;
- Model answers to scaffold student understanding;
- Build in opportunities for peer and self-assessment.

Heads of Department must:

- Model the above standards plus ensure that all members of the department follow this model for Teaching & Learning. In addition:
- Ensure that all schemes of work have built in objectives, outcomes, and assessment for learning opportunities.
- Guide and support all members of the department to regularly develop, share, moderate and monitor assessment activities.
- Ensure that meaningful student data is being recorded, tracked and analysed to identify students requiring intervention strategies or who need further challenge acceleration and/or extension.
- Ensure that effective needs-based data-informed intervention and acceleration programmes are implemented (ensuring that parents, homeroom teachers and Heads of Year are also informed).

2. Examinations

2.1. Internal Examinations:

- The school conducts summative assessments throughout the year, plus one main end of year examinations in May/June:
 - **Years 7 – 9: End of Year examinations in English, Mathematics and Science**
 - **Year 10: End of Year examinations in all IGCSE subjects**
 - **Year 11: End of Year external Cambridge board IGCSE examinations**
 - **Years 12 – 13: End of Year external Cambridge AS/A-Level examinations**
- Years 11 to 13 undertake Mock Examinations in the month of January – see below for further details and information.
- The scope for internal examinations will be shared with students one month before the start of the exams. Examination policy for students and teachers is shared prior to the exams.

2.2. External Examinations

All external examinations conducted at RGSR follow the standards set by the Cambridge International Examination Board (CIE). These exams are managed and administered in strict accordance with the school's **Examinations Policy**, which outlines the processes and protocols for exam registration, invigilation, student conduct, and submission of results.

The school is committed to upholding the highest levels of integrity and compliance with CIE regulations, ensuring that all students are provided with a fair and secure testing environment. Regular training and updates are provided to examination officers, invigilators, and relevant staff to maintain adherence to the latest guidelines set by CIE.

For further details, please refer to the **RGSR Examinations Policy** for specific procedures regarding:

- Student registration for external examinations
- Examination schedules and timelines
- Responsibilities of students and staff during the examination period
- Procedures for handling academic misconduct or issues during examinations

2.3. Mock Examinations

Each academic year, **mock examinations** are held in **January** for students in **Years 11, 12, and 13**, providing an essential platform for assessing students' readiness for their **IGCSE, AS-Level, and A-Level** examinations, respectively. These mock exams serve as a valuable indicator of student performance, helping teachers and students:

1. **Measure current attainment:** Mocks provide a snapshot of student understanding and mastery of the subject material.
2. **Predict examination grades:** The results from the mocks offer a reliable guide for predicting final examination outcomes, aiding in student and parental expectations.
3. **Guide performance improvement:** Mock exams give students constructive feedback on areas requiring attention and further revision, enabling them to refine their knowledge and skills before the final external exams.

Teachers use the mock examination results to tailor revision plans, provide targeted feedback, and help students set goals for their final examinations. Results are shared with students and parents, accompanied by specific recommendations for improvement, in line with the school's commitment to helping all students achieve their full potential.

3. Feedback

The RGSR Feedback Policy statement on feedback:

Feedback at RGSR aims to empower students to **actively engage with their learning process**, providing **specific, timely and constructive guidance** that nurtures **self-regulation, resilience and academic excellence**.

Our core reasoning behind the policy statement may be summarised as follows:

- **Specificity and Timeliness:** Aligns with research indicating that feedback is most effective when it is specific, actionable and provided promptly to reinforce learning and correct misunderstandings.
- **Empowerment and Engagement:** Encourages students to take an active role in their learning, developing a sense of ownership and engagement, which is critical for deep learning and motivation.
- **Self-regulation and Resilience:** Support the development of self-regulatory skills by providing students with tools to assess their own work and make adjustments, which is vital for lifelong learning and adaptation.

Feedback to students, and its intended impact, is a central component of effective classroom instruction. The main types of feedback we utilise at RGSR are:

1. **Written feedback (marking):** Provides detailed, reflective comments that students can revisit, helping them improve specific areas of their work.
2. **Oral feedback:** Immediate, personal communication that allows for clarification and encourages real-time improvements and understanding. Enhances metacognitive learning among students.
3. **Peer feedback:** Encourages collaboration, reflection, and a deeper understanding as students learn from evaluating each other's work. Enhances metacognitive learning among students.
4. **Self-assessment:** Promotes self-reflection and autonomy, helping students identify their strengths, areas for improvement, and how they learn, think and solve problems. Enhances metacognitive learning among students.
5. **Digital feedback:** Allows for timely, trackable feedback through online platforms, supporting engagement and personalised learning.
6. **Rubrics/Checklists:** Clear, criteria-based feedback that helps students understand expectations and measure their progress effectively. Aid with self-review and builds autonomy.

3.1. Written Feedback (Marking and Reporting)

Overview

How: Provide clear, specific comments directly on student work or via online platforms.

When: Within a week of task submission, to ensure timeliness.

Who: Teacher-led, focused on individual student progress.

Expectations for Teachers: Feedback must be specific, addressing both strengths and areas of improvement. Include actionable next steps and reference assessment criteria. Written feedback should avoid overwhelming students—focusing on key points of development and success.

This whole school assessment and feedback policy aims to promote consistent standards of marking and common methods from one teacher to another and from one department to another. The following must be adhered to:

- Marking needs to be regular (every three to four teaching periods) up-to-date, and promptly returned to Students.
- Marking should include various forms of self- and peer-assessment.
- Teachers will share success criteria / rubrics with students.
- Feedback to students must include formative comments on how to improve work. Clearly defined success criteria should be used as reference (e.g. WWW: what went well; EBI: even better if).
- Practical, project-based subjects should have regular feedback through marking, even if a whole

project may extend over a lengthy period of time.

- Marking in all subjects should include the students' quality of written communication.
- Follow up and check that late or incomplete work has been done.
- Student files should be taken in periodically to ensure that they are well organised.

For years 7-9: Based on success criteria, teachers record a level or mark in their mark books **but will not** put these marks on the students' work. Feedback to the students is formative and takes the form of comments only. Marks are given to students for the summative assessment tasks only.

For years 10-13: Success criteria is based on IGCSE or A Level mark schemes which are shared with students. Many tasks will require **formative feedback** and for these teachers record a grade (A* to E), or a mark based on exam board mark schemes; these are recorded in teacher gradebooks / mark books but are not given to the student. Grades/marks are given to students for **summative assessment** tasks only, becoming more frequent as students move from IGCSEs to A-Level course.

For **all year groups**, numerical results or grades from summative assessments are recorded in a centralised spreadsheet for tracking purposes. In addition, teachers record additional information in their grade books. All this will help to provide accurate information to parents at reporting time, as well as helping with short term planning of lessons.

Please refer to **Appendix 5** for the full breakdown of summative and formative assessment weightings for each year group, as well as the reporting cycles for each year group.

3.1.1. Ensuring Effective Marking:

It is better to have one piece of work marked effectively per week, than a 'seen' tick on every page.

'Seen' ticks are not encouraged for the following reasons:

- Lack of Accuracy: 'Seen' ticks may not accurately reflect student understanding.
- Misleading Assessment: Can give a false sense of achievement to students.
- Missed Learning Opportunities: Does not provide constructive feedback for improvement.
- Encourages Complacency: Students may not strive for improvement.
- Diminished Accountability: Teachers' responsibility not fulfilled effectively.
- Inconsistent Standards: Can lead to grading disparities and confusion.
- Undermines Learning Objectives: Does not align with educational goals.
- Reduces Academic Integrity: May encourage academic dishonesty.
- Ineffective Assessment: Does not assess true abilities.
- Disincentivizes Effort: Students may exert minimal effort.
- Diminishes Trust: Can decrease trust in the educational system.
- Impedes Professional Growth: Missed opportunities for teacher development.
- Undermines School's Reputation: Can harm the school's reputation.

3.1.2. Marking for Literacy

- Standard codes are used across all subject areas in order to promote a common approach to the marking of spelling, punctuation and grammatical errors.
- Sp = in the margin and the word circled
- Gr= grammar error and the phrase underlined
- P= Punctuation needed, and the word circled
- // = new paragraph needed
- ^ = word or letter missed out

Students are encouraged to reflect on and learn their corrected literacy errors, via allocated subject time. Literacy targets are valid goals for student-led Target Setting.

Other subject-specific symbols may also be used by individual departments.

Over correction is best avoided as it can be counterproductive. SEN advice recommends no more than five literacy corrections per page.

Kindly refer to the section on **formal reporting** within this policy.

3.1.3. Marking Conventions

- When teachers assess work, they should give feedback in red pen.
- When students assess either their peers or their own work, they should give feedback in blue/black pen.
- When students display progress by responding to feedback or improving/redrafting their work, they should do so in purple pen (Purple for Progress).

3.2. Oral Feedback

How: Offer verbal comments during or after class activities, either one-on-one or in small groups.

When: Given immediately during lessons or activities to reinforce concepts and correct errors on the spot.

Who: Teachers, with a focus on student participation and response to learning tasks.

Expectations for Teachers: Must be constructive, focusing on individual progress. Oral feedback should be specific and purposeful, encouraging dialogue and reflection. Teachers should engage students in clarifying questions to ensure understanding. Verbal praise based on demonstrated competencies boosts confidence, motivation, and engagement by reinforcing positive behaviors and efforts in learning.

3.3. Peer feedback

How: Organise peer-review sessions where students evaluate each other's work using structured rubrics or guidelines.

When: After major tasks or during formative assessments.

Who: Students, guided by the teacher's framework for giving constructive feedback.

Expectations for Teachers: Teachers must model how to give respectful and constructive feedback. Peer feedback must be structured, with a clear rubric or checklist to ensure quality. Teachers should monitor and guide discussions to ensure feedback is helpful and relevant.

3.4. Self-assessment:

How: Students use checklists, rubrics, or reflective questions to evaluate their own work.

When: Typically, at the end of tasks or during revision periods, but can be used at various points in the learning process when it aids the learning process.

Who: Students, with teacher guidance in developing self-regulation skills.

Expectations for Teachers: Facilitate by providing rubrics or self-assessment frameworks that align with learning objectives. Teachers must guide students in understanding the criteria and how to reflect on their learning. Teachers should review students' self-assessments to provide further feedback.

3.5. Digital Feedback

How: Through learning management systems (e.g., Google Classroom, Microsoft Teams) or digital assessment tools (e.g., MyMaths, Turnitin).

When: After digital submissions, with immediate or scheduled feedback based on the task.

Who: Teachers, using digital platforms for efficiency and engagement.

Expectations for Teachers: Provide timely, constructive feedback using digital tools. Leverage multimedia (e.g., voice recordings, videos) to enhance clarity and engagement. Ensure students check and act on the feedback provided.

3.6. Rubrics/Checklists

How: Provide detailed rubrics with criteria-based scoring and descriptors for each level of performance.

When: Shared before a task to guide student expectations and revisited during feedback.

Who: Teachers provide, and students refer to for both peer and self-assessments.

Expectations for Teachers: Rubrics should be detailed but clear, aligned with learning goals, and accessible. Teachers should explain rubrics to students before tasks and refer to them in feedback. Teachers should use the rubric consistently to ensure fairness.

By implementing these strategies, teachers will ensure that feedback is an integral part of student learning, cultivating reflection, motivation, and growth. Each type of feedback should align with the lesson objectives and help students understand their current performance and areas for improvement.

4. Reporting (via Formal Reports)

Reporting is a key element of the school's feedback process, providing a formal summary of each student's attainment, progress, attitude, and level of effort. This ensures that both parents and students receive clear and timely updates on academic performance, as well as areas for growth and improvement.

At the end of each term, reports are generated and shared with parents via iSAMS Parent Portal. These reports typically include:

- **Attainment grades and/or percentages:** A reflection of the student's academic performance in relation to the expected standards.
- **Progress indicators:** A reflection of the student's improvement and development over the course of the term.
- **Effort:** A comment on the student's engagement, attitude toward learning, work ethic, and behaviour in lessons.

While written comments from teachers are usually provided, there may be instances where reports focus solely on grades and progress indicators without detailed narrative comments. However, in all cases, the report serves as a comprehensive review of each student's performance.

There are 3 reporting cycles in the academic year, one at the end of each term:

- End of Term 1 Mid-December
- End of Term 2 End of March
- End of Term 3 Mid-June

For further details regarding the structure and frequency of reports, please refer to **Appendix 5: Summative & Formative Assessment Weightings; Reporting Cycles**, which outlines what is reported and when, for each year group during the academic year. The appendix also provides specific timelines and expectations for both teachers and students to ensure the smooth and effective dissemination of reports.

5. Students with SEND (including EAL)

Assessment and Marking for Students with SEND Including Students with EAL For Subject Teaching

Students who need extra support in accessing the curriculum and their learning (including those with English as an Additional Language) have this taken into account in the assessment of their progress. This consideration extends to all forms of assessment. For example, assessment criteria may be adapted so that they are tailored to educational need. Teachers can use the SEND 'snapshots' on best practice and guidance on how to enable Students with SEND and EAL to access the learning and the assessment of that learning.

Appendix I:

External Examination (May/June)

1. Sciences and Mathematics

Extended Candidate: Students are required to get a score of 50% and above to be entered as an extended candidate for Science and Mathematics.

Core candidate: A candidate who scores 40-50% will be entered as a Core candidate.

Candidates who score less than 40% are recommended not to enter the external examination. For all the subjects the student desires to enter for the external examination, they must enter as a private candidate if it is necessary.

2. Subjects with No Core Option

Candidates need to score 40% or above to enter as a school candidate for external examination. If not, the candidate can either opt not to do external examination or enter as a private candidate.

3. Sample Registration Form

You may find the samples of registration forms and fee lists in the links below. There will be changes in the registration forms and fee list every year. Students will have to pay an extra 300 SR as processing charges.

[CAIE Registration Form Emkan June23 Schools \(2\).pdf](#)

[CAIE Nov 2023 Feelist-Emkan-Schools-FV.pptx \(2\).pdf](#)

4. Documents Required for Registration

- Passport copy
- Iqama copy
- 2 photographs
- Previous statement of result

Appendix 2:

Access arrangements for Examinations

For candidates with a permanent or long-term disability, illness, or learning difficulty, access arrangements should reflect their normal way of working and be based on any difficulties they have had when taking exams. Links for the sample registration forms for access arrangements are given below:

[85704-modified-papers-preparation-form-3.pdf](#)

[85703-access-arrangements-preparation-form-1 \(1\) \(1\).pdf](#)

1. Evidence of Candidate's Needs

Access arrangements must be based on evidence of the candidate's barrier to assessment and evidence of the candidate's need for the requested arrangements. The evidence of need will vary depending on the disability and the access arrangements you are applying for. Evidence must meet the following criteria:

- Evidence of need should clearly outline how disability, illness or learning difficulty presents a barrier to the assessment.
- Evidence must be dated within four years of the exam and verified by a suitable professional, for example, a medical professional, an educational psychologist, a clinical psychologist, an occupational psychologist or an appropriately qualified specialist teacher.
- The professional must sign and date the evidence and include details of their relevant qualifications. We may accept a report written by a teacher with no formal special needs qualifications if they have evidence of at least five years' work experience in special educational needs.
- Supporting evidence must be in English. Any translated evidence must be signed by the original author, a legal representative, or by the Head of Centre and one other member of staff.
- Where relevant, the supporting evidence must contain scores from psychometric assessments for the candidate.

2. Principles of Access Arrangements

- Access arrangements must not give the candidate an unfair advantage over others.
- Access arrangements will not be allowed if they affect the assessment objectives.
- Cambridge assesses all candidates according to the same marking criteria, so their grades and certificates have the same validity and are a true reflection of each candidate's attainment.
- If English is not the candidate's first language this is not a valid reason for an access arrangement.

A candidate may need an access arrangement in one type of assessment but not in another. We must decide whether the candidate needs to use the arrangements in all the assessments. They may not need the same access arrangements in every assessment.

3. Types of Access Arrangement Available

Access arrangements	
Colour naming	Modified question papers
Computer reader	Braille paper
Exemptions	Coloured paper
Extra time	A4 18 point bold
Human reader	18 point bold enlarged to A3
Practical assistant	A3 unmodified
Prompter	Modified carrier language
Reading aloud (candidate)	Tactile diagrams
Reading pens	Live speaker (Transcript of listening CDs)
Scribe	
Supervised rest breaks	
Supplementary aids	
Transcript	
Voice-activated software	
Word processor	

Appendix 3:

Returning Examination Test Scripts to Students

Returning Examination Test Scripts to Students After Marking to Enhance Student Learning Opportunities.

1. Rationale

Internal assessments, encompassing various evaluations such as practice tests, end-of-unit assessments, end-of-semester examinations, mock examinations, etc., serve as invaluable tools for students to identify gaps in knowledge, address misconceptions, and strengthen missing skills. By returning these assessments to students post-marking, we aim to nurture a culture of active engagement, self-reflection, and continuous improvement. Note: this is applicable to the secondary school only, years 7-13.

2. Updated Policy and Procedure

All tests, examinations, and/or assessed assignments will be returned to students during scheduled lessons after the assessments have been marked and results recorded. This practice ensures a conducive learning environment, allowing teachers to provide immediate feedback and engage in meaningful discussions about the assessment content.

3. Purpose

- The primary purpose of sending test papers home is to facilitate a collaborative learning environment where students, with the support of their parents/guardians, can review and understand their academic performance.
- Supporting Active Learning: Returning assessments to students facilitates immediate clarification of doubts, encourages questions, and promotes active student engagement in the learning process.
- Metacognitive Development: Regular review of assessments (guided and independent) enhances students' metacognitive skills, developing a reflective approach to their own learning progress.
- By implementing this updated policy, we aim to create a collaborative learning environment that aligns with research-supported educational principles.

4. Student and Parent Responsibility

Once an assessment has been returned to students and parents, it is their responsibility to ensure maintaining confidentiality of the test papers.

5. Parental Involvement

Seeking parental involvement emphasises the shared responsibility for students' educational materials and encourages parents to participate in their child's learning journey actively.

6. Prohibited Actions

Students are not allowed to write on the test papers or make any changes to previously answered questions with the intention to change their mark after taking the test paper out of the school. Any violation of this rule may result in consequences outlined by the school.

7. Concerns Timeline and Dispute Disclaimer:

Any later dispute regarding the content, evaluation, or other aspects of the test paper will not be the school's responsibility.

Students are kindly requested to carefully examine their test papers within the classroom setting before leaving. Any concerns or questions regarding the test papers should be promptly communicated to the teacher during the class sessions. Once the test papers have been taken home, **it is at the school's discretion whether or not to consider requests for changes/reviews regarding the test scores or marking.**

This is to maintain **academic integrity** and ensure that students are actively engaged in maintaining the integrity of the assessment process. It discourages any potential attempts to manipulate scores or seek changes after leaving the classroom, promoting a fair and honest evaluation of student performance.

It also helps us to ensure **consistency and fairness**. By setting a clear policy that limits changes or reviews once test papers are taken home, the school establishes a consistent and fair approach to assessment. It prevents situations where some students may have an advantage in negotiating their scores over others, nurturing a level playing field for all.

From a practical perspective, it also supports an **efficient administration process**. Managing individual requests for changes or reviews after test papers have left the classroom can be administratively challenging. By limiting the consideration of such requests, the school ensures a more efficient and streamlined assessment process, allowing teachers to focus on delivering quality education and maintaining educational standards.

8.Educational Best Practice and Reference

- *This policy amendment aligns with educational best practices that emphasise the importance of formative assessment and feedback in enhancing student learning (Black & Wiliam, 1998; Hattie & Timperley, 2007).*
- *Formative assessment, including the return of marked assessments, supports students in understanding their strengths and weaknesses, promotes metacognition, and guides targeted revision efforts (Sadler, 1998).*

Appendix 4:

Summative Assessments Plan during the Academic Year

Summative assessments that take place after a number of unit(s) must be administered as per the schedule guidelines below in order to ensure that students are not overwhelmed with too many assessments in a short period of time.

Year Groups	Assessments Per Day	Assessments Per Week	Guidance Notes
Years 12-13	• One per day (as students are studying 3-4 subjects) • Two tests maximum (if unavoidable)	A maximum of 3-4 assessments per week except for mock exam period	
Years 10-11	Two maximum per day	A maximum of 8 assessments per week except for mock exam period	
Years 7-9	One maximum per day	Guidance notes to minimise tests per week where possible. Ideally no more than 5 in a week	

Appendix 5:

Summative & Formative Assessment Weightings; Reporting Cycles

Gradebook Breakdown, Reporting Cycles, and Guidance Notes

Year Groups	Gradebook / Reports	Term 1	Term 2	Mock Exam (January)	Term 3	End of Year Exam (May/Jun)	Notes
Years 11-13	Gradebook Weighting	30% of which 80% summative 20% formative	30% of which 80% summative 20% formative	40% <i>Past (full/most) IGCSE practice questions used for these exams</i>	N/A	External Cambridge board examinations	Weighting Breakdown: 24% T1 Summative 6% T1 Formative 24% T2 Summative 6% T2 Formative 40% Mock Exam
	Reporting Cycle	Cycle: 24 Nov to 5 Dec Pub. w/b Sun 8th Dec Report consists of: • T1 data • & comments from subject teachers	Cycle: 9th to 20th March Pub. w/b Sun 23rd Mar Report consists of: • T2 data • Mock examination data • & comments from subject teachers	Cycle: 1st to 19th June Pub. w/b Sun 22 June Report consists of: • T1 and T2 overall data. • No comment reports from teachers. • Exit report.	N/A <i>Not included in T3 report</i>	Mock exam results will be shared with students as soon as marked (in January), and the results will also be included in the End of Term 2 report.	

Year Groups	Gradebook / Reports	Term 1	Term 2	Mock Exam (January)	Term 3	End of Year Exam (May/Jun)	Notes
Year 10	Gradebook Weighting	20% of which 80% summative 20% formative	20% of which 80% summative 20% formative	N/A	20% of which 80% summative 20% formative	40% <i>Past IGCSE practice questions used for these exams</i>	Weighting Breakdown: 16% T1 Summative 4% T1 Formative 16% T2 Summative 4% T2 Formative 16% T3 Summative 4% T3 Formative 40% EoY Exam
	Reporting Cycle	Cycle: 24 Nov to 5 Dec Pub. w/b 8th Dec Report consists of: • T1 data • & comments from subject teachers	Cycle: 9th to 20th Mar Pub. w/b Sun 23rd Mar Report consists of: • T2 data • & comments from subject teachers	N/A	Cycle: 1st to 19th June Pub. w/b Sun 22 June Report consists of: • T3 data • T1, T2, T3 data average • End of Year Exam mark (for all IGCSE subjects being studied by student)		

Year Groups	Gradebook / Reports	Term 1	Term 2	Mock Exam (January)	Term 3	End of Year Exam (May/Jun)	Notes
Years 7-9 English, Maths, Science	Gradebook Weighting	25% of which 60% summative 40% formative	25% of which 60% summative 40% formative	N/A	25% of which 60% summative 40% formative	25%	Weighting Breakdown: 15% T1 Summative 10% T1 Formative 15% T2 Summative 10% T2 Formative 15% T3 Summative 10% T3 Formative 25% EoY Exam
	Reporting Cycle	Cycle: 24 Nov to 5 Dec Pub. w/b 8th Dec Report consists of: • T1 data • & comments from subject teachers	Cycle: 9th to 20th Mar Pub. w/b Sun 23rd Mar Report consists of: • T2 data • & comments from subject teachers	N/A	Cycle: 1st to 19th June Pub. w/b Sun 22 June Report consists of: • T3 data • T1, T2, T3 data average • End of Year Exam mark (for English, Maths, Science only)		
Years 7-9 All other subjects	Gradebook Weighting	33.3% of which 60% summative 40% formative	33.3% of which 60% summative 40% formative	N/A	33.3% of which 60% summative 40% formative	N/A	Weighting Breakdown: 20% T1 Summative 13.3% T1 Formative 20% T2 Summative 13.3% T2 Formative 20% T3 Summative 13.3% T3 Formative
	Reporting Cycle	As above	As above	N/A	As above		