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## **2024-25 AHBS Secondary Assessment Policy and Procedures**

### **Years Seven to Eleven (Key Stage 3 & 4)**

In our school vision statement, we all commit to our pupils enjoying learning what they need to learn. Precise assessment of children's learning and a sound understanding of the next steps in learning are imperative if meaningful and relevant learning experiences are to be planned for.

This document outlines our approach to assessment, keeping children at the centre of this process ensuring that assessment is useful, and enables us to hone our teaching more precisely to individual children's needs.

We employ Assessment for learning (Afl) strategies in our daily teaching to inform our future planning on a day by day and week by week basis. This ensures our children have every opportunity to learn what they need to learn. We use Sonar markbook tiles to do this weekly for all subjects in KS3.

Individual assessment portfolios to be used for all assessments, in all subjects. These are to be stored and recorded on Google Classroom 'Gradebook'. Google Classroom will be used to store the assessments electronically.

#### **Afl strategies employed on a daily basis:**

- Share the learning objective and involve the children in developing the success criteria.
- Children and teachers assess against the learning intention through observation, questioning and work scrutiny.
- Developmental marking and intervention marking employed as a strategy to support and extend pupil learning during the lesson. Please refer to the marking and feedback policy.

#### **[24-25 Feedback and Marking Policy KS3&4](#)**

- Target tables and presentation policy to be utilised in the front of all exercise books.

#### **Summative testing**

- GL assessments - CAT 4 is used at the start of the year. Standardised English, Maths and Science tests (PTE, PTM and PTS) demonstrate progress at the end of the year.
- Baseline assessments in all subjects in September via Century AI where possible.
- End of topic tests to be completed for every subject. Stored and recorded on Google Classroom or in folders if papers copies used for GCSE pupils.
- KS3 recorded half termly on Sonar during our data drops
  - **Core subjects: three per term**
  - **Foundation subjects: one per half term**

### End of Term 3 Examinations

The Ministry of Education develops examinations for the end of each term for Arabic language and Islamic studies in Y13. Y13 students complete external International Baccalaureate Examinations. Y11 students also undertake external international examinations at IGCSE level. The schedule for all external examinations is published by the examining bodies and cannot be changed at a local level. For Y7-10 the examinations are drawn from Term 3 content material and relevant skills learned during the year. Papers are in English for all National Curriculum of England subjects, with the exception of French. All International Baccalaureate exams are in English unless specified by language subject. All Arabic Medium Curriculum subjects are in Arabic. None of the papers are dual language.

### Weekly updates in Key stage 3 and 4:

#### Key Stage 3 - Judgements

For KS3 Sonar should be updated weekly during departmental planning meetings for formative.

When your teaching is focused on a particular objective, using observations, or work sampling and questioning, decide whether a child is working as below:

Formative Judgements	<b>Taught - not achieved</b> (working at the year below)	<b>Working Towards</b>	<b>Working Towards +</b>	<b>Achieved</b>	<b>Achieved +</b>	<b>Greater Depth</b> (Accessing Mastery)
Summative	<b>Significantly Below</b> (working at the year below)	<b>Beginning</b> (accessing the year group with lots of support and scaffolding)	<b>Just At</b> (accessing the year group with some support and scaffolding)	<b>At</b> (accessing the year group independently)	<b>Above</b> (accessing the Red Challenge regularly)	<b>Significantly Above</b> (always accessing the Red and Blue Challenge)
SAS (CAT4 & GL PTs)	Below 88			89-111	112-124	125+

#### Expectations of formative assessment:

- Updated weekly in team meeting

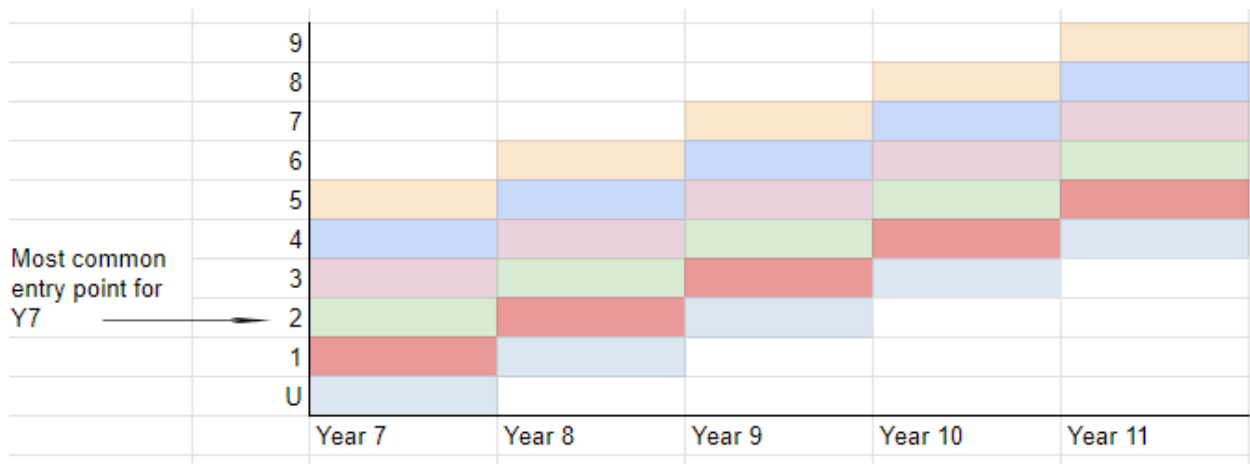
- Can be used on the go in lessons
- Use for target group sessions for intervention

### **New Joiners**

Throughout the year, you will receive new children joining your class. Please see Head/ Assistant Head of Secondary to look at the child's entry assessment paper and previous school report. As we do PITA, the child can participate in learning as usual and update Sonar formative. They must complete a CAT4.

### ***Key Stage 4***

Old GCSE	New 9-1	Age and Stage	Minimum age in years
	9		
A*	8		
A	7		
B	6	11ME	15
C	5	10ME	14
C/D	4	9ME	13
D	3	8ME	12
E	2	7ME	11
F/G	1	6ME	10
U	U	6WT	



It is important to understand and monitor the progress of pupils, so you can make sure they are on track to achieve their potential. With the new grading structure at GCSE (9–1 replacing A\*–G) the emphasis on measuring progress has become even more critical. Usually most children will progress by one GCSE level by year in KS3 and KS4 (Years 7 - 11).

Therefore, if a child enters Year 7 at the expected age and stage, they should achieve Grade 6’s as a minimum at GCSE level at the end of Year 11. If a child is significantly below age expectations they are expected to achieve Grade 4s, based on current trends and research.

For all summative marking and assessment in KS4 we will use the 9-1 scale, but is subdivided into three levels per grade in order to show progress within the term.

Aspen IGCSE Rubric

9a	9b	9b	8a	8b	8c	7a	7b	7c	6a	6b	6c	5a	5b	5c	4a	4b	4c	3a	3b
									11 ME			10 ME			9 ME			8 ME	

3c	2a	2b	2c	1a	1b	1c	U
	7 ME						

**Summative assessment and data recording:**

**Summative assessments do not need to be completed at the end of term or half term. They can be completed at the end of a unit.**

*Subject markbook*

Each subject will have a markbook as a Gradebook on iSAMs

Gradebook needs to contain as a minimum:

- Pupils names in iSAMs order
- All GL data
- Target grades for each subject from CAT4
- Core subjects three summative marks, percentages and levels per term
- Foundation subjects two summative marks, percentages and levels per term

At 3 points in the year- middle of October, end of January and in June a ‘snapshot’ of pupil attainment is measured to enable pupil targets to be set, progress monitored, and intervention and teaching methods amended as appropriate. Moderation of levels is essential if pupil progress and teacher performance is going to be measured against baseline. All subjects are recorded at Key Stage 3 and 4. These snapshots are uploaded on to Sisra in order to perform in depth analysis. For Y11 snapshots will be requested on the last day of every month up to 31st March .this will enable mentoring and interventions to be responsive to pupils' needs.

**Process of moderation:**

- Subject teachers will select three students- extension, core and support from each class across the key stage. Each of the groups selected will have achieved the same level through population of the markbook.
- All available evidence- from the pupils' work, feedback in books or pupil interviews should be looked at and levels agreed, or amended as necessary.

**SLT moderation:**

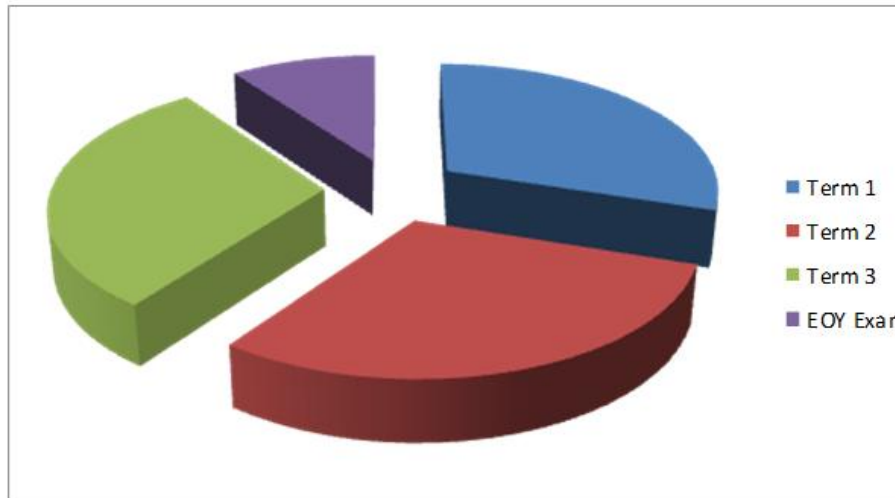
SLT will pick pupils at random in order to triangulate data, looking at available evidence and interviewing the children, looking at evidence from additional children as required.

Following the moderation meetings, the final levels will be added to ‘summative data’.

**Chart 1: Summary of weightings for all years**

<b>Term 1</b>	<b>Term2</b>	<b>Term 3</b>	<b>End of Year Exam</b>
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<b>30%</b>	<b>30%</b>	<b>30%</b>	<b>10%</b>
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Weightings for tasks within each term are at the discretion of the subject teacher, so long as every aspect of knowledge acquisition and skill development is assessed.

**Chart 2: Summary of Academic Performance Summative Assessments by Subject**

	<b>T1 (30%)</b>	<b>T2 (30%)</b>	<b>T3 (30%)</b>	<b>EOY Examination (10%)</b>
<b>All subjects</b>	Baseline 1	-----	-----	-----
<b>English Language</b>	3 summative tests to include: speaking, reading, writing, listening tasks	3 summative tests to include: speaking, reading, writing, listening tasks	3 summative tests to include: speaking, reading, writing, listening tasks	SATs or IGSCE questions to be used to assess reading, writing, listening and speaking.

<b>Mathematics</b>	3 summative tests to include: using and applying mathematics, shape space and measure, handling data, algebra, number, calculating	3 summative tests to include: using and applying mathematics, shape space and measure, handling data, algebra, number, calculating	3 summative tests to include: using and applying mathematics, shape space and measure, handling data, algebra, number, calculating	SATs or IGSCE questions to be used to assess term 3 content and skills from the entire year.
<b>Science</b>	3 summative tests to include: thinking and working scientifically, understanding the applications and implications of science, communicating and collaborating in science, using investigative approaches, working critically with evidence	3 summative tests to include: thinking and working scientifically, understanding the applications and implications of science, communicating and collaborating in science, using investigative approaches, working critically with evidence	3 summative tests to include: thinking and working scientifically, understanding the applications and implications of science, communicating and collaborating in science, using investigative approaches, working critically with evidence	SATs or IGSCE questions to be used to assess term 3 content and skills from the entire year.
<b>Social Studies</b>	2 summative tests to include: understanding UAE, Enquiring & Communicating, Taking Citizenship action	2 summative tests to include: understanding UAE, Enquiring & Communicating, Taking Citizenship action	2 summative tests to include: understanding UAE, Enquiring & Communicating, Taking Citizenship action	MOE questions to be used to assess term 3 content and skills from the entire year.

<b>Art &amp; Design</b>	2 summative tests to include: understanding art and design, exploring and investigating, creating art and design	2 summative tests to include: understanding art and design, exploring and investigating, creating art and design	2 summative tests to include: understanding art and design, exploring and investigating, creating art and design	National Curriculum material to assess term 3 content and skills from the entire year.
<b>Design &amp; Technology</b>	2 summative tests to include: Design, production and review analysis	2 summative tests to include: Design, production and review analysis	2 summative tests to include: Design, production and review analysis	National Curriculum material to assess term 3 content and skills from the entire year.
<b>MFL</b>	2 summative tests to include: speaking, reading, writing, listening tasks	2 summative tests to include: speaking, reading, writing, listening tasks	2 summative tests to include: speaking, reading, writing, listening tasks	National Curriculum material to be used to assess reading, writing, listening and speaking.
<b>Computing</b>	2 summative tests to include: Planning, developing and evaluating, handling data, sequencing instructions and programming	2 summative tests to include: Planning, developing and evaluating, handling data, sequencing instructions and programming	2 summative tests to include: Planning, developing and evaluating, handling data, sequencing instructions and programming	National Curriculum material to assess term 3 content and skills from the entire year.

<b>Humanities</b>	2 summative tests to include: Thinking Historically, Exploring interpretations, Historical Enquiry, Understanding places, Exploring interconnections and change, Enquiring and communicating.	2 summative tests to include: Thinking Historically, Exploring interpretations, Historical Enquiry, Understanding places, Exploring interconnections and change, Enquiring and communicating.	2 summative tests to include: Thinking Historically, Exploring interpretations, Historical Enquiry, Understanding places, Exploring interconnections and change, Enquiring and communicating.	National Curriculum material to assess term 3 content and skills from the entire year
<b>PE</b>	2 summative tests to include: Developing physical competence & performance, Developing healthy, active lifestyles, Evaluating & creating solutions	2 summative tests to include: Developing physical competence & performance, Developing healthy, active lifestyles, Evaluating & creating solutions	2 summative tests to include: Developing physical competence & performance, Developing healthy, active lifestyles, Evaluating & creating solutions	National Curriculum material to assess term 3 content and skills from the entire year
<b>Music</b>	2 summative tests to include: composing, performing, listening and context	2 summative tests to include: composing, performing, listening and context	2 summative tests to include: composing, performing, listening and context	National Curriculum material to assess term 3 content and skills from the entire year

### Measuring Student Performance Data

Year Group	Data Collected
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<b>Y7-10</b>	<ul style="list-style-type: none"> <li>• <b>Summative assessment marks T1, T2, T3</b></li> <li>• <b>Sonar AfL for Y7-9</b></li> <li>• <b>EOY Examination mark</b></li> </ul>
<b>Y11-13</b>	<ul style="list-style-type: none"> <li>• <b>Continuous assessment mark for T1, T2</b></li> <li>• <b>Managebac AfL for Y12-13</b></li> <li>• <b>External Examination results received in July/ August</b></li> </ul>

### Absences from Assessments

#### Summative Assessments, T1, T2 and T3

If students are absent for part or the whole of a school-based Continuous Assessment (CA) activity, teachers must provide alternative arrangements for completion or provide an alternative CA task at the soonest available opportunity. I.e the pupil should complete the assessment during the next lesson which they attend.

#### Term 3 EOY Examinations Year 7-10

Students who are absent, for authorised reasons, from any T3 examination must take the relevant examinations at the soonest opportunity.

#### Assessment and Data Timeline 2024-2025

Term	Dates	Activity/Assessment	Details
Autumn 1	WB 02/09/24	Baselines (Years 7-10)	Initial baseline assessments for Years 7-10.
	WB 23/09/24	Year 11 GCSE Baselines	Baseline assessments for Year 11 GCSE students.
	WB 07/10/24	CAT4 Assessments (Year 3 and above)	Cognitive abilities tests for students from Year 3 onwards.

	07/10/24 - 11/10/24	Summative Judgements Updates on Sonar and Markbooks	Updating formative assessments based on class learning.
	24/10/24	Data Analysis (Twilight Session)	Review data collected and update formative assessments.
Autumn 2	25/11/24 - 29/11/24	Summative Judgements Deadline	Finalize summative assessments and judgements.
	04/12/24 - 06/12/24	Moderation (Year Groups/SLT)	Moderation of assessments.
	09/12/24	Data Analysis/Pupil Progress Deadline	Completion of data analysis and student progress reviews.
	11/12/24	Reports Go Home Deadline	Distribution of reports to parents.
	Throughout	Standardised Assessments	Ongoing use of tools like AR, Education City, Century AI.
Spring 1	03/02/25 - 07/02/25	Summative Judgements Updates (Core Subjects)	Updating summative data for core subjects.
	Throughout	Formative Assessments	Ongoing based on learning in lessons.
Spring 2	By 07/03/25	Summative Judgements Deadline	Final summative assessments for this term.
	12/03/25 - 14/03/25	Moderation (HODs/SLT)	Moderation across departments.
	17/03/25 - 19/03/25	In-Phase Moderation	Moderation within phases.
	19/03/25	Report Deadline	Final date for report submission.
	March	Data Drop 2	Data updates and analysis.

Summer 1	12/05/25 - 16/05/25	Summative Judgements Updates (Core Subjects)	Updating summative assessments.
	Throughout	Formative Assessments	Ongoing based on learning in lessons.
Summer 2	06/05/25 - 14/06/25	ADEK GL Testing Window	ADEK GL assessments conducted during this period.
	06/05/25 - 07/06/25	GL Assessments	Specific dates to be confirmed.
	19th May to 18th June	GCSEs and IGCSEs	GCSE exam period.
	28th April to 21st May	IB Exams	IB exam period.
	10/06/25 - 14/06/25	GL Mop-Up	GL assessment catch-up sessions (TBC).
	09/06/25 - 13/06/25	Summative Judgements for SA and Moderation	Final summative assessments and moderation.
	16/06/25 - 20/06/25	Inputting GL Data & Analysis	Completion of GL data entry and analysis.
	24/06/25	Report Deadline	Final date for report submissions.
	Throughout	May Data Drop 3	Updates for PTE, PTM, and PTS assessments.

Data captures happen each half term - is based on teacher judgement and more rigorous processes including testing and moderation. This point in time assessment (PITA) enables pupil targets to be set, progress monitored, and intervention and teaching methods amended as appropriate. Moderation of levels is essential if pupil progress and teacher performance is going to be measured against baseline. The subjects recorded are reading, writing, maths, science and phonics.

[PITA explained](#)

### Process of moderation:

Moderation allows the opportunity for staff to confirm judgements using a range of evidence and comparing these with 'like' children either across their year group/ phases.

1. Subject teachers will select pieces of work/ evidence they are unsure of from their class to review and moderate.
2. All available evidence- from the pupils work, Sonar formative & summative judgements and portfolios to support judgments should be looked at and levels agreed, or amended as necessary.
3. This will take place in phases before each data deadline ( Autumn 2, Spring 2, Summer 2) focusing on English, Maths and Science.
4. Teams then work together to complete the Sonar SA judgements and Gradebook inputs to ensure consistency across the year group.
5. EXLT/ SLT will then take a sample to further conclude the outcome of the moderation process.
6. Once this process is completed, data reports can be generated. Pupil Progress will be updated at the 3 main data drops to check on attainment and progress points.

### Summative data recording:

Summative judgements

Significantly Below	Beginning	Just At	At	Above	Significantly Above
Working at year group levels below	Accessing the year group with lots of support and scaffolding	Accessing the year group with some support and scaffolding	Independently achieving the tasks	Accessing the red chilli challenges, and doing mastery tasks	Always accessing mastery tasks/ mini teacher

To add summative data go to the assess icon on the left sidebar.

### Data Analysis Reports for Teachers & Leaders

Data will be analysed using three statements:

Working within ARE - B, JA, At, A, SA

Working above minimum ARE - JA, At, A, SA

Working above ARE - A, SA

## **Summative Progress Analysis Report**

We will measure progress from Autumn 1 to Summer 2 using Point In Time Assessment (PITA). This means that you have assessed children based on the objectives that have been taught.

Expected progress = same attainment level across the academic year eg at - at - at.

Better than expected progress = attainment has risen across the year eg at - at - above

Please see screenshots below on how to access the primary progress summative analysis report:

## **GL Assessments**

**CAT4** - These reports inform us of a student's reasoning (thinking) abilities in 4 areas: spatial, verbal reasoning, non verbal and quantitative. These four areas support learning strategies and give an indication of attainment in different core subjects. We will use student profiles to determine groups of learners within the 4 batteries and tailor teaching and learning within classes and year groups. CAT4 is completed on entry to the school.

**Progress Tests** - The GL progress tests (PT) are completed at the end of each academic year. These tests are set against national averages for a UK school and we use these tests in English, Maths and Science. These tests help us to: assess in the core subjects using the Standardised Age Score (SAS), track progress at an individual and cohort level, indicate gaps in knowledge and standardise assessment across the school. PT are completed at the end of each academic year for English, Maths and Science.

SAS - 0-88= below, 89-111= at, 112 - 124 = above, 125+ = Sig above

Stanine ADEK terms - 5 = minimum, 6 = above

Please see attached slides to support how to add PT scores onto Sonar and analyse these: [Sonar Test Scores Reporting](#) These are to be added at the end of the academic year.

## **STAR Assessment- Years 7&8**

Years 3 - Years 8 participate in STAR Assessment to support engagement and develop reading skills. An age standardised score converts a pupil's "raw score" to a standardised score which takes into account the pupil's age in years and months and gives an indication of how the pupil is performing against a national sample of pupils of the same age. Within STAR, the standardised score is referred to as the Normed Referenced Standardised Score (NRSS). The following parameters are comparable between GL progress tests and STAR Reading Assessments:

[GL support guide](#)

YG Below	SAS Below 73	stanine 1
Beginning	SAS 74 - 81	stanine 2
Just At	SAS 82 - 88	stanine 3
At	SAS 89 - 96	stanine 4
At	SAS 97 - 103	stanine 5
Above	SAS 104 - 126	stanine 6,7,8
Sig Above	SAS 127 and above	stanine 9

### What is the IBDP assessment policy?

The IBDP assessment policy applies to students in the IB Diploma (DP) and IB Courses programs offered at Aspen Heights British School. This is consistent with Aspen Heights reporting periods and what is required by the IBDP. The policy represents statements of intent and action describing principles, practices and procedures for achieving and reporting DP assessment objectives.

#### Formative and summative assessment

1. Formative assessment should be regular and ongoing, to guide development through teacher, self and peer assessment, and will utilise many of the assessment tools listed. Formative assessment results should be used to alter the instructional methods to meet the students' needs. It enables the teacher and each student to know where they are in their learning and what they need to do next to further improve. Formative assessment encompasses:

- Diagnostic assessment: is usually performed at the start of each unit. It helps teachers to prevent assumptions on what students know.
- Self-assessment and peer assessment
- Quizzes, small weekly tests
- Projects
- Effective questioning during lessons
- Homework
- Worksheets
- Discussions
- Practical or experimental work
- Teachers' observations

2. Summative assessment is usually performed at the end of a complete unit or term. It measures the standards reached by students at certain milestones. It is used to place students in appropriate SL or HL groups and to generate reports to inform parents about the standard attained at that moment in time in relation to minimum standards required in the DP. It is used by teachers to inform them about the quality of their work and whether their classes are at the target expected.

IB Diploma Program Assessment Policy. This scale is also used for formal reporting to parents and universities.

Grade	Descriptor
7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.
6	Very good performance A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.
5	Good performance A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
4	Satisfactory performance A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
3	Mediocre performance Limited achievement against most assessment objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support. This is the minimum passing grade required in order to meet promotion requirements.
2	Poor performance Very limited achievement against all assessment objectives. The student has difficulty in understanding the required knowledge and skills

	and is unable to apply them fully in normal situations, even with support.
1	Very poor performance Minimal achievement in terms of all assessment objectives.

Each subject is graded on a scale from 1 point (the lowest) to 7 points (the highest). The maximum score is 45 points: 42 from the individual subjects and a maximum of 3 bonus points available for combined performance in the Extended Essay and Theory of Knowledge components. The Extended Essay and Theory of Knowledge components are graded from A to E.

**The IB Diploma will be awarded to a candidate provided all who:**

- a. CAS requirements have been met.
- b. The candidate's total points are 24 or more.
- c. There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
- d. There is no grade E awarded for theory of knowledge and/or the extended essay.
- e. There is no grade 1 awarded in a subject/level.
- f. There are no more than two grade 2s awarded (HL or SL).
- g. There are no more than three grade 3s or below awarded (HL or SL).
- h. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).

i. 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).

		Theory of Knowledge				
		A	B	C	D	E
Extended Essay	A	3	3	2	2	Failing condition
	B	3	2	2	1	Failing condition
	C	2	2	1	0	Failing condition
	D	2	1	0	0	Failing condition
	E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

1. All assessments should relate directly to the IB course of study, rubric and its objectives, as listed in the IB subject guide.
2. Grading procedures should be based on evidence and not subject to any form of bias. All records of grades and calculation of these grades must be kept on file with the teacher and HOD.
3. Duration of written mid-year and end-year examinations Year 12 examinations: 1 ½ -2 hours per paper for mid-year examinations; end-year examinations should reflect length of IBDP examinations in that subject. Year 13 examinations: mock examinations (January of DP2) must reflect IBDP examination design in each subject, in terms of number of papers, weight of each paper, skills and content tested and examination lengths.
4. Questions asked in examinations should be unseen. Teachers must not include the same questions which students have taken on previous tests Teachers must not include the same questions as students have taken during revision or practice sessions
5. Balanced selection of course content Year 12 end-year examinations must include material from topics covered during the whole academic year. Year 13 mock examinations must include material from topics covered during Year 12 and 13.

6. Use a range of questions to reflect IB examination design. Questions asked should be taken from a mix of IB subject past papers and should cover all assessment objectives, in alignment with weights given to these objectives in each IB subject guide.

### Using External and Internal Data

- **Combining Data Sources:**
  - External data (e.g., standardised tests like GL, CAT4, GCSEs) is used alongside internal assessments (classroom tests, formative assessments) to provide a holistic view of student progress.
  - Data from both sources helps identify trends, set targets, and tailor interventions.
- **Data Analysis:**
  - Regular analysis meetings are conducted to review data from various sources, informing teaching strategies and student support plans.

### Inclusion: Adaptations & Modifications for Tiered Support

- **Adaptations in Assessments:**
  - Students with specific learning needs receive appropriate accommodations (extra time, separate rooms, modified materials).
  - Teachers are trained to implement Universal Design for Learning (UDL) principles, ensuring assessments are accessible to all students.
- **Tiered Support:**
  - Tier 1: Universal strategies for all students.
  - Tier 2: Targeted interventions (additional time, scaffolding).
  - Tier 3: Intensive support, potentially including one-on-one assistance or specialised resources.

### Involving Students & Parents in Assessment Plans

- **Sharing Results and Feedback:**
  - Regular reports and parent-teacher conferences are used to discuss assessment outcomes.
  - Students participate in setting their own learning targets based on assessment feedback.
  - Online portals or apps may be used for parents to view assessment results and ongoing progress.
- **Student Voice in Assessment:**
  - Students are involved in discussing their learning goals and reflecting on assessment results.

- They set personalised targets with teacher guidance, fostering ownership of their learning.

#### 4. Peer and Self-Assessment

- **Encouraging Student Reflection:**
  - Structured peer and self-assessment sessions are integrated into lessons.
  - Rubrics and guidelines are provided to help students evaluate their own work and that of their peers effectively.
- **Setting Own Targets:**
  - After self-assessment, students set achievable and realistic targets to guide their learning improvement.

#### 5. Moderation & Invigilation Protocols

- **Moderation Process:**
  - Regular moderation sessions involve comparing and standardising assessments across classes and subjects.
  - External moderators may be brought in to ensure consistency and accuracy in grading.
- **Invigilation Procedures:**
  - Clear guidelines are set for invigilation during assessments to prevent misconduct.
  - Invigilators are trained in procedures, including emergency protocols and reporting irregularities.

#### 6. List of Board Exams, Benchmark Tests, and International Assessments

- **Examinations and Tests Conducted:**
  - **Board Exams:** GCSEs, A-Levels, IBDP.
  - **Standardised Tests:** GL assessments, CAT4, PTE (Progress Test in English), PTM (Progress Test in Maths), PTS (Progress Test in Science).
  - **International Assessments:** TIMSS (Trends in International Mathematics and Science Study), PISA (Programme for International Student Assessment).

#### 7. Communication with Parents & Students Regarding Exams

- **Informing About Exam Requirements:**
  - Information sessions and written communications are provided to explain the requirements of upcoming exams.
  - Detailed guides on exam formats, schedules, and preparation tips are shared with students and parents.

- **Pre-Exam Meetings:**
  - Pre-exam meetings or webinars clarify procedures, rules, and the importance of adhering to guidelines.

## 8. Study or Examination Leave

- **Leave Policies:**
  - Study leave is granted before major exams to allow students to prepare.
  - Policies around the length and conditions of study leave are clearly communicated to students and parents.

## 9. Staff Training on Assessment Processes

- **Training Sessions:**
  - Regular professional development on assessment design, moderation, and invigilation.
  - Workshops on using data to inform teaching and differentiated assessment strategies.
- **Assessment Literacy:**
  - Staff are trained to interpret data accurately and use it to guide instructional decisions.

## 10. Examination Misconduct Procedures

- **Handling Misconduct:**
  - A clear procedure is in place for dealing with exam misconduct, including documentation, investigation, and consequences.
  - Students are made aware of the rules and potential penalties for misconduct.

## 11. Security of Exam Papers

- **Secure Handling:**
  - Exam papers are stored in a secure location with controlled access.
  - Digital assessments are conducted on secure platforms, with proper protocols for data protection.