The purpose of this document is to provide information about the nature, the function and the use of languages at EIS.

EIS Assessment Policy

IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

Egyptian International School

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. (International Baccalaureate Organization, n.d.)

EIS aims to contribute to making the world a better place through education of a new generation an education that results in generations who are passionate about their Egyptian identity, their mother tongue (Arabic) and who have a good command of the English language.

EIS works towards exposing students to different cultures locally and internationally to foster the development of research and leadership skills.

EIS helps students develop their research and leadership skills, have strong sense of identity and also cares about young people who help to create a better and more peaceful world through intercultural understanding and respect.

To fulfill this objective, the school provides its learners with high-quality international education in a local environment, which values respect for international as well as national cultures.

EIS aims to enhance good manners, to develop life-long learners and to guarantee the satisfaction of the different stakeholders.

EIS vision

The EIS vision is to be recognized as a model international school in Egypt that fosters a strong Egyptian identity, bilingual proficiency in Arabic and English, and deep intercultural understanding. The EIS aims to empower students to become ethical leaders, innovative thinkers, and lifelong learners who contribute positively to a peaceful, respectful, and diverse global society.



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.

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EIS Zayed – Assessment Policy

Assessment Philosophy

Assessment refers to all the various methods used to evaluate student achievement. Assessment instruments may include, but are not limited to, quizzes, examinations, extended practical work, projects, portfolios, cooperative tasks, multimedia presentations, laboratory experiments, discussions, oral interactions with peers and teachers, essays, and research papers.

Assessment involves the gathering and analysis of information about student performance. It is an integral part of the planning, teaching, and learning process. Fair and diversified assessment practices support curricular goals and encourage student learning.

Research shows that the most effective grading practices provide constructive feedback that enhances student growth and performance. Above all, assessment is essential because it drives student learning. The school's educational beliefs and values reflect the IB philosophy.

Purpose of Assessment

The purpose of assessment is to inform learning and teaching. It involves gathering and analyzing information about student learning to improve teaching practices. Assessment helps identify what students know, understand, and can do at different stages of their learning journey.

Effective assessment provides valuable information to understand what constitutes learning and how to support it. It should be meaningful to all members of the learning community.

Assessment at EIS Zayed aims to:

- Gather and interpret data to monitor progress
- Improve instructional practices
- Evaluate teaching practices that foster student inquiry
- Provide constructive feedback for student learning
- Inform differentiation and personalized instruction

Characteristics of Effective Assessment

- **Authentic:** Connects learning to real-life contexts to promote student engagement.
- **Clear and specific**: Communicates learning goals, success criteria, and the processes students use to learn.
- **Varied:** Uses a range of tools and strategies suited to different purposes, building a comprehensive picture of student learning.
- **Developmental:** Focuses on each student's progress over time rather than comparing performance with others.
- **Collaborative**: Involves both teachers and students in developing and evaluating assessments.
- **Interactive:** Encourages ongoing and reflective dialogue about learning.
- **Feedback to feed forward**: Provides timely, constructive feedback that informs next steps in learning, supporting motivation and improvement (Hattie & Timperley, 2007).

The Ministry of Education Requirements

As an international school, EIS follows the Ministry of education requirements for assessing the national subjects (Arabic, Religion, and Social Studies, Internal exams are held only for PYP 4 and 5).

Starting from PYP 6 up to DP 2, the school administers examinations in national subjects (Arabic, Religion, and Social Studies) under the supervision of the Ministry of Education.
In MYP 4 and DP 2, students are required to take external exams, as these grades mark the end of an educational stage in alignment with the Ministry of Education system.

Students' Role

- Share their learning and understanding with others.
- Demonstrate a range of knowledge, conceptual understanding, and skills.
- Use a variety of learning styles, multiple intelligences, and abilities to express their understanding.
- Participate in reflection, self-assessment, and peer assessment.
- Base their learning on real-life experiences that lead to further inquiry.
- Express different points of view and interpretations.
- Analyze their learning and identify areas for improvement.
- Engage actively in assessment and act on constructive feedback. This reflection helps them understand their progress, set learning goals, and make decisions about how to achieve these goals.

In the PYP:

- Participate in selecting evidence of learning for their portfolios.
- Include reflections, self-assessments, assessment tools, and/or teacher comments with each selection.
- Ensure that portfolios include examples of learning from each Unit of Inquiry, reading, writing, and mathematics.
- Store their portfolios in folders, binders (EIS is looking forward to using Managebac for Early Years).
- Use their portfolios to set goals at the beginning of the year and to reflect on growth throughout the year.
- Take their portfolios home at the end of each academic year.

Teachers' Role

- Learn about what students know and can do. Reflect on teaching practices, adjust instruction based on assessment data, and provide timely, specific, and well-considered feedback to support learning.
- Inform every stage of the teaching and learning process.
- Plan learning experiences in response to student and teacher inquiries.
- Develop criteria for producing quality work or performances (in the PYP).
- Introduce assessment expectations and criteria for both internal and external assessments (in the MYP and DP).
- Gather evidence from which sound conclusions can be drawn.
- Provide evidence that can be effectively reported and understood by the whole school community.
- Collaboratively review and reflect on student performance and progress.
- Take into account a variety of learning styles, intelligences, and abilities, including different cultural contexts.
- Use both analytical scoring (separate scores for different aspects of a task) and holistic scoring (a single overall score).
- Make modifications and accommodations based on students' performance and progress in formative and summative assessments. Teaching strategies are differentiated accordingly.
- In line with the academic honesty policy, ensure the authenticity of students' Internal Assessments (IA) before submission. Any suspected plagiarism is addressed according to school policy and the IB Honesty Code. Turnitin is used to detect and prevent plagiarism (in the MYP and DP).

Parents' Role

- Understand the learning goals their child is working towards and the progress being made.
- Support their child's understanding and development of skills by extending learning at home.
- Contribute to their child's motivation and growth as a successful learner by sharing insights with the learning community.
- Observe evidence of student learning and development.
- Develop a clear understanding of their child's progress.
- Provide opportunities to support and celebrate student learning.

The Role of EIS Zayed

- Communicate the school's assessment philosophy, policy, and procedures to the school community.
- Use a range of strategies and tools to assess student learning.
- Provide students with feedback that informs and improves their learning.
- Maintain systems for recording student progress that align with the programme's assessment philosophy.
- Maintain systems for reporting student progress consistent with programme requirements.
- Analyse assessment data to inform teaching and learning.
- Provide opportunities for students to participate in and reflect on the assessment of their work.

- Use assessment as a tool to evaluate the depth of the curriculum and the effectiveness of teaching. Decisions regarding resources, support, and professional development priorities are informed by this analysis.
- Ensure that students' knowledge and understanding are assessed prior to the introduction of new learning.

How to Assess

At EIS, assessment is a continuous process that generates data to inform learning and teaching.

The Four Dimensions of Assessment

Assessment provides evidence to guide both students and teachers in answering two essential questions: *Am I making progress? How do I know?* Evidence of learning is gathered to respond to these questions.

EIS assessment practices are based on four interrelated dimensions: monitoring, documenting, measuring, and reporting on learning. Each dimension has its own function and purpose, yet all contribute to providing meaningful evidence that supports learning and teaching.

Although the four dimensions are not equally weighted, each holds its own importance and value. EIS places particular emphasis on monitoring and documenting learning, as these dimensions are essential for providing actionable feedback that supports student growth.

1. Monitoring Learning

Monitoring learning focuses on checking progress against personal learning goals and success criteria. It takes place daily through various strategies such as observation, questioning, reflection, discussions with peers and teachers, and timely feedback that helps learners identify next steps.

Tools used for monitoring include open-ended tasks, written or oral assessments, and learning portfolios.

2. Documenting Learning

Documenting learning involves compiling evidence of learning in both physical and digital forms. Documentation can be displayed, shared, or recorded using different media to make learning visible and to provide opportunities for reflection and goal setting.

Both students and teachers can document learning goals, questions, reflections, and evidence of learning in multiple formats.

In the PYP:

- Learning logs or journals are used to record reflections and feedback related to ongoing learning.

- Learning stories document specific instances where learners demonstrate knowledge, conceptual understanding, or skills.
- Portfolios collect samples of student work and artifacts that can also contribute to reporting.

Documentation tools may include examples, checklists, rubrics, anecdotal records, and portfolios.

3. Measuring Learning

Measuring learning aims to capture what a student has achieved at a specific point in time. Not all learning can or should be measured, but when it is, the results help build a comprehensive picture of student achievement and progress.

Measurement tools can be designed by the school or sourced from external providers. At EIS, only assessments that truly measure learning are emphasized, ensuring they serve a clear educational purpose.

EIS aims to:

- Minimize the impact of testing on student well-being.
- Use data effectively to contribute to a comprehensive understanding of student learning.

4. Analysing Learning

Teachers use multiple data points to evaluate student progress, organizing and interpreting the data to support evidence-based decision-making.

EIS promotes collaborative analysis of data for individual learners, student cohorts, and across the whole school to identify trends and patterns in learning. The findings from this analysis guide decisions related to teaching strategies, curriculum planning, and targeted support.

Teachers employ a range of assessment tools and strategies to compile a complete picture of each student's progress and achievement over time. This process involves students as active participants, helping them develop their assessment capability. Each selected tool and strategy provides accurate and accessible data that supports a shared understanding of learning within the school communityEffective Assessment Practices

1. Clarity of Purpose

- Assessments are designed with clear learning objectives and success criteria.
- Students understand what is being assessed and why.

2. Alignment with Learning Goals

- Assessment tasks are directly linked to curriculum objectives, skills, and concepts.
- They reflect authentic and meaningful learning experiences.

3. Variety of Assessment Methods

- A range of formative and summative strategies is used to provide a comprehensive picture of learning.
- These may include performance tasks, observations, reflections, peer and self-assessment, and tests.

4. Ongoing and Formative

- Assessment is a continuous process, not limited to the end of a unit. It is used throughout learning to guide instruction.
- Timely and constructive feedback helps students improve their understanding and performance.

5. Fairness and Inclusivity

- Assessment practices are transparent, equitable, and accessible to all learners.

6. Evidence-Based Decision Making

- Assessment data is used to inform teaching practices, adjust the curriculum, and guide reporting and reflection.

Assessment Practices Implementation in the PYP

1. Rubrics

Rubrics are established sets of criteria used to evaluate student work, such as tests, portfolios, or performances. They provide clear expectations and consistent scoring standards.

2. Samples and Models

Samples or models of student work serve as concrete standards against which other work can be compared. These examples may include projects, presentations, or digital submissions that illustrate expected quality and achievement levels.

3. Portfolios

A portfolio is a record of a student's engagement in learning. It demonstrates success, growth, higher-order thinking, creativity, assessment strategies, and reflection. A portfolio is a celebration of an active mind at work, providing a clear picture of each student's progress and development over time as both an individual and a group learner.
Key considerations for portfolio management:

- **Criteria for selecting work**: The pieces should reflect the student's progress and learning journey.
- **Selection process**: The student and teacher collaborate to choose suitable work to include in the portfolio.
- **Parent involvement**: Portfolios are shared with parents during parent-teacher conferences. Students use them to discuss their learning and achievements.
- **Format**: Portfolios are currently maintained in folders with dividers or plastic files; however, the school is transitioning to digital portfolios.
- **Responsibility**: Teachers are responsible for maintaining and organizing the learners' portfolios.
- **Ownership**: Each portfolio belongs to the student. At the end of the academic year, portfolios are returned to learners. Teachers may keep selected portfolios as exemplars only with the student's consent.

4. Checklists

Checklists are lists of information, data, attributes, or elements that should be present in a given task or performance. They help ensure that essential components are included and provide a clear reference for both teachers and students during assessment.

Assessment in the PYP and MYP

Teachers assess all content areas through both formative and summative assessments. In addition to quizzes and tests, other forms of assessment are used to provide choice and address a variety of learning styles. Students are exposed to a wide range of assessment types such as written assignments, research papers, oral presentations, peer and self-assessments, and practical tasks.

1. Pre-Assessment

Pre-assessment is used at the beginning of a unit to assist teachers in planning learning activities and to identify students' prior knowledge and interests.
Pre-assessment aims to:

- Assist teachers in planning learning activities for the unit.
- Activate prior knowledge.
- Identify what students already know and what they want to learn about.

2. Formative Assessment

Formative assessment is ongoing and designed to support learning throughout the teaching process. Teachers use a variety of strategies and tools to assess students' progress, such as quizzes, projects, oral or PowerPoint presentations, class discussions, research work, model construction, portfolios, essays, open-ended tasks, homework, and assignments.
Formative assessments help students reflect on their strengths and weaknesses, develop their own learning strategies, and understand their current level of achievement. They are equally essential for teachers, as they provide insight into the effectiveness of teaching strategies and help guide instructional decisions.
Teachers' formative grading often relies on self-evaluation rubrics, exemplars, and checklists that are aligned with formal assessment criteria for each subject.

3. Summative Assessment

Summative assessment is an assessment of learning. It provides evidence of student achievement based on performance in the chosen subjects and core elements of the programme.
These assessments are typically conducted at the end of a unit, term, or semester, and may include mock exams, inquiry reports, videos, or projects. Summative assessments demonstrate students' progress and their attainment of the intended IB learning objectives.

MYP assessment criteria and achievement levels

Within the IB MYP, assessment is criterion based, i.e. individual performance is considered in relation to specific targets. It is based upon predetermined criteria known by all students.
Teachers must design rigorous assessment tasks that enable students to reach all of the achievement levels in the corresponding criterion and that "assessment tasks should permit access to the highest achievement levels.
MYP students are aware of the purpose and criteria for assessment when they start the Middle Years Programme. MYP teachers facilitate learning experiences designed to enable the students to meet the assessment requirements in all subject groups. It is essential that students are given adequate opportunities to show clearly what they can achieve in relation to the objectives of each subject.
In the MYP, teachers make decisions about student achievement using their professional judgment, guided by mandated criteria that are known in advance and precise.

Details of how to apply the subject-specific assessment criteria are provided in the relevant subject guides. These criteria must be used when assessing students' work as follows:
- Year 1 published assessment criteria for MYP 1
- Year 3 published assessment criteria for MYP 2 and MYP 3
- Year 5 published assessment criteria for MYP 4 and MYP 5

	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Listening	Reading	Speaking	Writing
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP Projects	Planning	Applying skills	Reflecting	
Interdisciplinary	Evaluating	Synthesizing	Reflecting	

Assessments can come in the form of:
- Creation of solutions or products in response to problems
- Essays
- Examinations
- Questionnaires
- Investigations
- Research
- Performances

Assessment in the Diploma Programme (DP)

In addition to the official IB examinations at the end of Year 2, the Diploma Programme includes two main types of assessments:

Internal Assessment (IA):

The IA is evaluated internally by teachers according to strict and clearly defined criteria detailed in each subject guide. It includes oral work, laboratory practicals, mathematical investigations, fieldwork, and other subject-specific tasks.

Teachers award predicted grades and submit them to the IB, along with samples of student work for moderation. Failure to submit Internal Assessments results in no grade being awarded for the subject.

External Assessment (EA):

External assessments include the final IB examinations at the end of DP2. Some subjects, such as the Extended Essay and Theory of Knowledge essay, are fully externally assessed.

The evaluation of CAS (Creativity, Activity, and Service) experiences and performance is based on the criteria provided in the *Creativity, Activity, and Service Guide*. The school's CAS Coordinators report completion status to the DP Coordinator, who then informs the IB about whether or not candidates have fulfilled their CAS requirements.

IB Diploma & Certificate

Diploma Points Calculation:

The total diploma points are calculated by summing the grades (ranging from 1 to 7) achieved in each of the six subjects, along with an additional zero to three points from the core components. This results in a maximum possible score of 45 points, derived from 6 subjects (each with a maximum grade of 7) plus 3 core points.

Core Points and Matrix

The core components Theory of Knowledge (TOK), the Extended Essay (EE), and Creativity, Activity, Service (CAS) contribute up to 3 additional points. Unlike the other subjects:

- TOK and EE are graded on a scale from A to E, and the combined grades determine the core points.
- CAS does not receive a grade but must be satisfactorily completed for the diploma award.

The number of points is calculated using the **Diploma Matrix** provided below:

TOK & EE	A	B	C	D	E
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				

Diploma Award Conditions:

A candidate can only receive an IB Diploma if the following conditions are met.

1. CAS (Creativity, Activity and Service) requirements are met.
2. The candidate has achieved at least 24 total points.
3. A grade has been awarded in all subjects, TOK and the EE.
4. A grade of at least a 2 has been awarded in all subjects.
5. There are no more than two grade 2s awarded (SL or HL).
6. There are no more than three grade 3s or below awarded (SL or HL)
7. The candidate has at least 12 points on HL subjects. (For candidates who register for four HL subjects, the three highest grades count).
8. Candidates have at least 9 points on SL subjects. (Candidates who register for two SL subjects must be awarded at least 5 points at SL).

How this policy will be implemented

Implementation at EIS

- EIS is committed to conducting Ministry of Education examinations in Arabic, Religion, and Social Studies.
- The school is committed to implementing all forms of assessment (pre-assessment, formative, and summative). These are monitored and followed up by Coordinators, Deputy Coordinators, Subject Leaders, Mentors, and the ISO team.

Communication with Teachers

- EIS organizes awareness sessions for teachers to read, understand, and discuss the Assessment Policy. A soft copy of the policy is also shared on the school website for easy access.
- Implementation of the policy is monitored through class visits, collaborative meetings, and the process of standardization of student work assessment.
- Teachers apply the same criteria when collecting information about a student's learning. They record this information using a range of tools and instruments designed to gather data effectively.

Peer Assessment

Peer feedback is a key process through which students use agreed success criteria to evaluate and provide feedback on the work of others. It emphasizes learning within a social context by offering opportunities for communication, listening, and constructive dialogue.

Peer feedback contributes to learning because:

- It is expressed in language that students naturally understand and use.
- Students are often more open to accepting feedback from their peers.

Students who provide feedback to others also benefit, as this process strengthens their assessment literacy and metacognitive awareness. Peer feedback provides teachers with valuable insights into how each student's understanding compares with that of their peers.

Self-Assessment

Self-assessment involves students reviewing and evaluating their own knowledge, conceptual understanding, and skills. It encourages them to monitor and adjust their learning behavior, make corrections, and set improvement goals.

Students use feedback to modify and enhance their work, developing both reflective and action-oriented habits. This process nurtures self-regulation and strengthens students' sense of agency and self-efficacy.

Frequency of Pre-, Formative, and Summative Assessment

- **In the PYP**
  Pre-assessments, formative assessments, and summative assessments are part of a continuous

process within each Unit of Inquiry. Multiple formative assessments may take place during a unit to help students reach learning goals through varied strategies, followed by a summative assessment at the end of the unit.

- **In the MYP**
  Each assessment criterion in every subject is assessed at least twice per semester. This ensures regular monitoring of progress and consistency across subjects.
- **In the DP**
  Four summative assessments are conducted internally: one in the middle of the year and another at the end of the year for DP1.
  For DP2, one formative assessment (the Pre-Mock Exam) is held after the first quarter of the year, and one summative assessment (the Mock Exam) is conducted during the third quarter.

Moderation in the Diploma Programme (DP)

1. **Internal Marking:** Teachers mark all students' coursework according to the official IB criteria.
2. **Sample Submission:** The school submits internal marks for all students to the IB. The IB selects a sample (using dynamic sampling) that represents a range of performance levels—high, medium, and low.
3. **External Moderation:** An external IB examiner reviews the sample and compares the teacher-awarded marks with the IB's global standards.
4. **Core Components:** The Extended Essay (EE) and Theory of Knowledge (TOK) Essay/Exhibition are fully externally assessed by IB examiners and therefore are not subject to moderation.

Moderation in the Middle Years Programme (MYP)

Personal Project:

- The MYP Personal Project is a compulsory external assessment for all students in MYP Year 5.
- It is internally assessed by teachers and externally moderated by the IB to ensure global consistency.

Standardization in the MYP and DP

- **standardization Sessions:**
  Teachers who teach the same subject meet to assess the same exemplar student work (from IB samples or previous cohorts) independently, using official IB criteria. They then compare results and rationales.
- **Discussion and Agreement:**
  During standardization meetings, teachers discuss marking discrepancies, refine interpretations of the criteria and mark bands, and agree on a shared internal standard that aligns with IB expectations. Annotated exemplars are often developed to illustrate the levels of achievement for reference.
- **Focus on Criteria:**
  The emphasis is on applying subject-specific assessment criteria accurately and objectively, rather than relying on personal judgment. (IBO, 2014)

Common Practices for Recording and Reporting Student Achievement

At EIS, we believe that parents, teachers, and students are partners in education. Open and consistent communication strengthens this partnership and ensures a shared understanding of student learning and progress.

- Student achievements are recorded through Greenbook records, portfolios, and anecdotal comments.
- Digital platforms are used to record assessment scores, criteria levels, and both formative and summative results (e.g., ManageBac or school-specific systems).
- Student performance is recorded based on assessment criteria, with each task linked to specific strands of the subject criteria.
- Descriptive comments accompany achievement levels to highlight strengths, areas for growth, and the Approaches to Learning (ATL) skills demonstrated.

Formative and Summative Records:

Student progress is tracked continuously, with both formative and summative assessments contributing to the overall understanding of learning.

Communication with Parents and Students:

Students and parents are kept informed through the following channels:

- Teacher and counselor emails, ManageBac updates, and scheduled meetings.
- Progress reports.
- Parent-teacher meetings.
- Report cards issued:
    - Three times a year in the PYP.
    - Twice a year in the MYP.
    - Four times in DP1 and three times in DP2. (IBO, 2018)

Assessment Day

A Parent-Teacher Meeting, known as **Assessment Day**, is organized each term to present and discuss students' achievements. This meeting takes place after report cards have been distributed, allowing parents to ask questions, share observations, and provide suggestions.

Assessment Policy Committee

The Assessment Policy Committee is responsible for developing, reviewing, and updating the policy. The committee includes:

- School Principal
- Programme Coordinators
- Deputy Coordinators
- Selected teachers

Cycle of Review

- Date of issue: September 2016
- Last review 2025
- Date of review next in 2028
- Then every three years

It is recommended to read the Assessment Policy together with the Academic Integrity Policy and the Language Policy.

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