



Updated: June 2025  
Adopted: August 2025  
Next Review: September 2026  
Responsible SLT: Rory McKeague, School Director

# Assessment Policy

Guiding Statements	
<ul style="list-style-type: none"> <li>• Show kindness, empathy &amp; respect for each other</li> <li>• Actively work together being healthy – physically, socially &amp; emotionally</li> <li>• Make a positive impact in local, regional &amp; international relationships</li> <li>• Reach their full potential through active participation in the learning community</li> <li>• Communicate effectively, recognising English as their school community language</li> </ul>	<ul style="list-style-type: none"> <li>• Use technology responsibly to support learning &amp; to understand global issues</li> <li>• Recognise &amp; respect others’ beliefs, culture and values</li> <li>• Take pride in Egyptian culture, in personal identity and in the Arabic &amp; English languages</li> <li>• Understand how our personal behaviour affects our values, attitudes and beliefs</li> </ul>

## **1. Introduction and Philosophy of Assessment**

This policy outlines the purpose, nature, and management of assessment at Cairo English School (CES). At CES, we believe that assessment is an integral and continuous part of the teaching and learning process. Our philosophy of assessment supports student learning by:

- Informing and guiding learning: Assessment provides crucial feedback for both teachers and students, enabling teachers to adapt their instructional practices and students to understand their progress and identify next steps.
- Promoting self-improvement: It empowers students to measure their knowledge and understanding against learning objectives and success criteria, fostering independence and a growth mindset.
- Ensuring quality education: High-quality assessment practices contribute to a whole-school approach that ensures the provision of an excellent education tailored to the needs of all pupils.
- Aligning with IB Philosophy: Our assessment practices are deeply aligned with the International Baccalaureate (IB) philosophy, which emphasizes a balanced approach to assessment that supports learning, provides meaningful feedback, and promotes the development of critical thinking and inquiry skills. We believe assessment should be varied, authentic, and reflective of student understanding and skill development, moving beyond mere recall.

## **2. Aims of Assessment**

At CES, we aim for assessment to:

- Identify attainment and provide a reliable measure of achievement.
- Complement and inform teaching and learning practices.
- Track pupil progress against the schemes of work.
- Inform pupils about their understanding and their next steps for improvement.
- Inform teachers about the next steps in pupil learning and instructional planning.
- Inform parents as part of the regular reporting process.
- Provide whole-school attainment and achievement data to:
  - Identify School Development priorities.
  - Support performance management and accountability.
  - Identify target groups of pupils for support.

- Identify students with Additional Needs and Most Able students.
- Identify "Learning Blockers" that may hinder learning.

### **3. Rights and Responsibilities of All Members of the School Community**

Effective assessment is a shared responsibility:

- **Students:** Have the right to clear understanding of assessment criteria, timely feedback, and opportunities for self-assessment and improvement. They are responsible for actively engaging in the assessment process, utilizing feedback, and striving for academic integrity in all submitted work.
- **Teachers:** Have the right to professional development in assessment practices and access to appropriate resources. They are responsible for designing and implementing effective assessments, providing constructive feedback, using assessment data to inform teaching, and adhering to school and IB assessment guidelines.
- **Parents:** Have the right to regular and clear communication regarding their child's progress and assessment outcomes. They are responsible for supporting their child's learning journey, engaging with school feedback, and fostering a positive attitude towards assessment.
- **School Leadership (Director, Heads of School, Deputy Heads, Coordinators):** Have the overall responsibility for establishing, monitoring, and reviewing the assessment policy and practices. They ensure alignment with school vision, IB requirements, and local regulations, and provide necessary resources and training.

### **4. What Constitutes Effective Assessment Practice**

Effective assessment at CES is:

- **Formative:** Designed to provide ongoing feedback during the learning process to adjust teaching and learning activities. It helps identify gaps and misconceptions.
- **Diagnostic:** Provides detailed information about individual children's strengths and weaknesses to inform targeted support.
- **Summative:** Provides a snapshot of each child's achievement at the end of a unit or period, reporting on overall progress.
- **Evaluative:** Allows the school and individual teachers to evaluate the effectiveness of their teaching and curriculum delivery.
- **Informing for Learning:** Directly enables children to develop their learning by identifying their next steps.

- **Varied and Balanced:** Utilizes a range of methods (questioning, observation, projects, tests) to provide a comprehensive view of student understanding.
- **Fair and Transparent:** Criteria are clearly communicated, and assessment is conducted objectively and consistently.
- **Action-Oriented:** Leads to actionable insights for students, teachers, and the school.

## **5. Implementation of Assessment**

Assessment is a daily part of the life of the school. Assessments, through monitoring of students' work, and marking and feedback are used by teachers to inform their teaching and ensure that children know their next step and what they need to do to improve. More formal methods of assessment provide feedback on pupil progress and ensure a rigorous approach to curriculum delivery.

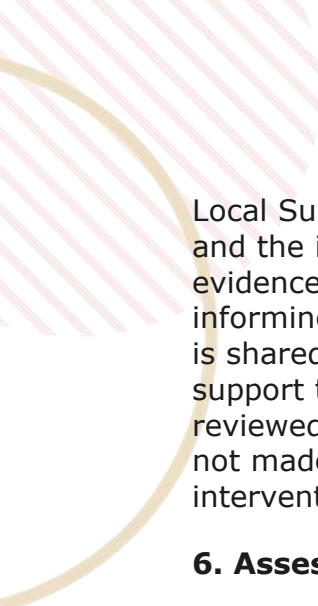
### **5.1 Day-to-Day In-School Formative Assessment**

Formative assessment is carried out by teachers every day in every lesson. It allows teachers to understand pupil performance on a continuing basis. This type of assessment is used to assess knowledge, skills, and understanding, and is used to identify gaps and misconceptions. It enables teachers to identify when pupils are struggling, when they have consolidated learning, and when they are ready to progress. It also enables teachers to identify if children are working at greater depth. Teachers are then able to provide appropriate support or extension as necessary. The methods of formative assessment we use include:

- Pertinent questioning.
- Marking of pupils' work using our marking guidelines (see marking policy in each school).
- Observational assessment.

Formative assessment enables teachers to evaluate teaching of particular objectives of the curriculum and plan future lessons accordingly. For pupils, formative assessment helps them to measure their knowledge and understanding against the lesson objective and success criteria. They can then identify how they can improve.

### **5.2 Local In-School Summative Assessment**



Local Summative assessment enables teachers to evaluate both pupil learning and the impact of their own teaching at the end of a period of time. It provides evidence of achievement against the objectives of the curriculum. It is useful in informing teaching and learning in subsequent lessons. This type of assessment is shared with parents at parent/teacher consultations and enables them to support their child's learning. The progress of pupils with SEN and disabilities is reviewed and summative assessment adapted as necessary. Students who have not made expected progress or whom have fallen behind are targeted for interventions and rapid response work.

## **6. Assessment Expectations, Homework, and Marking Procedures**

Cairo English School integrates regular assessment and homework as fundamental components of student learning and progress monitoring.

### **6.1 Benefits of Frequent Assessment through Tests**

Frequent assessment through regular testing is a key component of our educational approach, offering numerous benefits:

- **Improved Retention:** Helps students consolidate information in their long-term memory, leveraging the "testing effect."
- **Spaced Repetition:** Encourages ongoing revision, reinforcing learning over time.
- **Reduced Exam Anxiety:** Increased exposure to testing helps students become more comfortable with examinations.
- **Immediate Feedback:** Provides timely feedback on student progress, allowing for swift interventions.
- **Identification of Knowledge Gaps:** Helps pinpoint areas where students may be struggling, facilitating targeted teaching.
- **Enhanced Revision Habits:** Motivates consistent revision, reducing last-minute cramming.
- **Increased Engagement:** Encourages students to stay focused and actively engage in their learning.
- **Informed Teaching:** Data from tests allows teachers to adjust strategies responsive to student needs.
- **Improved Metacognition:** Fosters self-assessment skills and greater self-awareness of learning progress.
- **Preparation for High-Stakes Exams:** Familiarizes students with exam-taking strategies and time management.

## 6.2 Creating Rigorous and Challenging Assessments

Our assessment principles and best practices ensure assessments are both demanding and fair, effectively measuring learning outcomes and promoting higher-order thinking:

- **Clear Objectives:** Establish precise learning outcomes for measurement.
- **Balanced Content:** Ensure coverage of key topics proportional to curriculum significance, including unseen questions for prior knowledge.
- **Time Allocation:** Allow approximately 1 minute per mark, incorporate a mix of quick-answer and longer questions, and allocate 5 minutes for review.
- **Question Variety:** Utilize multiple choice (approx. 10 mins), short answer (approx. 20 mins), and extended response (approx. 20 mins).
- **Difficulty Gradient:** Progress from simpler to more complex questions.
- **Higher-Order Thinking:** Include questions assessing analysis, evaluation, and application, not just recall.
- **Clear Instructions:** Provide concise and clear directions for each section.
- **Consistent Format:** Maintain a uniform layout across all subject tests.
- **Peer Review:** Colleagues review draft assessments for clarity and appropriate difficulty.
- **Marking Scheme:** Develop a comprehensive guide for consistency and fairness in grading.

## 6.3 Homework Expectations

Homework is work set to be done outside the timetabled curriculum, containing an element of independent study. It is integral to the curriculum, enhancing learning, improving achievement, and developing study skills.

- **Nature of Homework:** Students will receive homework after each lesson, such as review of key concepts, completion of questions, or preparation for the next lesson. These form the basis for ongoing monitoring and feedback.
- **Purposeful and Planned:** Homework tasks are planned, focused, and related to current or previous learning, set with a clear purpose and accompanied by directed and timely feedback.
- **Improvement-Oriented:** Designed with the intention of improving students' performance.
- **Varied and Differentiated:** Tasks are varied with differentiated levels of challenge to maximize each student's learning.

- Clear Guidance: Provides clear guidance to support completion and challenge students to aim higher.
- Teacher Responsibilities: Staff will not set homework that wastes students' time, will set it via Microsoft Teams to be accessible and differentiated, will adhere to the school's homework timetables, and provide effective support, guidance, and timely feedback.

#### 6.4 Marking Procedure and Feedback

Our marking practices provide accurate, consistent, and timely feedback, highlighting strengths and offering specific guidance for improvement.

- Copybooks: Teachers will review and mark students' copybooks monthly, providing consistent feedback on classwork and identifying recurring issues.
- Self-Marking (Digital Platforms): Students engage in self-marking using digital platforms (e.g., GCSE Pod/Century Tech) for immediate feedback, reflection, and deeper understanding of assessment criteria.
- Peer Marking: Students participate in peer marking activities to foster collaborative learning, enhance critical thinking, and deepen understanding of assessment standards.
- Self-Marking (General): Students engage in general self-marking to develop self-assessment skills and independently identify areas for improvement.
- Live Marking: Teachers conduct live marking during lessons for real-time feedback, immediate correction of misunderstandings, and on-the-spot guidance.
- Graded Assessments & Homework: Formal graded assessments and homework are systematically evaluated using the Assessment Feedback Sheet according to clear criteria.
- Literacy Marking: During marking, teachers identify literacy errors and select a few for correction by students as part of their "Actions." Live literacy marking also takes place for prompt feedback.
- Feedback Structure:
  - Learning Objectives: Teacher identifies assessed learning objectives.
  - Success Criteria (SC): Teacher provides a list of success criteria; ticks indicate attainment. If criteria are not met, students complete relevant DIRT (Directed Improvement and Reflection Time) tasks.
  - DIRT (Directed Improvement and Reflection Time): Completed by students to address unmet success criteria.

- Teacher Response: Teacher acknowledges correct and progressive student action.
- Feedback sheets must be stapled in copybooks after teacher acknowledgement.
- Consistency and Moderation: Teaching staff ensure assessment points nominated in curriculum maps are used, and assessment methods and feedback are consistent across departments. Heads of Department ensure moderation of summative marking for consistency. CPD is delivered to ensure understanding and application of principles.
- Varied Assessment During Learning: Between formal marking episodes, learning is assessed in varied ways, including by the teacher or through peer or self-assessment.

### 6.5 Progress Charts

All students are required to glue a Progress Chart to the front inside cover of their copybooks. This chart must be referenced after each graded assessment and homework, enabling students to monitor their progress throughout each Assessment Period and across the academic year. The chart includes sections for AP1, AP2, and AP3 assessments and homework titles, grades, and student reflections.

## 7. Recording and Reporting Student Achievement

CES implements common practices for recording and reporting student achievement across all programmes (including DP). This ensures consistency and clarity for students, parents, and external stakeholders.

- Regular Reporting: Parents receive regular reports on student progress, including grades and narrative feedback, during parent/teacher consultations and at key points throughout the academic year.
- Progress Tracking: The school utilizes systematic methods to track pupil progress against schemes of work and curriculum objectives, allowing for early identification of students requiring additional support or extension.
- IB Programme-Specific Reporting (for DP):
  - Common Practices for Programme Assessment Criteria: For IB programmes, student achievement levels are determined using the specific, published IB assessment criteria for each subject and core component. Teachers are trained to apply these criteria consistently to ensure accurate and fair assessment.
  - Relationship with Local/National Systems: While adhering to IB assessment principles, CES ensures that our internal grading and reporting systems are clearly articulated in relation to any local, state, or national requirements. This involves providing clear conversions or explanations where necessary, ensuring that student achievement is understood within both frameworks.

## **8. Internal Moderation and Standardization (for DP and CP)**

To ensure the highest quality and consistency in assessment, particularly for internally marked coursework within the IB Diploma Programme (DP), CES employs rigorous internal moderation and standardization practices:

- Internal Moderation/Quality Checks:
  - Subject teachers regularly meet in collaborative sessions to internally moderate samples of student work. This process ensures that internally marked coursework is consistently at the standard defined by the IB and that students receive a true reflection of the marks they are likely to receive from external moderation.
  - These checks involve comparing marks, discussing criteria application, and identifying areas for common understanding or further teacher training.
- Practices for Internal Standardization of Assessment:
  - Prior to significant internal assessments, departments conduct standardization meetings where teachers collaboratively mark sample student responses against IB criteria.
  - This process ensures a shared understanding of the markscheme and assessment objectives, leading to consistent application of grading standards across different classes and teachers within the same subject.
  - Feedback from IB external moderation is analyzed annually and integrated into subsequent standardization practices to refine internal assessment consistency.

## 9. External Assessments Provision Plan

The school participates in a variety of external assessments across different year groups to benchmark student performance and provide external validation of achievement.

Year Group	Assessment
FS1 / FS2	Baseline Assessment
Year 2	INCA's - SATs
Year 4	Multiplication Tables
Year 6	SATs
Year 7	MiDyiS
Year 8	YELLIS
Year 9	Mock IGCSE – End of Year
Year 10	IGCSE's
Year 11	Mock A Level – IB Assessments
Year 12	December Mocks - - End of Year Exams



## **10. Roles and Responsibilities (Overall)**

The overall responsibility for assessment belongs to the Director and Heads of School. This responsibility has been delegated to the Deputy Head teachers for implementation, who serve as the Assessment Leaders at each Key Stage. Class teachers are responsible for the assessment of the children in their care, and curriculum subject leaders / Year Leaders are responsible for monitoring assessment within their subject / year area.

## **11. Entitlement**

It is the entitlement of every child at CES to be given an education that builds on their strengths, addresses their individual needs, and ensures progression. Assessment is an essential tool in the delivery of this entitlement.