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A04 ASSESSMENT, RECORDING AND REPORTING POLICY

Edison Group of Schools

Applies To

- Edison International Academy Aspire
- Edison International Academy Al Markhiya
- Edison Global Academy Lusail
- Edison Global Academy Rawdat Al Hamama

1. INTRODUCTION

Assessment lies at the heart of effective teaching and learning. It provides teachers with valuable information about what students know, understand and can do, while helping students understand their strengths, identify areas for improvement and take greater ownership of their learning.

The Edison Group believes that assessment should not simply be used to measure learning. It should actively promote learning by providing meaningful feedback, informing teaching decisions and supporting continuous improvement.

Effective assessment enables teachers to identify misconceptions, adapt instruction, provide targeted support and ensure that all students are making appropriate progress. At a whole-school level, assessment information provides leaders with evidence regarding curriculum effectiveness, teaching quality and student achievement. The Edison Group is committed to implementing assessment practices that are fair, reliable, valid and consistent across all campuses. Assessment should support student learning, promote academic excellence and provide accurate information to students, parents, teachers and school leaders.

This policy establishes a common framework for assessment, recording and reporting across the Edison Group while allowing schools to implement campus-specific procedures where necessary.

2. ASSESSMENT PHILOSOPHY

The Edison Group views assessment as an integral part of the learning process rather than a separate event that occurs at the end of teaching.

Assessment should be used to:

- Support student learning
- Inform teaching

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- Monitor progress
- Identify strengths
- Identify barriers to learning
- Guide intervention
- Celebrate achievement
- Promote continuous improvement

Students learn most effectively when they understand what they are expected to learn, receive regular feedback regarding their progress and are actively involved in evaluating their own learning.

Assessment should therefore be embedded within daily classroom practice and should encourage reflection, self-evaluation and goal setting.

The Edison Group promotes a balanced approach to assessment that combines both formative and summative assessment practices. Neither approach should be viewed in isolation. Together they provide a comprehensive picture of student learning and achievement.

3. AIMS OF ASSESSMENT

The assessment programme aims to ensure that:

Students understand their strengths and areas for development.

Teachers have accurate information about student progress and attainment.

Parents receive clear and meaningful information regarding student achievement.

School leaders can evaluate the effectiveness of curriculum implementation and teaching practices.

Intervention programmes are informed by reliable evidence.

Student achievement is recognised and celebrated.

Educational decisions are based on accurate and meaningful data.

The assessment system supports continuous school improvement.

4. PRINCIPLES OF EFFECTIVE ASSESSMENT

All assessment practices throughout the Edison Group should be guided by the following principles.

Validity

Assessment tasks should measure the intended learning objectives and provide accurate information regarding student achievement.

Reliability

Assessment outcomes should be consistent and dependable regardless of who marks or administers the assessment.

Fairness

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Assessment opportunities should be equitable and accessible to all students.

Inclusivity

Assessment should provide opportunities for all learners to demonstrate understanding and achievement.

Transparency

Students and parents should understand assessment expectations and success criteria.

Accuracy

Assessment information should be recorded and reported accurately.

Improvement

Assessment should contribute directly to improved learning outcomes.

These principles should guide assessment design, administration, marking and reporting across all schools.

5. RESPONSIBILITIES FOR ASSESSMENT

Assessment is a shared responsibility that involves management, students, teachers, leaders and parents.

Principals

Principals are responsible for ensuring that assessment procedures are implemented effectively within their schools.

They monitor:

- Assessment quality
- Reporting accuracy
- Assessment compliance
- Student outcomes.

Heads of Department/ Coordinators Responsibilities

To oversee the day-to-day implementation of assessment procedures and support departments in maintaining high standards.

They are responsible for:

- Assessment calendars
- Moderation processes
- Data analysis
- Reporting procedures.
- Intervention monitoring

They play a critical role in ensuring that assessment practices are implemented consistently and effectively within their subject areas. They act as the link between whole-school assessment expectations and classroom practice, ensuring that teachers understand and apply agreed assessment procedures.

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Heads of Department are responsible for monitoring the quality of assessment design, ensuring that assessments are aligned with curriculum objectives and that students are provided with appropriate opportunities to demonstrate their learning.

In carrying out this role, Heads of Department should:

- Ensure that assessment tasks are appropriately planned and moderated.
- Monitor assessment coverage across the curriculum.
- Support teachers in the development of high-quality assessment materials.
- Conduct pre- and post-assessment moderation activities.
- Analyse assessment outcomes and identify trends.
- Monitor marking and feedback practices.
- Support intervention planning.
- Report departmental outcomes to senior leaders.

Department meetings should regularly include discussion of assessment practices, student performance and strategies for improving outcomes.

Teacher Responsibilities

Teachers have the greatest direct influence on the effectiveness of assessment. They are responsible for designing, administering and evaluating assessments that support student learning and provide accurate information regarding achievement and progress.

Assessment should be embedded within everyday classroom practice rather than viewed as an activity that takes place only at the end of a unit of work.

Teachers are expected to:

Plan assessment opportunities that align with learning objectives and success criteria. Students should clearly understand what they are expected to learn and how their learning will be assessed.

Use a variety of assessment strategies to gather evidence of learning. No single assessment method can provide a complete picture of student achievement. Teachers should therefore use multiple sources of evidence when evaluating progress.

Provide timely and constructive feedback that helps students understand their strengths and areas for improvement. Feedback should encourage reflection, support improvement and motivate students to continue learning.

Maintain accurate assessment records and ensure that data is entered into school systems within agreed timelines.

Identify students requiring intervention or enrichment and communicate concerns promptly to relevant staff and parents.

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Teachers should view assessment as an ongoing dialogue between themselves and their students rather than a process that simply produces grades or scores.

Student Responsibilities

Students play an active role in the assessment process. Assessment should not be something that happens to students; rather, students should be partners in understanding, monitoring and improving their own learning.

Students are expected to:

- Participate fully in assessment activities.
- Complete assessment tasks honestly and independently.
- Reflect on feedback provided by teachers.
- Set personal learning goals.
- Seek clarification when needed.
- Demonstrate academic integrity.
- Take responsibility for their progress.

Students should develop the ability to evaluate their own work, identify areas for improvement and take appropriate action to strengthen their learning.

These habits become increasingly important as students progress through the school and prepare for external examinations and future academic pathways.

Parent Responsibilities

The Edison Group recognises that parents play an important role in supporting student achievement.

Parents should be viewed as partners in the assessment process and should receive clear information regarding their child's progress, achievement and next steps for learning.

Parents are encouraged to:

Maintain regular communication with teachers and school leaders regarding their child's progress.

Review reports, assessment results and feedback carefully and discuss learning with their children.

Support the development of positive study habits and encourage students to take responsibility for their learning.

Attend parent consultation meetings and other academic review meetings when requested.

Work collaboratively with the school when additional support or intervention is required.

A strong partnership between home and school contributes significantly to improved student outcomes and wellbeing.

6. DIAGNOSTIC ASSESSMENT

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Effective teaching begins with understanding what students already know and can do. Diagnostic assessment provides valuable information about students' prior knowledge, skills and understanding before new learning begins.

Diagnostic assessment helps teachers identify strengths, misconceptions and gaps in learning so that instruction can be adapted appropriately.

Within the Edison Group, diagnostic assessment may be conducted:

- At the beginning of the academic year.
- At the start of a new unit of work.
- Following transition between phases.
- When concerns arise regarding student progress.
- Prior to intervention programmes.

Examples of diagnostic assessments include baseline assessments, placement assessments, pre-tests, reading assessments, writing assessments, mathematics diagnostics and standardised assessments.

The information gathered should be used to inform planning, differentiation and intervention rather than contribute directly to student grades.

Baseline Assessments

Baseline assessments provide information regarding students' starting points and establish a benchmark against which future progress can be measured.

These assessments are particularly important when:

- Students enter a new year group.
- Students join the school.
- Students transition between phases.
- New curriculum programmes are introduced.

Baseline information should be recorded carefully and used throughout the year to monitor progress and evaluate the effectiveness of teaching and learning.

Standardised Assessments

The Edison Group may utilise a range of standardised assessments to support student monitoring and curriculum evaluation.

Examples may include:

- GL Assessments.
- CAT4 Assessments.
- Reading assessments.

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- Cognitive assessments.
- Benchmarking assessments.

These assessments provide additional information regarding student ability, potential and performance relative to wider populations.

However, standardised assessments should never be used in isolation when making educational decisions.

They should be considered alongside classroom assessment, teacher judgement and other sources of evidence.

7. FORMATIVE ASSESSMENT (ASSESSMENT FOR LEARNING)

Formative assessment is one of the most powerful tools available to teachers. It takes place continuously throughout the learning process and provides information that helps both teachers and students improve learning.

Unlike summative assessment, which evaluates learning at the end of a period of study, formative assessment focuses on identifying where students are in their learning and determining what support is required to help them progress.

Effective formative assessment enables teachers to:

- Identify misconceptions quickly.
- Adapt instruction.
- Provide targeted support.
- Monitor understanding.
- Increase student engagement.
- Improve learning outcomes.

Formative assessment should occur naturally within lessons and should be viewed as an essential component of effective teaching.

Questioning

High-quality questioning is one of the most effective formative assessment strategies available to teachers.

Questions should be carefully planned to:

- Check understanding.
- Probe deeper thinking.
- Challenge misconceptions.
- Encourage discussion.
- Promote critical thinking.

Teachers should ensure that questioning involves all students rather than relying on a small number of volunteers.

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Observation

Observation provides valuable information regarding student understanding, engagement and participation.

Teachers should regularly observe students during:

- Discussions.
- Practical activities.
- Group work.
- Independent tasks.
- Presentations.

Observations often reveal strengths and misconceptions that may not be evident through written work alone.

Self-Assessment and Peer Assessment

Students should be provided with opportunities to evaluate their own work and the work of others.

These activities help students:

- Develop reflection skills.
- Understand success criteria.
- Take ownership of learning.
- Improve independence.

Self-assessment and peer assessment should be carefully structured and supported by clear guidance from teachers.

Exit Tickets and Retrieval Activities

Brief assessment activities at the end or beginning of lessons can provide valuable information regarding student understanding.

Examples include:

- Exit tickets.
- Knowledge checks.
- Retrieval quizzes.
- Reflection questions.

These activities help teachers identify misconceptions and inform future planning.

8. SUMMATIVE ASSESSMENT (ASSESSMENT OF LEARNING)

While formative assessment supports learning throughout the teaching process, summative assessment provides information about what students have learned at the conclusion of a period of instruction. Summative

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assessment allows teachers, students, parents and school leaders to evaluate achievement against established learning objectives and curriculum standards.

The Edison Group recognises that summative assessment plays an important role in measuring attainment, evaluating curriculum effectiveness and informing future educational planning. However, summative assessment should never be viewed as the sole measure of student success. It should be considered alongside formative assessment, teacher judgement and other sources of evidence.

Summative assessment provides valuable information regarding:

- Student attainment.
- Curriculum effectiveness.
- Progress towards learning objectives.
- Examination readiness.
- Intervention requirements.
- School improvement priorities.

Assessment outcomes should be used thoughtfully and constructively to support future learning rather than simply to assign grades.

Principles of Summative Assessment

All summative assessments should:

Be aligned with curriculum objectives and intended learning outcomes.

Provide students with an opportunity to demonstrate knowledge, understanding and skills.

Be appropriate to the age and stage of learners.

Include a range of question types and assessment methods.

Provide opportunities for students to demonstrate higher-order thinking skills.

Be fair, valid and reliable.

Be moderated appropriately.

Teachers should ensure that assessments reflect what has been taught and that students have been adequately prepared before assessment takes place.

Types of Summative Assessment

Summative assessment may take many forms depending on the curriculum area and age of students.

Examples include:

- End-of-unit assessments.
- End-of-topic tests.
- Projects.
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- Presentations.
- Practical investigations.
- Coursework assignments.
- Extended writing tasks.
- Performance assessments.
- End-of-term examinations.
- Mock examinations.
- External examinations.

The method selected should be appropriate for the learning objectives being assessed.

9. EYFS ASSESSMENT

Assessment within the Early Years Foundation Stage differs significantly from assessment in Primary and Secondary education.

The primary purpose of assessment in EYFS is to understand children's development, identify next steps and support future learning.

Assessment should be continuous, observational and child-centred.

Practitioners should gather evidence through:

- Observation.
- Discussion.
- Play-based activities.
- Work samples.
- Learning Journeys.
- Parent contributions.

Assessment should never create unnecessary pressure or detract from children's enjoyment of learning.

Children develop at different rates and assessment should recognise and celebrate individual progress rather than compare children against one another.

Baseline Assessment in EYFS

Upon entry into the EYFS programme, staff should conduct baseline assessments to establish each child's starting point.

Information gathered may include:

- Communication and language development.
- Early literacy skills.
- Early numeracy skills.

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- Physical development.
- Social development.
- Emotional development.
- Independence skills.

This information helps practitioners plan appropriate learning experiences and identify support requirements.

Ongoing Assessment in EYFS

Assessment should occur naturally throughout daily learning experiences.

Practitioners should use observations to identify:

- Emerging skills.
- Areas of strength.
- Areas requiring support.
- Interests and motivations.
- Developmental progress.

Assessment information should be used regularly to inform planning and support children's development.

10. PRIMARY ASSESSMENT

Assessment within the Primary phase should support the development of foundational knowledge, skills and understanding while promoting confidence and enjoyment in learning.

Assessment should provide opportunities for students to demonstrate learning in a variety of ways and should encourage students to reflect upon their progress.

Primary assessment should include a balance of:

- Formative assessment.
- Teacher assessment.
- End-of-unit assessments.
- End-of-term assessments.
- Standardised assessments where appropriate.
- Project-based assessment.

Teachers should ensure that assessment is developmentally appropriate and supports positive attitudes towards learning.

Reading Assessment

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Reading is a fundamental skill that underpins success across the curriculum.

Schools should implement regular reading assessments to monitor:

- Fluency.
- Comprehension.
- Vocabulary development.
- Reading accuracy.

Assessment information should be used to identify students requiring additional support and to monitor progress over time.

Writing Assessment

Writing assessments should evaluate students' ability to:

- Communicate effectively.
- Organise ideas.
- Use appropriate vocabulary.
- Apply grammatical conventions.
- Write for different purposes and audiences.

Moderation activities should be conducted regularly to ensure consistency in teacher judgements.

Mathematics Assessment

Mathematics assessments should evaluate:

- Number knowledge.
- Calculation skills.
- Problem-solving abilities.
- Mathematical reasoning.
- Application of mathematical concepts.

Assessment should focus on both procedural fluency and conceptual understanding.

11. SECONDARY ASSESSMENT

Secondary assessment should prepare students for the demands of external examination programmes while continuing to support learning and progress.

Assessment should provide students with opportunities to:

- Apply knowledge.
 - Analyse information.
 - Evaluate evidence.
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- Solve problems.
- Conduct research.
- Demonstrate independent thinking.

As students progress through Secondary School, assessment should become increasingly rigorous and aligned with examination expectations.

Subject-Based Assessment

Each department should maintain a clear assessment framework that identifies:

- Assessment opportunities.
- Assessment weightings.
- Assessment schedules.
- Reporting timelines.

Students should understand how their performance is evaluated and how assessment outcomes contribute to overall achievement.

Continuous Assessment

Continuous assessment should form an important component of Secondary assessment.

This may include:

- Classwork.
- Homework.
- Projects.
- Presentations.
- Investigations.
- Practical activities.

Continuous assessment provides a broader picture of student learning and achievement.

Cambridge Lower Secondary Assessment (Years 7–9)

Assessment in Key Stage 3 shall support the development of knowledge, skills and understanding required for Cambridge Lower Secondary and future IGCSE study.

Assessment may include:

- Cambridge Progression Tests.
- Checkpoint-style Assessments.
- Skills-based Tasks.

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- Research Activities.
- Project-Based Learning.
- Subject-specific Assessments.

Results shall be analysed to:

- Monitor attainment and progress.
- Identify strengths and areas for development.
- Inform intervention programmes.
- Prepare students for future external assessments.

IGCSE Assessment (Years 10–11)

Assessment in Key Stage 4 shall support students in preparing for external examinations.

Assessment may include:

- Topic Assessments.
- Unit Assessments.
- Practical Assessments.
- Coursework Components where applicable.
- Mock Examinations.
- Past IGCSE Papers.
- Cambridge Assessments.
- Pearson Edexcel Assessments.

Assessment information shall be used to:

- Monitor examination readiness.
- Track progress towards target grades.
- Identify intervention priorities.
- Support student guidance and counselling.
- Inform reporting to parents.

12. INTERNAL EXAMINATIONS

Internal examinations provide valuable information regarding student attainment and examination readiness.

The Edison Group shall implement a structured examination programme that may include:

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- Mid-year examinations.
- End-of-year examinations.
- Mock examinations.
- Department assessments.

Internal examinations should be planned carefully and aligned with curriculum objectives.

Examinations should provide students with opportunities to demonstrate learning while helping schools evaluate curriculum effectiveness.

Examination Design

Assessment papers should:

Reflect curriculum objectives.

Provide appropriate challenge.

Include a range of question types.

Assess knowledge, understanding and skills.

Promote higher-order thinking.

Be reviewed and moderated before use.

Teachers should ensure that examination papers are accessible, balanced and appropriately challenging.

Examination Conditions

Formal examinations should be conducted under controlled conditions that promote fairness and integrity.

Students should be provided with clear guidance regarding:

- Examination schedules.
- Examination rules.
- Permitted materials.
- Academic integrity expectations.

Schools should maintain examination procedures that promote consistency and security.

13. CAMBRIDGE PROGRESS TESTS AND BENCHMARKING ASSESSMENTS

Where applicable, schools may utilise Cambridge Progression Tests and other benchmarking assessments to evaluate student achievement against recognised international standards.

These assessments provide valuable information regarding:

- Curriculum effectiveness.
- Student progress.
- Cohort performance.
- Areas requiring improvement.

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Assessment outcomes should be analysed carefully and used to inform curriculum planning, intervention programmes and school improvement initiatives.

Benchmarking information should support decision-making but should not replace teacher judgement or classroom assessment.

14. MOCK EXAMINATIONS

Mock examinations play an important role in preparing students for external examinations.

Mock examinations provide students with opportunities to:

Experience examination conditions.

Practise examination techniques.

Develop time-management skills.

Identify strengths and weaknesses.

Build confidence.

For teachers and school leaders, mock examinations provide valuable information regarding student readiness and intervention needs.

Purpose of Mock Examinations

Mock examinations should:

Prepare students for external examinations.

Identify gaps in knowledge and understanding.

Inform intervention programmes.

Support examination readiness.

Reduce examination anxiety through familiarity with examination procedures.

Mock examination results should be analysed carefully and used to guide future teaching and learning.

15. ASSESSMENT CALENDAR

Each Edison Group school shall maintain a comprehensive annual Assessment Calendar.

The Assessment Calendar provides a structured framework that ensures assessment activities are coordinated effectively throughout the academic year.

The calendar should identify:

- Baseline assessments.
- Diagnostic assessments.
- Standardised assessments.
- End-of-unit assessments.

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- Internal examinations.
- Mock examinations.
- Reporting periods.
- Parent consultation meetings.
- Data review meetings.

Assessment calendars should be communicated clearly to staff, students and parents at the beginning of each academic year and reviewed periodically to ensure effectiveness.

A well-planned Assessment Calendar helps prevent assessment overload, promotes consistency and supports effective curriculum implementation.

16. ASSESSMENT MODERATION PROCEDURES

Maintaining consistency, fairness and reliability in assessment is essential if assessment outcomes are to be trusted and used effectively. Moderation is the process through which teachers review and compare assessment practices, standards and judgements to ensure that students are assessed fairly and consistently. The Edison Group considers moderation to be one of the most important quality assurance processes within teaching and learning. Effective moderation helps ensure that assessment outcomes accurately reflect student achievement and that expectations remain consistent across classes, departments and campuses. Moderation should not be viewed as a compliance exercise. It is a professional dialogue that enables teachers to develop a shared understanding of standards, improve assessment design and strengthen teaching practice. Moderation should take place before, during and after assessments and should be embedded within departmental and whole-school assessment procedures.

Pre-Assessment Moderation

Pre-assessment moderation occurs before an assessment is administered to students.

Its purpose is to ensure that assessment tasks are appropriate, balanced and aligned with curriculum objectives.

Before an assessment is issued, teachers and Heads of Department should review:

- Curriculum coverage.
 - Learning objectives.
 - Assessment objectives.
 - Cognitive demand.
 - Question balance.
 - Marking schemes.
 - Accessibility for students.
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The review process should ensure that assessments:

Accurately measure intended learning outcomes.

Provide appropriate levels of challenge.

Include a range of question types.

Assess knowledge, understanding and skills.

Support differentiation.

Allow students opportunities to demonstrate higher-order thinking.

For Cambridge and Pearson programmes, particular attention should be given to command words, assessment objectives and examination-style questioning.

Assessment papers should be formally approved by the Head of Department before administration.

Post-Assessment Moderation

Post-assessment moderation occurs after student work has been marked.

The purpose of post-assessment moderation is to verify the accuracy and consistency of marking and grading.

Moderation should involve reviewing samples of student work representing a range of achievement levels.

Moderators should consider:

- Consistency of marking.
- Application of mark schemes.
- Grade boundaries.
- Teacher judgements.
- Areas of discrepancy.

Where differences in judgement are identified, professional discussion should take place to reach agreement and ensure consistency.

Any necessary adjustments should be made before results are finalised.

Cross-Campus Moderation

As part of the Edison Group's commitment to consistency and quality assurance, schools should participate in cross-campus moderation activities where appropriate.

Cross-campus moderation provides valuable opportunities for teachers to:

- Compare standards.
- Share best practice.
- Strengthen professional judgement.
- Improve consistency.
- Develop common expectations.

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Cross-campus moderation may focus on:

- Writing assessments.
- Examination papers.
- Coursework.
- Project work.
- Practical assessments.

Findings from moderation activities should be documented and used to inform professional development and curriculum improvement initiatives.

Moderation Records

Schools should maintain clear records of moderation activities.

Documentation may include:

- Moderation agendas.
- Moderation forms.
- Sample work reviewed.
- Agreed actions.
- Follow-up activities.

Moderation records provide important evidence during accreditation reviews, inspections and quality assurance activities.

17. MARKING AND FEEDBACK

Feedback is one of the most powerful influences on student achievement. Research consistently demonstrates that effective feedback can significantly improve learning outcomes when it is timely, specific and focused on improvement.

The Edison Group believes that marking and feedback should support learning rather than simply justify grades.

Students should receive feedback that helps them understand:

- What they have done well.
- What needs improvement.
- How improvement can be achieved.
- What the next steps in learning should be.

The ultimate purpose of feedback is to move learning forward.

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Principles of Effective Feedback

Effective feedback should be:

Timely

Feedback should be provided while learning remains relevant and students can still act upon advice.

Constructive

Feedback should focus on improvement rather than criticism.

Specific

Students should receive clear guidance regarding strengths and areas for development.

Actionable

Feedback should help students understand what actions are required to improve.

Developmental

Feedback should encourage reflection, independence and growth.

Written Feedback

Written feedback may be provided through:

- Exercise books.
- Assessment papers.
- Digital platforms.
- Project reviews.

Written comments should be meaningful and manageable for both teachers and students.

The Edison Group does not support excessive marking practices that create unnecessary workload without improving learning.

Verbal Feedback

Verbal feedback often provides immediate and highly effective support.

Teachers should regularly provide verbal feedback during lessons through:

- Discussions.
- Questioning.
- Conferencing.
- Individual support.
- Group feedback.

Verbal feedback should be purposeful and focused on learning improvement.

Self-Assessment and Peer Assessment

Students should be encouraged to evaluate their own work and the work of their peers.

These strategies help students:

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- Develop metacognitive skills.
- Understand success criteria.
- Reflect on learning.
- Take ownership of improvement.

Teachers should provide guidance to ensure that self-assessment and peer assessment remain constructive and effective.

18. RECORDING AND DATA MANAGEMENT

Accurate assessment records are essential for monitoring progress, informing decisions and supporting student achievement.

Assessment information should be recorded systematically and maintained securely.

The Edison Group expects schools to maintain reliable assessment records that provide an accurate picture of student attainment and progress.

Assessment records should support:

- Student tracking.
- Intervention planning.
- Reporting.
- Curriculum evaluation.
- School improvement.

Data should be accurate, current and accessible to authorised staff.

Teacher Records

Teachers should maintain assessment records that enable them to monitor student progress effectively.

Records may include:

- Assessment results.
- Formative assessment information.
- Homework completion.
- Participation records.
- Intervention notes.

Teachers should ensure that information is updated regularly and used to inform planning and teaching.

Data Accuracy

The accuracy of assessment data is critical.

Teachers, and Heads of Department share responsibility for ensuring that:

- Marks are entered correctly.
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- Grades are calculated accurately.
- Assessment records are verified.
- Reporting information is checked carefully.

Particular care should be taken when preparing examination results, report cards and cumulative records.

19. DIGITAL CAMPUS AND ASSESSMENT DATA SYSTEMS

The Edison Group utilises digital systems to support assessment recording, reporting and analysis.

These systems provide schools with opportunities to:

- Track student progress.
- Analyse performance trends.
- Generate reports.
- Monitor interventions.
- Improve communication.

Staff must ensure that assessment information entered into digital systems is accurate and updated within agreed timelines.

School leaders should conduct regular checks to verify the accuracy of information recorded within digital systems.

Any discrepancies should be investigated and corrected promptly.

Data Protection and Confidentiality

Assessment information is confidential and must be handled responsibly.

Staff should ensure that:

- Data is stored securely.
- Access is restricted appropriately.
- Confidentiality is maintained.
- Information is shared only with authorised individuals.

Assessment records should be managed in accordance with the Edison Group Data Protection Policy and relevant Qatar legislation.

20. REPORTING TO PARENTS

Reporting is an important aspect of the partnership between home and school.

Parents have a right to receive clear, accurate and meaningful information regarding their child's progress, achievement and development.

Reporting should provide more than grades or scores. It should help parents understand:

- How their child is performing.
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- What progress has been made.
- Areas of strength.
- Areas requiring improvement.
- Next steps for learning.

The Edison Group believes that effective reporting strengthens communication, supports student achievement and promotes collaborative partnerships between parents and schools.

Reporting Cycle

Each school should establish a clear reporting cycle that may include:

Progress Reports

Progress reports provide interim information regarding achievement and progress.

Mid-Year Reports

Mid-year reports provide a more detailed evaluation of student performance and development.

End-of-Year Reports

End-of-year reports provide a comprehensive summary of achievement, progress and readiness for progression.

Examination Reports

Examination reports may be issued following major internal or external examinations.

Reporting schedules should be communicated clearly to parents at the beginning of the academic year.

21. PARENT CONSULTATION MEETINGS

Assessment information is most effective when it forms part of an ongoing dialogue between the school, students and parents. Parent Consultation Meetings provide valuable opportunities for teachers and parents to discuss student progress, celebrate achievements and identify strategies for continued improvement.

The Edison Group views Parent Consultation Meetings as an important component of home-school partnerships. These meetings allow parents to gain a deeper understanding of their child's academic performance, learning behaviours, strengths and areas requiring support.

Parent Consultation Meetings should not focus solely on grades or examination results. Discussions should also consider:

- Progress over time.
 - Learning habits.
 - Attendance and punctuality.
 - Behaviour and engagement.
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- Wellbeing.
- Strengths and talents.
- Areas for improvement.
- Future targets.

Teachers should provide clear and constructive information that helps parents understand how they can support learning at home.

Where concerns regarding progress, behaviour or wellbeing are identified, collaborative action plans may be developed to support student success.

Schools should schedule Parent Consultation Meetings regularly throughout the academic year and communicate dates well in advance.

Records of significant discussions and agreed actions should be maintained where appropriate.

22. DATA ANALYSIS AND STUDENT PROGRESS TRACKING

Assessment data is only valuable when it is analysed effectively and used to inform decision-making. The Edison Group is committed to developing a culture of evidence-based practice in which assessment information supports continuous improvement at classroom, departmental, school and Group levels.

Data analysis should move beyond the collection of scores and grades. It should help educators understand:

- What students have learned.
- How much progress students have made.
- Which students require support.
- Which students require additional challenge.
- How effective teaching and curriculum provision have been.
- What actions should be taken to improve outcomes.

Assessment data should be analysed regularly throughout the academic year rather than only at reporting periods.

Individual Student Analysis

Teachers should monitor the progress of individual students to identify strengths, weaknesses and patterns of performance.

Particular attention should be given to students who:

- Are significantly exceeding expectations.
- Are not making expected progress.
- Have experienced changes in performance.
- Require intervention or enrichment.

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- Are preparing for external examinations.

Individual analysis should support personalised learning and informed intervention planning.

Class Analysis

Teachers should review class assessment data to evaluate the effectiveness of teaching and identify curriculum areas that may require additional attention.

Questions that should be considered include:

- Which learning objectives were achieved successfully?
- Which concepts require reteaching?
- Are there common misconceptions?
- Are particular groups of students underperforming?
- What adjustments to teaching may be required?

Class analysis should inform future planning and instructional decision-making.

Department and Subject Analysis

Heads of Department should conduct regular analysis of assessment outcomes across year groups and classes.

Department analysis should examine:

- Attainment trends.
- Progress trends.
- Curriculum strengths and weaknesses.
- Examination outcomes.
- Moderation findings.
- Intervention effectiveness.

Departmental findings should be discussed during departmental meetings and used to inform action planning.

Whole-School Analysis

School leaders should analyse assessment information to evaluate overall educational performance.

Whole-school analysis may include:

- Year-group performance.
- Cohort performance.
- Subject performance.
- Comparison between groups of students.
- Progress measures.
- Examination outcomes.

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The findings should contribute directly to School Improvement Planning and strategic decision-making.

Edison Group Analysis

The Edison Group shall periodically review assessment outcomes across all campuses to identify trends, share effective practice and strengthen consistency.

Cross-campus analysis may be used to:

- Compare student outcomes.
- Identify successful strategies.
- Support curriculum review.
- Inform professional development.
- Strengthen quality assurance processes.

The purpose of Group-level analysis is not to create competition between schools but to promote collaboration and continuous improvement.

23. INTERVENTION AND ACADEMIC SUPPORT

One of the most important purposes of assessment is to identify students who require additional support. Assessment information should be used proactively to ensure that no student is allowed to fall behind without appropriate intervention.

When assessment outcomes indicate that a student is experiencing difficulty, teachers should investigate the underlying causes and implement appropriate support measures.

Intervention should be viewed as a supportive process rather than a punitive measure.

The Edison Group believes that early intervention is often the most effective intervention.

Identification of Students Requiring Support

Students may be identified for intervention through:

- Assessment results.
- Classroom observations.
- Teacher concerns.
- Parent concerns.
- Attendance patterns.
- Behaviour records.
- Standardised assessment outcomes.

Identification should be based on multiple sources of evidence rather than a single assessment result.

Types of Intervention

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Support may include:

Classroom Intervention

Additional support provided by the classroom teacher through differentiation, scaffolding and targeted instruction.

Small Group Intervention

Targeted programmes delivered to groups of students with similar learning needs.

Individual Support

Personalised support programmes designed to address specific barriers to learning.

Academic Mentoring

Regular meetings with a teacher or mentor to review progress and establish targets.

After-School Intervention

Additional learning opportunities provided outside normal lesson time.

The effectiveness of intervention programmes should be monitored and reviewed regularly.

Monitoring Intervention

Intervention programmes should have clearly defined objectives and success criteria.

Schools should evaluate:

- Student progress.
- Attendance at intervention sessions.
- Student engagement.
- Impact on achievement.

Interventions should be adjusted or discontinued when evidence indicates that alternative approaches may be more effective.

24. ASSESSMENT APPEALS

The Edison Group is committed to ensuring that assessment practices are fair, transparent and accurate.

Students and parents have the right to raise concerns if they believe that an assessment outcome may be inaccurate or that assessment procedures have not been followed appropriately.

The purpose of the appeals process is to provide a fair mechanism for reviewing concerns while maintaining confidence in the integrity of the assessment system.

Informal Resolution

Most concerns should initially be discussed with the classroom teacher.

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Many issues can be resolved quickly through clarification of assessment criteria, marking decisions or recording procedures.

Formal Review

Where concerns remain unresolved, parents may submit a formal request for review.

The review may involve:

- Verification of marks.
- Review of assessment procedures.
- Review of assessment evidence.
- Verification of data entry.

The purpose of the review is not to negotiate grades but to ensure that assessment processes have been applied correctly and fairly.

Final Determination

Following review, the school shall communicate its findings and any resulting actions to the parent.

Records of appeals and outcomes should be maintained appropriately.

25. EXAMINATION SECURITY AND ACADEMIC INTEGRITY

Maintaining the integrity of examinations and assessments is essential to ensuring public confidence in assessment outcomes.

The Edison Group expects all students and staff to demonstrate honesty, responsibility and professionalism throughout the assessment process.

Schools shall implement examination procedures that promote:

- Security.
- Fairness.
- Confidentiality.
- Consistency.
- Academic integrity.

Assessment materials should be stored securely and accessed only by authorised personnel.

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Student Expectations

Students are expected to:

- Follow examination regulations.
- Complete work honestly.
- Avoid plagiarism.
- Respect examination procedures.
- Report concerns appropriately.

Academic misconduct may result in disciplinary action in accordance with school policies and examination board regulations.

Staff Responsibilities

Staff are responsible for:

- Maintaining confidentiality.
- Protecting assessment materials.
- Following examination procedures.
- Reporting irregularities.
- Promoting academic integrity.

Any breach of examination security must be reported immediately to school leadership.

26. QUALITY ASSURANCE

The Edison Group is committed to maintaining high standards of assessment practice through systematic quality assurance processes.

Quality assurance helps ensure that assessment systems remain effective, consistent and aligned with curriculum objectives.

Assessment quality assurance activities may include:

- Moderation.
- Assessment audits.
- Data audits.
- Examination audits.
- Learning walks.
- Book scrutiny.
- Department reviews.

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- Cross-campus reviews.

Quality assurance findings should inform professional development, curriculum review and school improvement planning.

27. MONITORING, EVALUATION AND CONTINUOUS IMPROVEMENT

Assessment practices should be reviewed regularly to ensure that they continue to support student achievement and school improvement.

The Edison Group adopts a continuous improvement approach to assessment based on evidence, reflection and action.

Schools should evaluate:

- Assessment effectiveness.
- Student outcomes.
- Stakeholder feedback.
- Curriculum alignment.
- Intervention impact.
- Reporting quality.

The findings should contribute directly to:

- School Improvement Plans.
- Department Development Plans.
- Professional Development Plans.
- Curriculum Reviews.

Assessment systems should evolve in response to educational research, technological developments, accreditation expectations and the changing needs of students.

28. POLICY REVIEW

This policy shall be reviewed annually in consultation with:

- Campus Principals
- Heads of Department
- Assessment Leaders
- Accreditation Leaders

The review shall consider:

- MOEHE requirements.
- Cambridge requirements.
- Pearson requirements.

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- NEASC standards.
- Student performance data.
- Stakeholder feedback.
- Educational research and best practice.

Any amendments shall be approved by the Edison Group Managing Director and Senior Leadership Team

29. CONCLUSION

Assessment, recording and reporting are fundamental components of effective education. When implemented thoughtfully and consistently, they provide powerful tools for supporting student learning, improving teaching and strengthening school performance.

The Edison Group is committed to ensuring that assessment practices remain fair, accurate, meaningful and focused on student success. Through ongoing reflection, collaboration and continuous improvement, assessment will continue to serve as a key driver of educational excellence across all Edison Group schools.

APPENDIX 1: EXAMPLES OF ASSESSMENT MATERIALS, TOOLS AND TESTS

READING	❖ Focused marking ❖ Student observations ❖ Book/work scrutiny ❖ Guided Reading Records ❖ Reading Conferences ❖ Phonics assessment materials (including flashcards, real/invented word tests, robot-talking words and sight recognition of high-frequency words) ❖ Salford Reading Test (where applicable) ❖ Teacher-planned comprehension tests and activities ❖ Phonic Phase Assessments ❖ Assessment for Learning (AfL) ❖ Reading Journals ❖ Cambridge Progression Tests ❖ NGRT Reading Assessments (where applicable) ❖ Reading Benchmark Assessments ❖ Cambridge Checkpoint Preparation Assessments ❖ SATs Reading Comprehension (where applicable) ❖ Student self-assessment ❖ • Peer assessment
WRITING	❖ Focused marking ❖ Student observations ❖ Book/work scrutiny ❖ Writing samples (independent where possible) ❖ Phonics assessment ❖ Results of class tests (e.g. weekly spelling tests) ❖ Grammar assessments ❖ Vocabulary assessments ❖ Moderated writing samples ❖ Extended writing tasks ❖ Writing conferences ❖ Assessment for Learning (AfL) ❖ Cambridge Progression Tests ❖ Cambridge Checkpoint Preparation Assessments ❖ Student self-assessment ❖ Peer assessment ❖ • Writing portfolios

MATHEMATICS	❖ Focused marking ❖ Student observations ❖ Book/work scrutiny ❖ Results of class tests (e.g. multiplication and fluency tests) ❖ Mathematics unit tests ❖ Diagnostic assessments ❖ Baseline assessments ❖ Problem-solving investigations ❖ Mental mathematics assessments ❖ Assessment for Learning (AfL) ❖ Cambridge Progression Tests ❖ Cambridge Checkpoint Preparation Assessments ❖ End-of-Term Assessments ❖ Student self-assessment ❖ Peer assessment
SCIENCE	❖ Focused marking ❖ Student observations ❖ Book/work scrutiny ❖ Practical investigations ❖ Scientific enquiry tasks ❖ Topic assessments ❖ End-of-unit assessments ❖ Practical skills assessments ❖ Research projects ❖ STEM projects ❖ Assessment for Learning (AfL) ❖ Cambridge Progression Tests ❖ Cambridge Checkpoint Preparation Assessments ❖ • Student self-assessment
KEY STAGE 4 ADDITIONAL ASSESSMENT TOOLS	❖ Diagnostic assessments ❖ Mock examinations ❖ Past IGCSE examination papers ❖ Coursework components (where applicable) ❖ Practical assessments ❖ Predicted grade analysis ❖ Examination readiness assessments ❖ Intervention tracking assessments ❖ Cambridge IGCSE assessments ❖ Pearson Edexcel assessments

APPENDIX 2: EXAMPLES OF CONTENTS OF CLASS ASSESSMENT FOLDER / INDIVIDUAL STUDENT PORTFOLIOS

AUTUMN TERM	English ➤ Update Progress Tracking Grids for Reading and Writing based on focused marking, assessment evidence and observations of students' learning ➤ Reading Assessments ➤ Guided Reading Records ➤ Independent Writing Samples ➤ Diagnostic Assessment Results ➤ Baseline Assessment Results ➤ Cambridge Progression Assessment Tasks (where applicable) ➤ Intervention Records ➤ Set individual learning targets Mathematics ➤ Update Progress Tracking Grids for Mathematics based on focused marking, assessment evidence and observations of students' learning ➤ Baseline Assessment Results ➤ Diagnostic Assessment Results ➤ Mathematics Unit Assessments ➤ Problem Solving Activities ➤ Intervention Records ➤ Set individual learning targets Foundation Subjects ➤ Record significant progress against curriculum learning objectives ➤ Update Class Progress Profile ➤ Project Work ➤ Research Activities ➤ Teacher Assessment Records
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SPRING TERM	English ➤ Update Progress Tracking Grids for Reading and Writing based on focused marking, assessment evidence and observations of students' learning ➤ Reading Assessments ➤ Guided Reading Records ➤ Independent Writing Samples ➤ Progress Assessment Results ➤ Cambridge Progression Assessment Tasks (where applicable) ➤ Intervention Impact Reviews ➤ Update individual learning targets Mathematics ➤ Update Progress Tracking Grids for Mathematics based on focused marking, assessment evidence and observations of students' learning ➤ Mathematics Unit Assessments ➤ Progress Assessment Results ➤ Problem Solving Activities ➤ Intervention Impact Reviews ➤ Update individual learning targets Foundation Subjects ➤ Record significant progress against curriculum learning objectives ➤ Update Class Progress Profile ➤ Project Work ➤ Research Activities ➤ Teacher Assessment Records
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SUMMER TERM

English

- Update Progress Tracking Grids for Reading and Writing based on focused marking, assessment evidence and observations of students' learning
- Reading Assessments
- Guided Reading Records
- Independent Writing Samples
- End-of-Year Assessment Results
- Phonics Assessment Results (EYFS / KS1)
- Cambridge Progression Tests
- Year 7–9 Cambridge Lower Secondary and Checkpoint Preparation Assessments
- Year 10–11 Mock Examinations and Past IGCSE Examination Papers
- Set new learning targets
- Record attainment and targets on End-of-Year Reports

Mathematics

- Update Progress Tracking Grids for Mathematics based on focused marking, assessment evidence and observations of students' learning
- End-of-Year Assessment Results
- Cambridge Progression Tests
- Year 7–9 Cambridge Lower Secondary and Checkpoint Preparation Assessments
- Year 10–11 Mock Examinations and Past IGCSE Examination Papers
- Set new learning targets
- Record attainment and targets on End-of-Year Reports

Foundation Subjects

- Record significant progress against curriculum learning objectives
- Complete End-of-Year Report
- Update Class Progress Profile
- Project Work
- Assessment Evidence
- Student Achievement Records

Appendix 3: School Examination Circular**School Examination Policy- Control Procedures****سياسة الامتحانات بالمدارس- إجراءات وكنترول**

First: How to conduct the examination process:	كيفية سير عملية الامتحانات: أولاً
1- The School Principal and the Head of Secondary shall be committed to maintain the confidentiality of the examinations, follow them and ensure their proper functioning. They shall be responsible for any violation or leaking of any exam.	1- يلتزم مدير المدرسة ورئيس المرحلة الثانوية بالحفاظ على سرية الامتحانات ومتابعتها والتأكد من حسن سيرها، ويقع على عاتقهما أي مخالفة أو تسريب يتعلق بأي امتحان.
2. Examination papers shall be developed in consultation with the Principal, Head of Secondary, Heads of Department and subject teachers.	2- يتم إعداد أوراق الامتحانات بالتشاور بين مدير المدرسة ورئيس المرحلة الثانوية ورؤساء الأقسام والمعلمين المختصين.
3. The final examination paper shall be approved by the Principal and Head of Secondary following moderation procedures.	3- يتم اعتماد الصيغة النهائية للامتحان من قبل مدير المدرسة ورئيس المرحلة الثانوية بعد استكمال إجراءات المراجعة والتدقيق (Moderation).
4 - Examination papers shall be printed only by authorised personnel in a secure location.	4- يتم طباعة أوراق الامتحانات فقط من قبل الأشخاص المخولين بذلك وفي مكان آمن ومخصص لهذا الغرض.
5. Examination papers shall be signed, sealed and stored securely in locked cabinets or examination safes.	
6 - Examination papers shall be issued to the relevant Head of Department or Examination Officer no earlier than thirty minutes before the examination.	
7- Invigilators shall receive examination papers five minutes before the start of the examination and shall sign for receipt.	
8. Examination papers shall not be distributed by unauthorised personnel.	
9- No employee other than authorised personnel shall participate in examination preparation, printing, storage or distribution.	
10- Heads of Department and invigilators shall refuse to accept examination papers that are opened, damaged or show signs of tampering.	

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11- Any suspected breach of examination security shall be reported immediately to the School Principal and Head of Secondary.	
12- The School Principal shall immediately inform Edison Schools Group Management of any suspected paper leak, malpractice or security concern.	
13- Each school shall maintain a secure Examination Control Room for the receipt and storage of examination materials and scripts.	
14- At the end of each examination, answer scripts shall be collected, counted, sealed and recorded before being transferred to the Examination Control Room.	
15- Marking, moderation and grade verification shall take place in accordance with approved assessment procedures.	
16- Access to the Examination Control Room shall be restricted to authorised personnel only.	
17- Assessment records, examination results and cumulative reports shall be checked, verified and approved before publication.	
18- The School Principal and Head of Secondary shall submit an Examination Report to school leadership outlining the conduct of examinations, challenges encountered and recommendations for improvement.	
<u>Second: Sanctions:</u> <u>As per Labour law number 61 and school by law policy</u>	<u>ثانياً : العقوبات:</u> <u>حسب لائحة تنظيم العمل ومادة قانون العمل رقم 61</u>
1- Any employee found responsible for leaking examination materials shall be subject to disciplinary action, which may include dismissal and referral to relevant authorities.	
2- Any employee who knowingly conceals an examination security breach shall be subject to disciplinary action.	
3- The School Principal and Head of Secondary shall share responsibility for ensuring examination security procedures are implemented correctly	
4- Any employee who facilitates or encourages cheating shall be subject to disciplinary action.	
5- Any employee who fails to follow examination procedures outlined in this circular may be subject to disciplinary action.	

6- Repeated breaches of examination procedures may result in dismissal and the loss of employment benefits in accordance with applicable regulations and school policies.