



ST. MARY'S *Catholic High School, Dubai*

ASSESSMENT POLICY

2025-2026



ASSESSMENT POLICY

Aims and Principles

At Saint Mary's Catholic High School, Dubai, it is our aim to ensure pupils attain standards of achievement that are the highest of which they are capable, by providing teaching of the highest possible standard. We believe that effective assessment is central to the teaching and learning process and a key element in achieving this goal.

It is our belief that the effectiveness of assessment practice can be judged by the extent to which it helps impact pupil learning, while being managed efficiently by teachers as an integral part of their work.

We use both summative assessment that summarizes a pupil's achievement at a particular point in time, often in the form of a grade or level, and formative assessment, which aims to provide constructive feedback to a pupil about how he/she can improve. In addition, we undertake external summative assessment which includes external, standardized approved tests (Edexcel GCSE, IGCSE, GCE, IAL, IBT, TIMSS, PIRLS, NGRT, PISA, GL CAT4, GL PROGRESS TESTS) which are used to inform teachers, subject leaders and senior leaders. This information is used to compare the school on a local, national and international platform.

The following policy summarizes how these approaches will be adopted at SMCHS, Dubai. Subject departments will further develop assessment practice that best applies the principles and practice contained to their particular curriculum areas.



Information/Data, Tracking and Monitoring

At SMCHS, Dubai we value the information provided by all our assessment systems. Data is analysed at every level and used to provide intervention:

- To identify year group, class and individual needs
- To inform subject leaders of whole school subject attainment
- To inform subject departments of school strengths and areas for development
- To inform parents of individual needs
- To inform learning support and Individual Educational Plans

Data analysis is regularly carried out by Senior Leaders, Subject Leaders and teachers.

ASSESSMENT APPROACHES

Assessment considers children's strengths as well as areas where they need support.

We use the following forms of assessment.

- Day-to-day in-school formative assessment
- In-school summative assessment
- External Benchmark Assessment
- Cognitive Ability Tests (CAT4) and
- International Benchmark Assessments

ASSESSMENT



Staff work towards the schools aims for assessment by:

The Governing Body

- Ensures funding is in place.
- Supports the school with its approach to assessment.
- Monitors and tracks attainment and progress at regular governing body meetings
- Familiarizes themselves with the assessment and reporting systems used.

The Principal

- Ensures resources are available to support the policy.
- Allows time and funding for training and resourcing assessment.
- Leads the SLT and Subject Leaders on assessment and data analysis.
- Provides/arranges training where needed.
- Provides assessment information and data to SLT and governors.
- Ensures the National Agenda is adhered to within the policy.
- Liaises with external assessment agencies.

Subject Leaders

- Monitor and track assessment within their subject areas.
- Track attainment and progress across the school.
- Support teachers and children with assessment processes; both formative and in school summative.
- Support teachers with marking and feedback and monitor this within their subject.
- Lead on moderation of assessment within their subject department.
- Keep accurate documentation as evidence of assessment, moderation and data analysis in their subject area.
- Support the Principal and Teachers to ensure assessment systems accurately match the curriculum.
- Provide CPD to staff on assessment systems where needed.

Teachers

- Use assessment to inform learning and teaching.
- Use assessment to feedback to parents, children and the school.
- Carry out effective in-class AFL and use it to inform planning.
- Set targets for children to ensure next steps.
- Analyse data for individuals, groups, classes, year groups and phases where appropriate to track progress and attainment and identify trends.
- Use assessment data to inform the SEN Department
- Report on assessment attainment and progress to parents and Subject Leaders
- Ensure assessment procedures as defined by the school area carried out accurately and in-line with the assessment timeline.
- Use a variety of assessment methods during lessons to allow all children to demonstrate their knowledge and skills.
- Keep accurate records of assessments as outlined in the policy and appendices as provided by subject leaders.

Parents

- Attend parent –teacher meetings and engage with termly reports.
- Support children with achieving their targets.
- Support children with the home learning.
- Consult advice from teachers where needed.

Children

- Respond to feedback from teachers and parents.
- Engage with target setting and the next steps in learning and work hard to achieve these.
- Have high expectations of themselves.
- Have an awareness of their progress.
- Engage in learning and take responsibility for their own learning.

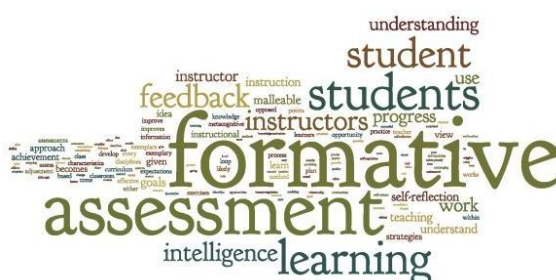
PROGRESS AND ATTAINMENT

1) Pupils make the greatest progress in their learning when teachers provide effective, relevant and focused formative feedback.

- Subject leaders, teachers and learning support assistants will work together to develop and share best practice in providing formative feedback to pupils.
- The school will provide relevant feedback of some kind within a cycle as determined within the Assessment Policy.
- Teachers will provide effective formative assessment of pupil progress, which will usually be in written form, clearly summarising what pupils have achieved in the work they have done target or targets for further improvement on a regular basis, at intervals agreed between Subject Leader and the School Leadership Team.
- Formative feedback may also take the form of verbal feedback. This feedback may be recorded by the teacher or pupil in their work, either through work scrutiny or noting the feedback offered by the teacher.

2) Pupils make the greatest progress in their learning when they understand the assessment process and are involved in their own learning.

- The school, subject leaders and individual teachers will take every opportunity to explain to students the purpose, focus and methods of assessment that are used as clearly as possible.
- Subject departments will ensure that Predicted grades and KS4/5 assessment criteria are expressed in ways that are understood by all students, and that they are also readily accessible to all pupils.
- The school, subject leaders and individual teachers will take every opportunity to help pupils become literate in the language of assessment.
- Teachers will regularly provide opportunities for pupils to act on the feedback they receive.



3) Pupils make excellent progress in their learning when teachers decide how and when to assess pupils' attainment at the same time as they plan their work.

- Subject departments will be able to 'map out' where the different elements of their courses that need assessment are to be assessed.
- Opportunities for assessment will be identified in Long Term Plans and in Short Term Plans.
- Assessment will be embedded in lesson planning and not seen as additional or external to the normal process of teaching and learning.
- Pupils will be given advice on how to achieve to the best standard possible in assessment, through the discussion of appropriate strategies.

4) Pupils make the greatest progress in their learning when teachers undertake investigation to check the impact of assessment on learning.

- Teachers will take time to observe and listen to pupils talking about their work. Subject leaders and individual teachers will develop tasks that require pupils to demonstrate their learning.
- Individual teachers will take account of the results of assessment by responding to pupil learning in their teaching. Teachers will evaluate subsequent work after an assessed piece to ensure that pupils are acting upon feedback and how an assessment and teacher feedback is helping students make better progress.

5) Pupils make the greatest progress in their learning when teachers use a range of different assessment techniques.

- Subject departments and individual teachers will employ a range of assessment techniques as appropriate to the task in hand.
- They will provide opportunities for productive self and peer assessment approaches. They will allow pupils to display their subject understanding in a number of different ways, both formal and informal, including through written, oral, diagrammatic and physical responses.

6) Teachers are best able to help pupils make the greatest progress in their learning when they use manageable systems for recording pupil progress.

- The school will identify points throughout the year, when teachers will need to make summative judgements about pupil attainment and effort, so that progress can be monitored. Examinations are conducted twice a year in January and in June.
- Information about test performance and KS4/5 tier of entry will also be collected, when appropriate.
- These judgements will be entered onto the school Management Information System.
- Teachers should always be able to justify all such summative judgements made with reference to previously assessed work and/or prior performance data.
- Formative comments accompany summative marks to help students gain a better understanding about those areas in which they need to make further progress.

7) Teachers help pupils to make the greatest progress in their learning when they use relevant data effectively to inform their teaching, set targets and monitor pupil progress towards those targets.

- Teachers will familiarise themselves with baseline data on the pupils they teach. This will usually include reading ages, CAT scores, IBT scores, TIMSS, PIRLS, PISA, GL Progress SEN information and other prior performance data where available.
- The school will undertake, collate and disseminate analysis of data entered onto the school Management Information System among relevant staff. Individual teachers, Subject Leaders and Senior Leaders will use this information to track the actual performance of relevant pupils against expected progress.
- The Learning Ladder portal supports parents to view their child's progress against main objectives for the Core subjects over an extended period of time. This has begun with Primary years. Teachers may provide written articles as extension work to support learning at home. These articles link directly to students' Learning Ladders and will be shared by the concerned teacher for a particular subject.

8) Pupils make the greatest progress in their learning when teachers, parents and students themselves work in partnership to ensure that assessment is effective.

- The periodic summative judgements that teachers make about students will be shared with parents through reports. In each academic year parents will receive- 3 reports summarising attainment and formative comments about strengths and the next steps required for further progress.
- Parents will have three formal opportunities to discuss assessment judgements at a parents' and teachers meeting following three of the reports. Parents are able, when necessary, to contact teachers, middle or senior leaders if they would like to discuss assessment issues at other times of the year.
- The school will endeavour to ensure that parents clearly understand the processes and vocabulary of assessment. Parents have an important role in discussing the implications of summative and formative assessment with their son/daughter and are encouraged to examine the assessed work they have produced.



FORMATIVE ASSESSMENT

Teachers use information from lessons to identify how pupils are performing on a continuing basis and use this information to provide appropriate support or challenge and to evaluate teaching and plan future lessons.

Learners use feedback to measure their knowledge and understanding against learning objectives and identify areas in their learning which they need to improve. A range of day-to-day formative assessments will be used including, for example:

- Open ended questioning;
- Observations;
- Use of success criteria;
- Peer and self-assessment;
- Project based Learning;
- Target setting;
- Feedback and marking;
- Discussion;
- Presentations;
- Conversations with children about their learning journey.



Formative
Assessments

SUMMATIVE ASSESSMENT

Teachers use summative assessments to evaluate learning, to measure the impact of their own teaching. School leaders use summative assessment to monitor the performance of cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported, to ensure they make expected or better progress.

Summative data is always used alongside formative assessment data to develop a well- rounded picture of each child. Summative assessment is monitored and documented so learning is made visible to all stakeholders. Summative data is captured three times a year and recorded in SIMS.

Summative
Assessments



EXTERNAL BENCHMARK ASSESSMENTS

External benchmark assessments are used to enable school leaders to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment. They support teachers to understand national expectations and assess their own performance in the broader national context. Results of these assessments are shared with parents and learners to help them to understand how they are performing in comparison to students in the UK.

The following External Benchmark Assessments are used

- GL Progress Tests;
- GL New Group Reading Test;
- IBT Arabic
- CAT-4



If students are absent during any of the above, arrangements for them to complete this at their earliest convenience will be made. If new students join us throughout the year, arrangements for them to complete the above will be made as soon as possible.

GL Progress Tests

GL Progress Tests provide a reliable, consistent measure at the end of the academic year to benchmark students' performance. Question level analysis highlights any gaps in knowledge and understanding, helping to personalise learning, from providing extra support to setting more challenging learning. We use GL Progress Tests to measure students' knowledge, understanding and application in Mathematics, English and Science. GL Progress Tests support school improvement initiatives by showing the relative performance of learners compared to UK and international benchmarks. Testing year-on-year enables us to track individual and group progress.



GL New Group Reading Test (NGRT)

Developing literacy and reading ability is fundamental to a student's ability to access the curriculum. The NGRT is a standardised, termly assessment that reliably measures reading skills to help identify underperformance and where difficulties may lie. NGRT provides teachers with reading ages and the Standard Age Scores (SAS) of their learners. This information is used to plan curriculum content at the right levels and to identify those who may have barriers to accessing the curriculum. The test is administered termly allowing for regular monitoring of reading progress and for measuring the impact of intervention.



IBT (Arabic)

The IBT Arabic Language tests are used to assess students' proficiency in Arabic reading comprehension, grammar, spelling and vocabulary through online multiple-choice questions based on a range of texts and everyday situations. The tests provide detailed diagnostic feedback, enabling teachers to identify specific strengths and gaps and to track progress over time.



COGNITIVE ABILITY TESTING

Cognitive Abilities Test (GL CAT4) is a diagnostic assessment that is designed to help students and teachers understand how they learn and identify academic potential. It assesses how students think in areas that are known to make a difference to learning. CAT4 is used from Year 4 to assess students' ability in the following reasoning aptitudes:

- Verbal reasoning;
- Quantitative reasoning;
- Non-verbal reasoning;
- Spatial ability.



Students sit CAT 4 early in Term 1 of the academic year and usually re-sit CAT4 2 years later to update information about the students' cognitive abilities.

INTERNATIONAL BENCHMARK ASSESSMENTS

TIMSS (Trends in International Mathematics and Science Study)

One of the UAE National Agenda objectives to lead the UAE to being among the most successful countries in providing world-class education is to be among the 15 highest performing countries in TIMSS.



PISA (Programme for International Student Assessment)

One of the UAE National Agenda objectives is to lead the UAE to being among the most successful countries in providing world-class education, to be among the 20 highest performing countries in PISA. PISA tests the skills and knowledge of 15 year-old students in reading, mathematics and science.



PIRLS (Progress in International Reading Literacy Skills)

PIRLS is an international comparative assessment that measures student learning in reading and is aligned to the UAE National Agenda.



INTERNATIONAL BENCHMARK TEST FOR THE ACADEMIC YEAR 2025-2026

PRIMARY SCHOOL

YEAR GROUP	NGRT	CAT-4	GL	IBT ARABIC A	IBT ARABIC B
YEAR 1	NA	NA	NA	NA	NA
YEAR 2	YES	NA	NA	NA	NA
YEAR 3	YES	NA	NA	NA	NA
YEAR 4	YES	YES	YES	NA	NA
YEAR 5	YES	NA	YES	YES	YES
YEAR 6	YES	YES	YES	YES	NA

SECONDARY SCHOOL

YEAR GROUP	NGRT	CAT-4	GL	IBT ARABIC A	IBT ARABIC B
YEAR 7	YES	NA	YES	YES	YES
YEAR 8	YES	YES	YES	YES	NA
YEAR 9	YES	NA	YES	YES	YES
YEAR 10	YES	YES	YES	YES	NA
YEAR 11	NA	NA	NA	NA	NA
YEAR 12	NA	NA	NA	NA	NA
YEAR 13	NA	NA	NA	NA	NA

GL ASSESSMENT POLICY

As part of our commitment to the National Agenda targets, and with a view to tracking progress and identify gaps in learning, our school participates in the GL-Progress Tests in English Math and Science which are online tests. GL Education, one of the leading research organizations in the world, develops this test and provides a range of Assessment services in many countries and works in close tandem with the KHDA here in Dubai. These are compulsory International Tests that have to be undertaken as mandated by KHDA.

ENGLISH LANGUAGE

YEAR GROUP	ASSESSMENT IN MAY Out of 100	GL EXAMINATION	FINAL EXAMINATION RESULT
FOUR	APPLICABLE	APPLICABLE	Assessment + GL Result
FIVE	APPLICABLE	APPLICABLE	Assessment + GL Result
SIX	APPLICABLE	APPLICABLE	Assessment + GL Result
SEVEN	APPLICABLE	APPLICABLE	Assessment + GL Result
EIGHT	APPLICABLE	APPLICABLE	Assessment + GL Result
NINE	APPLICABLE	APPLICABLE	Assessment + GL Result
TEN	APPLICABLE	APPLICABLE	Assessment + GL Result

MATHEMATICS

YEAR GROUP	ASSESSMENT IN MAY Out of 100	GL EXAMINATION	FINAL EXAMINATION RESULT
FOUR	APPLICABLE	APPLICABLE	Assessment + GL Result
FIVE	APPLICABLE	APPLICABLE	Assessment + GL Result
SIX	APPLICABLE	APPLICABLE	Assessment + GL Result
SEVEN	APPLICABLE	APPLICABLE	Assessment + GL Result
EIGHT	APPLICABLE	APPLICABLE	Assessment + GL Result
NINE	APPLICABLE	APPLICABLE	Assessment + GL Result
TEN	APPLICABLE	APPLICABLE	Assessment + GL Result

SCIENCE

YEAR GROUP	ASSESSMENT IN MAY Out of 100	GL EXAMINATION	FINAL EXAMINATION RESULT
FOUR	APPLICABLE	APPLICABLE	Assessment + GL Result
FIVE	APPLICABLE	APPLICABLE	Assessment + GL Result
SIX	APPLICABLE	APPLICABLE	Assessment + GL Result
SEVEN	APPLICABLE	APPLICABLE	Assessment + GL Result
EIGHT	APPLICABLE	APPLICABLE	Assessment + GL Result
NINE	APPLICABLE	APPLICABLE	Assessment + GL Result
TEN	APPLICABLE	APPLICABLE	Assessment + GL Result

These tests will be conducted in school during the months of May and June 2026.
(excluding Fridays)

EXAMINATION RULES AND REGULATIONS (YEARS 1 – 10)

Please go through these carefully and read them with your children.

- a) If your child is ill and unable to attend school, send an email to the class teacher informing them of the absence . We will re-schedule exams that have been missed for this reason. Re-scheduled exams might be scheduled for a Saturday and / or Sunday depending on how many exams have been missed.
- b) Students must carry their stationery in a transparent plastic case or pouch. No borrowing will be permitted so please ensure that you have the required pens, pencils, erasers and geometry items as needed.
- c) **NO SMARTWATCHES ALLOWED DURING EXAMINATIONS**
- d) Students must not have in their possession any electronic devices to include but not limited to mobile phones, smart watches, tablets, laptops, Bluetooth devices, ipods, mp3/4 players etc. If any of these items are found with a student during an exam, they will be given a zero.
- e) Students must not have any unauthorised material during an examination – notes, chits of paper with written notes, any written notes concealed in the desk or on the person. If any of these are found with a student during an examination, they will be given a zero.
- f) Students must not resort to any form of malpractice during an examination , they must not speak to any other students during an examination. Any form of malpractice will lead to being given a zero for that particular examination.
- g) Students writing with pen **MUST ONLY USE A BLACK BALL POINT PEN.**
- h) NO ink erasers, correcting fluid or ink killers are permitted for examinations.
- i) Students must be on time for exams, no extra time will be given to late comers.

***Academic honesty is a fundamental part of learning and teaching
and a core value of Saint Mary's Catholic High School Dubai.***

While we understand that children are in your physical space during these assessments we also know and trust that parents are the first teachers of values to their children. We therefore request you to only facilitate or help with the technological aspect of assessment administration if needed but to refrain from assisting in any way with the content of the assessment. We know that above all else both parents and teachers want the values of honesty and integrity to be deeply embedded in the children as key drivers for their journey through life. Children watch us very closely and look up to us as role models and we want them to know that they can continue to maintain these values even when they are doing an assessment at home. ***For older children, we recommend that you have a conversation with them about the school's clear expectations for 'Academic Honesty' and that they must not resort to any unfair means while doing their assessments. They must not resort to any kind of malpractice during the examinations.***

**ATTENDANCE FOR THESE EXAMINATIONS IS CRITICAL AND WE URGE YOU
TO SPEAK TO YOUR CHILDREN ABOUT NOT TAKING THESE LIGHTLY.**

ASSESSMENT: FORMATIVE & SUMMATIVE YR 1 TO A-LEVEL

YEAR ONE TO THIRTEEN

The following division will be followed for SUMMATIVE assessment for Years One to Six for

BOTH TERMS

	SUMMATIVE Reporting to Parents in February & June 2026	TOTAL	LEVEL
YR1	40 marks	Converted to 100%	The following levels will be used for subjects: - Working <u>below</u> the Expected Level (BE) - Working towards Expected Level (WT) - Working <u>at the</u> Expected Level (OT) - Working <u>above</u> the Expected Level (EX)
YR2	40 marks	Converted to 100%	
YR3	40 marks	Converted to 100%	
YR4	50/40 marks	Converted to 100%	
YR5	50/40 marks	Converted to 100%	
YR6	50/40 marks	Converted to 100%	
	English - 60 marks.	Converted to 100 %	
	Arabic : A/B - 70 marks.	Converted to 100 %	
	Math – 60 marks.	Converted to 100 %	
	Science-60 marks.		

Year 1 to 3:

History (Year 2), Geography (Year 3), Values Education, Citizenship, ICT/Computing – Assessment during lessons (Years 2 – 3: 25 Marks), French (Year 3 – Oral and Written: 40 Marks), PSHE (Years 1-3: 20 Marks)

Year 1 to 6:

Music, Art, Sport – Practical (100%)

ICT/Computing – Assessment during lessons (Year 4: 25 marks, Years 5 & 6: 30 Marks), French (Years 4-6: 40 Marks).

The following division will be followed for assessment for Years 7 through 10 for TERM ONE AND TWO

	SUMMATIVE Reporting to Parents in February & June 2026	TOTAL	GRADE
YR7	100/75/60/50/40 Marks –subject Specific Converted to 100%	100%	Alpha Grading
YR8	100/75 /60/50/40 Marks –subject Specific Converted to 100%	100%	Alpha Grading
YR9	100/75 /60/50 Marks –subject Specific Converted to 100%	100%	Numeric Grading
YR10	100/75 /60/50 Marks –subject Specific Converted to 100%	100%	Numeric Grading

The following division will be followed for GCSE / IGCSE

	FIRST TERM EXAMS JANUARY 2026	MOCK EXAMS MARCH-APRIL 2026
GCSE IGCSE	Mark allocation subject specific as per Edexcel specification. Report to parents in February with Exam Marks & Formative Comments	Mark allocation subject specific as per Edexcel specification. Report to parents in May with Exam Marks, Term Mark & Formative Comments (The term mark will be computed by the system)

The following division will be followed for A-Level – Second Year-YEAR 13

	FIRST TERM EXAMS JANUARY 2026	MOCK EXAMS MARCH-APRIL 2026
A - Level	Mark allocation subject specific as per Edexcel specification. Report to parents in February with Exam Marks & Formative Comments	Mark allocation subject specific as per Edexcel specification. Report to parents in May with Exam Marks, Term Mark & Formative Comments (Term marks computed by the system)

The following division will be followed for A-Level – First Year- YEAR 12

	FIRST TERM EXAMS JANUARY 2026	FINAL REPORT IN JUNE 2026
A - Level	Mark allocation subject specific as per Edexcel specification. Report to parents in February with Exam Marks & Formative Comments	Mark allocation subject specific as per Edexcel specification and converted to 100% Report to parents in June with Exam Marks & Formative Comments

The following division will be followed for FORMATIVE ASSESSMENT for Years One to Thirteen WITH REPORTING IN NOVEMBER 2025 and APRIL 2026

YEARS 11, 12 and 13 – Assessments for the November 2025 report

ASSESSMENT WINDOW: Ongoing until last week of October 2025– NO MORE THAN TWO ASSESSMENTS PER DAY

Internal Assessment marks 100% (Within set Deadlines)

YEARS 2 to 6 – Assessments for the November 2025 report

ASSESSMENT WINDOW: October 2025- NO MORE THAN TWO ASSESSMENTS PER DAY

(Music, Art & Sport- Continuous AFL) YEAR 3 FRENCH – ORALS ONLY

Values Education / PSHE / Citizenship / Geography – In class reading based assessment. (No memorization)

**SUMMATIVE-
ASSESSMENT**

ONE TEST

visibly evidenced.

20 marks

20 MARKS

20 MARKS

AFL

Presentations/ Skits/ Oral Role play / Group work/ Pair work /
Project work / Research / Mental Math

**FORMATIVE FEEDBACK WITH STRENGTHS AND AREAS FOR
IMPROVEMENT / LEARNING LADDERS**

YEARS 7 to 10 – Assessments for the November 2025 report

**ASSESSMENT WINDOW: October 2025 - NO MORE THAN TWO ASSESSMENTS PER DAY
(Sports- Continuous AFL) (Art Year 7 and 8 AFL)**

SUMMATIVE-

ASSESSMENT ONE TEST

visibly evidenced.

25 marks

25 MARKS

AFL

Presentations/ Skits/ Oral Role play / Group work/ Pair work /
Project work / Research

**FORMATIVE FEEDBACK WITH STRENGTHS AND AREAS FOR
IMPROVEMENT / LEARNING LADDERS**

YEAR 1 – Assessments for the November 2025 report

ASSESSMENT WINDOW: October 2025 – Continuous AFL and Ongoing assessments as part of ongoing class work.

AFL

PROJECT WORK/HW / IN-CLASS ASSESSMENTS PORTFOLIOS / RESEARCH/ MENTAL MATH

Oral Role play / Group work/ Pair work / LEARNING LADDERS

FORMATIVE FEEDBACK WITH STRENGTHS AND AREAS FOR IMPROVEMENT / LEARNING LADDERS

All Assessments will be paper-based. Corrected Assessments will be given to students in the second week of November and will only be given to students who have completed all First Term Fee Payments.

Assessment Timetable will be different for every class and will be posted in your child's GC by your child's class teacher. For years 11, 12 and 13, their subject teachers will let them know about tests. Timetables will also be sent via the class group email.

ABSENTEES: If your child is sick, please email the class teacher and inform him/ her if your child is going to or has missed an exam/s. Some re-exams might be scheduled over the weekend or on a regular school day, depending on the number of exams missed. If it is the weekend, you will be informed of the day and time to bring your child in for the same. However, children must be prepared to take a missed assessment as soon as they return to school given that they should have already been prepared in advance. Portions and timetables are being shared three months in advance of exams.

Any absence will require a medical certificate to reschedule the assessment, even if the absence is only for ONE DAY. In the absence of a medical certificate, an exam will not be rescheduled, and no marks will be credited for that missed exam. Examinations will not be credited for leave that is not justified. This will impact children's academic progress, and we urge parents not to schedule holidays during working days. LEAVE CAN ONLY BE JUSTIFIED FOR A MEDICAL EMERGENCY (OF THE CHILD IN QUESTION) WITH A MEDICAL CERTIFICATE CLEARLY SPECIFYING THE DAY/ DAYS OF LEAVE OR A BEREAVEMENT EMERGENCY (reasonable days as per government regulations)

Assessments will not be credited for leave that is not justified. This will impact children's academic progress and parents are urged not to schedule holidays during this time.

Students must not have any unauthorised material during an assessment – notes, bits of paper with written notes, any written notes concealed in the desk or on the person. If any of these are found with a student during an assessment, they will be given a zero. Students must not resort to any form of malpractice during an assessment, they must not speak to any other students during an assessment. Any form of malpractice will lead to being given a zero for that particular assessment.

Reviewed: **September 2025**

Next Review: **June 2026**

This policy is related to:

- SEND Policy
- Teaching and Learning Policy
- Curriculum Policy