



Secondary Assessment Policy

Rationale

Maadi British International School Mission Statement

‘Learning for Life...’

Maadi British International School provides children with the knowledge, skills and understanding that will empower them to be well-rounded, successful members of an ever changing, culturally diverse world community.

At MBIS we are committed to providing a happy, positive learning environment where children, teenagers and adults are:

- *Successful, independent and collaborative learners*
- *Confident, cooperative team players and responsible leaders*
- *Flexible, resourceful and resilient*
- *Reflective, honest and trustworthy*
- *Responsible, caring global citizens*

Assessment and Reports Schedule

Assessment is at the centre of student progress at MBIS. Students complete both internal and external assessments each year. Parents are provided with information regarding scheduled assessments (namely the Year 11, 12 & 13 mock examinations, the end-of-year assessment week for Years 7-10 and external GL tests (CAT4 in September and Progress Tests in May).

Parents are also provided with the reports schedule (appendix 3) for the year in August. This provides dates for the end-of-term reports, as well as mock examination report dates and end-of-year assessment report dates.

Assessment also includes formal and non-formal classroom assessment, such as end-of-unit tests and students/parents are informed of these by subject teachers in advance of their taking place. Assessment may also take place through homework and in-class assessment (formative) as well as summative assessment.

Classroom Assessment

Here, classroom assessment is taken to mean any assessment of work within a regular lesson; an end of unit test, for example, would be considered as an internal assessment.

Students are aware of how they are learning; they are aware of the knowledge, the skills and the attributes that they are developing as they are being developed. Through feedback and self- reflection, students are aware of progress made and of what actions can be taken to make further, significant progress in their learning.

In the course of any lesson, there should be assessment and feedback (Dedicated Improvement and Reflection Time – DIRT) so that students are aware of their own progress. This will often be recorded in student exercise books. It is not expected that informal assessment or feedback are recorded in the markbook but there should be evidence of Assessment for Learning and Feedback methods in the Scheme of Work; moreover, teachers are responsible for ensuring that feedback and assessment are taking place, often and at a standard that allows for the desired high-quality of learning.

Home Learning and Independent Study

Key Stage 3

In each subject, students should be given one homework assignment per week that should:

- Require approximately 30-40 minutes to complete.
- Provide an extension or review of the current topic of study or preparation for the next.
- Be at an appropriate level for the course and for the students.
- Not be 'more of the same' from the lesson.
- Be tangible (ie: students can provide evidence of their work).
- Be possible to provide written feedback on.
- Demonstrate a variety in activity

Key Stage 4

In each subject, students should be given two homework assignments per week (one each for the separate sciences) that should:

- Require approximately 45-50 minutes to complete.
- Provide an extension or review of the current topic of study or preparation for the next.
- Be at an appropriate level for the course and for the students.
- Not be 'more of the same' from the lesson.
- Be tangible (ie: students can provide evidence of their work).
- Be possible to provide written feedback on.

Key Stage 5

In each subject, students should be given three homework assignments per week that should:

- Require approximately 60 (at least) minutes to complete.
- Provide an extension or review of the current topic of study or preparation for the next.
- Be at an appropriate level for the course and for the students.
- Not be 'more of the same' from the lesson.
- Be tangible (ie: students can provide evidence of their work).
- Be possible to provide written feedback on.

Long-term Assignments

Longer-term homework assignments (ie: those that require longer than 1 week to complete) should still require students to demonstrate tangible progress each week.

Recording:

Completion of (or failure to complete) homework (and grade or score if there is one) should be recorded in a markbook that can be accessed by the relevant Head of Key Stage if requested. Feedback does not need to be recorded in the markbook.

Feedback

Students will be aware of how they are learning; they are aware of the knowledge, the skills and the attributes that they are developing as they are being developed. Through feedback, the students are aware of their achievements and aware of what actions they can take to make significant progress in their learning.

Feedback should be:

- Prompt: provided within a week of submission.
- Specific: outlining what the student has done well and steps that the student could take to improve.
- Constructive: only that which is useful and intended to improve their grades.
- Acted Upon: students should be able to act upon the feedback (DIRT) and teachers should monitor students' acting upon their feedback.
- Clear: written in a way that the particular student can understand.
- Accessible: easy for the student to find and recall whenever needed.

Feedback can be:

- Brief, so long as it meets the above requirements.
- On a rubric, so long as the students are confident at interpreting them.
- Provided by peers, so long as this is managed by the teacher to ensure it meets the above requirements. (peer assessment)

Feedback should be provided for all home learning tasks

Scores and grades are not a requirement for classwork and home learning assignments. Teachers do not need to mark notebooks or notes.

Internal Assessment (including the Mock Exams).

Internal Assessments are used to provide progress updates and can be conducted in the classroom (eg: end-of-unit tests) or in the Exam Room (eg: Mock Exams and end-of-year exams). Teachers of each subject to produce a Scheme of Assessment that fits with the syllabus. These assessments will take into account the Reporting Schedule so that they fit well with report grade requirements and timing.

Determining Data-Capture:

For each class, there should be a set of graded assessments from which a working grade can be determined. The method by which a working grade for a Data Capture is determined should be linked to the Pearson Progression Levels (Appendix 1) for Key Stage 3 and then 9-1 grades for KS4 (Appendix 2) and A-E grading for KS5.

Preparation:

Assessments should reflect aspects of the curriculum taught and content areas should be communicated to students in good time to prepare. Where there are multiple classes at the same level in a course, internal assessments should be aligned.

Preparation of ***Mock Exams and Whole-Cohort Assessments*** requires mock papers to be submitted to the Head of Secondary for checking at least 1 week before the start of the Mock Exam period (not the date of the paper). Mock papers and whole-cohort exams require a front-sheet and to be stored securely in the period before the exams.

Marking and Grading Policy and Protocols:

Marks should be completed within 1 week of the end of the exam or exam period and recorded on the departmental spreadsheet as well as the teacher markbook. Grades are calculated using published departmental grade boundaries. For Mock exams and End-of-Year exams, departments need to conduct standardisation before marking and moderation where more than one teacher marks the paper.

Recording:

All teacher-assessed grades should be recorded in the teacher gradebook along with any other in-class assessment or homework scores.

Communicating with parents:

Parents will not normally be informed of unit test/assessment grades by the teacher, as it is expected that students will communicate these results with parents, and they are charted in subject sections of the Student Planners. However, parents will receive reports for formal examinations. These include all IGCSE and A-Level mock examination results (as a report) and End-of-Year assessments (for Years 7-10). These will be reported through the Engage Parent Portal in the form of a report.

It is expected and welcomed that parents take an active interest in their child's results and are more than welcome to schedule a visit to school with the relevant teacher of a subject, if they wish to look through a particular assessment. However, to ensure the security of our tests/assessments (as many are linked to external examining bodies, it is not possible to send copies home in paper format or through email).

Reporting and Comments

Reporting Schedule:

The published schedule and staff calendar outlines significant deadlines for the preparation of reports. Teachers are responsible for producing Schemes of Assessment that will allow them to meet the expectations of the reporting schedule.

Determining Grades:

Teachers should be able to draw from multiple assessments (eg: home learning, in-class and formal) in order to produce a Working Grade.

Writing Comments:

Teacher comments should:

1. Be a minimum of 85 words (four sentences).
2. Include at least two specific subject target for improving their working grade in the period between the current and next report.
3. Be positive and constructive – focused on successes and improvements.
4. Avoid focusing on effort/behaviour or concentration – while it may be appropriate to comment on a student requiring either (or both), this should not form the main (or sole) focus of the comment. Where effort and concentration are a particular issue, it is more appropriate to bring this up with the form tutor/Head of Key Stage and, perhaps the parents as well.

External Examinations Policy and Protocols

Exam Paper Security in the event of Fire or evacuation:

In the event of evacuation during an externally assessed examination. The invigilator(s) and, if it is safe to do so, the Exams Officer are to escort all students from the exam room to the fire meeting point and register them separately (but still in sight of) from the rest of the students. The lead invigilator from each room should bring with them the register and provide it to the Fire Safety Officer at the earliest opportunity. Examination candidates will sit in silence with 1 metre gaps between them at the fire meeting point for the duration of the evacuation.

The lead invigilator is then responsible for keeping the exams group separate from other students. the Exams Officer is responsible for contacting the Awarding Body for further instruction. Guidelines follow the JCQ regulations (2026) and are updated annually / when appropriate.

Storage Protocols for External Exam Papers:

On delivery and Interim Storage:

Staff members receiving any material from the awarding body should notify the Exams Officer and the Head of Secondary upon receipt and arrange for collection.

After examination and before dispatch:

At the end of the exam, either the Exams Officer or a member of SLT will collect the papers from the exam room. Materials will be transferred immediately from the exam room to the safe in the secure room where they will stay until dispatch to the Awarding Body has been arranged.

Security of Internally Assessed Work for External Awarding Bodies:

Where candidate work is internally marked for submission to an awarding body (for example, in the event of cancellation of examinations by the body during a lock-down): Upon receipt of completed work, evidence must be transferred immediately to the Secure Exam Safe Room.

While being marked or moderated;

1. Evidence should continue to be kept secured where students cannot access them.
2. Marks, comments or feedback should not be left on screens, available to be seen by any third party.

After moderation and submission of marks or grades:

1. Evidence should be transferred to the safe by the Exams Officer
3. Students are not to be made aware of any grade that we intend to submit to the awarding body.
4. Likewise, any requests by parents to discuss grades should be referred to the Head of Seniors.

Roles and responsibilities regarding assessment

Head of Centre (School Principal) is responsible for.

- The centre as a whole.
- Monitoring the correct and timely execution of staff in their roles.
- Approving any changes to this policy.
- Checking that quality assurance measures have been put in place.
- Signing off on the authenticity of any results or grades submitted to the awarding body.

Exams Officer is responsible for.

- Providing invigilation training to all staff involved in the invigilation of examinations – in line with school policy and the expectations of the awarding body.
 - Ensure that teachers have the correct information required to make their judgement of grades.
 - Co-ordinating with the staff office to produce the correct paperwork for each examination.
 - Ensuring parents and students are informed of the examination dates and times.
 - Ensuring the correct storage of evidence before conducting the exam, during the marking and moderation (if internally assessed) and after marks submitted or until dispatched to the awarding body.
 - To produce an examinations and invigilation calendar for staff and students.
 - To Brief students on examination protocols and expectations so that they are prepared in good time.
 - Keeping records of all incidents.
 - Monitoring quality assurance.
 - Monitor single-teacher subjects in authenticating results.
 - administration of our final teacher assessed grades and for managing the post-results services.
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- Co-ordinating with HoDs and the Exams Officer to support additional support to teachers if they are new to invigilation or have not taught either Edexcel or CIE before.
 - Coordinating with the Head of Centre to monitor quality assurance.

The Head of Secondary is responsible for:

- Producing the Assessment plan for any internally assessed courses including the following information:
 - The type of evidence to be used (eg: unseen materials from the awarding body, internal examinations, coursework or appropriate mark-book data).
 - The circumstances in which the evidence will be / has been produced (eg: in full exam conditions, in controlled classroom conditions, under low control in the classroom, as homework completed at home, etc).
 - The scope of the evidence (ie: to what extent it covers the syllabus for the course).
 - The suitability of the evidence (ie: from what specification or awarding body does it come and to what extent does the difficulty match that which would be expected in the externally assessed work?)
 - How the evidence will be assessed (eg: by use of the externally produced and unseen mark-scheme or rubric, externally used but public domain mark-scheme, by internally produced criterion, etc)
 - Weighting given to each piece of evidence in determining a grade for recommendation to the awarding body.
 - How we intend to authenticate the work as the student's own
 - Additional considerations being made in the determination of a grade for any group of candidates.
 - Ensuring teachers make consistent
- (Before enactment, plans will be reviewed by the SLT to ensure appropriateness of evidence and balance in arriving at grades for recommendation to the awarding body.)
- Ensuring the relevant standardisation and moderation meetings occur.
 - Responsible for checking that teachers have stored any evidence in a secured place.

Teachers and Specialist Teachers are responsible for:

- Ensuring their knowledge of invigilation protocols and best practice is up to date.
- Ensuring that the expectations of Edexcel are upheld where invigilation is concerned.
 - Ensuring that assessments are conducted with the appropriate levels of control and are in line with the school's assessment policy.
 - Producing fair and un-biased judgements of student work and based only on the evidence instructed by the Head of Secondary
 - Producing an assessment record for each assessment submitted to the awarding body as evidence for internally assessment grades.
 - Conducting standardisation and moderation meetings; producing a record of

these meetings as potential evidence for the awarding body as they may require it also to be submitted.

- Storing evidence securely while it is being marked and / or moderated.

The Exams Officer/Principal's PA are responsible for:

- Ensuring externally provided papers are placed in the interim storage area upon receipt.
- Liaising with the Exams Officer to produce secondary documentation and materials for examinations, for example:
 - Seating plans for relevant examinations.
 - ID cards for candidates with student number and name on them for reference during the exam.
 - Translation of letters home to parents with exam details.
 - Dispatch records of physical evidence via post back to the awarding body.
- Dispatching physical evidence by post back to the awarding body.

Statement Regarding Plagiarism and Dishonesty (more information can be found in the MBIS Malpractice Policy)

Definitions:

Plagiarism is defined here as the act of falsely representing someone else's work or ideas as your own, with or without their consent. This might occur when that work or those ideas are used in an un-reflective fashion in a student's work without and without any acknowledgement. According to Oxford university, whose definition we have chosen to use, plagiarism does not have to be intentional and thus the determination of whether a piece of work has been plagiarised is not contingent on intent.

Please see the following link: [Plagiarism | University of Oxford](#)

Self-plagiarism is defined here as the act of using one piece of work (or elements of) towards more than one assessment. This type of plagiarism can also be committed unwittingly and whether the work was completed by the student is irrelevant in any accusation of self-plagiarism.

Class Assessment:

This concerns homework or classwork assignments that do not contribute towards external grades, predicted grades or any reported grades. In individual instances where a teacher suspects plagiarism or inauthenticity, they are free to deal with this as appropriate.

Where there are multiple instances, the appropriate Head of Key Stage should be informed and/or involved and a letter should go home to inform parents.

Internal Assessment:

This concerns internal examinations that contribute towards reported grades. Any suspected instance needs to be reported to the relevant Head of Department and Head of Key Stage. Here, plagiarised assignments should be awarded a score of zero with no possibility of resubmission or re-sit. Additionally, where plagiarism is sufficiently confirmed, the student should be made aware of the consequences resulting and a letter should be sent to parents outlining the decisions.

External Assessment:

Teachers should act in accordance with the policy of the relevant exam-board (follow JCQ regulations).

Implemented: August 2021

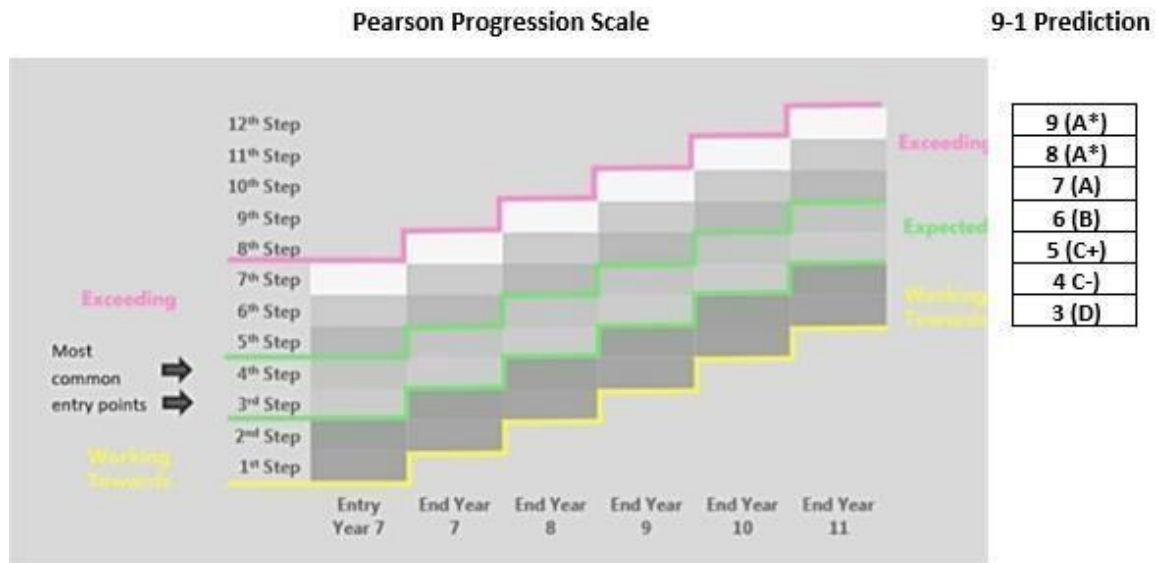
Updated: August 2026

Next review: August 2027

Appendices

Appendix 1:

Pearson Progression Scale



Appendix 2:

IGCSE & A-Level grading levels

Year 10

IGCSE 9-1 Grading

We measure student performance in Year 10 using the Pearson 9-1 Grading Scale for IGCSE. On this report, students have received an end of term 1 grade to highlight their progress this year so far. As Year 10 students have only recently started their IGCSE courses, these grades will continue to rise as students progress through their upcoming Year 11 course of study.

YEAR 10 IGCSE LEVEL	
9	Exceptional
8	
7	
6	
5	Strong Pass
4	Standard Pass
3	
2	
1	

On the left is the 9-1 scale provided by Edexcel. Students receive a grade on completion of the IGCSEs in each subject that they are studying. The colour-coding outlines the grades at which students are **working towards**, at the **expected level** or **exceeding** the age-related expectations in Year 10.

For comparison, a 7 is equivalent to an A grade in the old, letter system.

Year 11

IGCSE 9-1 Grading

We measure student performance in Year 11 using the Pearson 9-1 Grading Scale for IGCSE. On this report, students have received an end of term 1 grade to highlight their progress this year and over the course of the IGCSE study.

IGCSE Level	
9	Exceptional
8	
7	
6	
5	Strong Pass
4	Standard Pass
3	
2	
1	

On the left is the 9-1 scale provided by Edexcel. Students receive a grade on completion of the IGCSEs in each subject that they are studying. The colour-coding outlines the grades at which students are **working towards**, at the **expected level** or **exceeding** the age-related expectations.

For comparison, a 7 is equivalent to an A grade in the old, letter system.

Year 12 & 13

A-Level grades are measured using the British assessment system for post-16 education. Students receive a grade for their AS level examinations at the end of Year 12 (A-E) and will then convert this into a full A-Level grade in Year 13 (A*-E).

Year 12	Year 13
Grade	Grade
	A*
A	A
B	B
C	C
D	D
E	E
Fail	Fail

Appendix 3:

2026-27 Secondary Reporting Schedule



Secondary Reporting Schedule

2026-27

Years 7-13 PTCs – October 11th-14th

Term 1 Full Report – December 17th

(Year 11 IGCSE Mock Examination Report – January 31st)

(Years 12 & 13 AS/A-Level Mock Report (February 22nd)

Years 7-13 PTCs – March 21st – 24th

Years 7 – 13 Progress Report March 25th

Years 7-10 Examination Report – June 22nd

Term 3 Full Report – June 27th

Parents will also receive:

Years 7-13: CAT4 Parent Reports (September)

Years 7-9: GL Progress Test Parent Reports (May)