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Learning Excellence with a Community Heart

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Assessment & Reporting Policy

Ratified by RAK Academy Board of Governors on 12th March 2026

1. Rationale and Purpose

A robust approach to assessment and reporting is crucial for fostering student success and is a key priority within RAK Academy Khuzam Secondary. This policy aims to promote the adoption of a thorough, student-focused, and consistent approach to assessment practices and reporting at KSS. It should be implemented alongside the Secondary Feedback Policy, as both are closely interconnected.

Accurate recording and reporting of student progress ensure that students and stakeholders are well-informed about achievement levels in relation to set indicators and benchmarks. This system will support teachers in their planning and provide school leaders with a clear overview of student progress and performance over time. The data collected during Data Capture windows will inform future planning and help shape subsequent Teaching and Learning strategies.

The purpose of this policy is to ensure the consistent application of effective assessment practices and accurate reporting procedures at KSS, enabling the generation of student outcomes data that truly reflects progress and attainment over time. All assessments are designed to offer students the opportunity to perform to the best of their ability (using RAKA and examination board level indicators), while also providing reliable data that forms the foundation for effective intervention planning. This can only be achieved through a balanced approach to assessment, supported by precise systems for tracking student progress.

2. Assessment at Khuzam Secondary

Assessment at KSS consists of the following components:

- Formative Assessment
- Summative Assessment including pre-external examinations (G10,11,12)
- GL Progress Tests and CAT4

Formative and summative assessments are conducted regularly and contribute to each reporting cycle. Summative assessments are scheduled during specific assessment weeks, which are included in the whole school calendar and Long-Term Plans. The details regarding the weighting and frequency of assessments at KSS can be found later in this policy document

2.1 Formative Assessment

Formative assessment is conducted in every lesson, utilizing a range of assessment strategies to cater to the diverse needs of students within each class. These strategies may include, but are not limited to, targeted questioning, observations, collaborative activities, and focused reflection time (refer to the Secondary Feedback Policy). With the full integration of GSuite as a Learning Management System, teachers have easy access to a variety of technology-enhanced methods for diversifying formative assessment approaches.

2.2 Assessment for Learning

Assessment for learning should be fully embedded within teaching practice in every lesson. This is closely aligned with formative assessment strategies employed and the checking of student understanding must be fully entrenched into every lesson. The school's quality assurance processes prioritise this component of formative assessment practice.



2.3 Student Feedback

Feedback is a critical component of formative assessment and assessment for learning practices. Based on the central role it plays in student progress the Secondary Feedback policy has been created. The goal of formative feedback as per the mentioned feedback policy is to ensure students are given the opportunity to reflect upon their own learning and to be given feedback that allows them to work toward the achievement of the success criteria of any given assessment independently and in a meaningful way. Feedback is therefore central to formative assessment practices. Live feedback is a key driver of student progress in lessons, and this forms part the school's classroom approach. With GSuite embedded as the school's digital learning environment, live feedback within lessons is to be provided by all teachers in a meaningful manner within lessons.

2.4 Summative Assessment

Summative assessments are designed to evaluate and measure student progress at specific points throughout the academic year. These assessments enable teachers to make informed judgments about students' understanding, skills, and overall progress in relation to the course objectives. Classroom-based assessments, which focus on both skills development and content mastery, are carefully designed to align with the learning outcomes expected at the end of a topic, unit, phase, or examination board requirements.

At all stages, from KS3 through to KS5, summative assessments are used strategically to track student achievement, ensuring that students are given opportunities to demonstrate their progress toward meeting the set expectations for their course. These assessments can take various forms, including end-of-unit tests, mock exams, or major projects, and are intended to reflect the depth of knowledge and skills students are expected to acquire by the conclusion of each phase of study. Summative assessment plays a critical role in guiding both teaching and learning by providing a clear picture of where students stand in relation to their academic goals and areas for improvement. Through these assessments, students can showcase their overall achievements and readiness for further academic challenges.

Summative assessments are clearly outlined in the long-term, mid-term, and schemes of learning plans for each subject, ensuring both staff and students are aware of when these assessments will take place and which topics will be covered. These assessments are designed with a focus on retrieval, encouraging students to regularly revisit and consolidate their learning. This approach supports deep learning and ensures that key concepts are effectively embedded in students' knowledge.

2.5 Key Stage 3:

The purpose of these summative assessments is to evaluate both the content knowledge and the skills relevant to each subject area. They are standardized within each grade group and subject, ensuring consistency across classes, and they promote vertical alignment throughout Key Stage 3. In addition, assessments at KS3 begin to introduce exam-style questions, preparing students for the types of questions they will encounter in KS4 and helping them develop the skills necessary to succeed in these higher-stakes assessments.

All summative assessments are designed to align with the RAKA grading levels (1-9), and it is essential that staff use the RAKA level descriptors to ensure accuracy in the levels they assign. Teachers are expected to be confident that the level entered reflects the student's true achievement and progress. This structured approach helps create a clear and consistent framework for assessing and tracking student progress over time, while also fostering skills that students will need for success in future exams.



2.6 Key Stage 4 and 5 – iGCSE, AS & A Level:

To maintain continuity and consistency in assessment, the exam board chosen for a subject at KS4 will remain the same for that subject at KS5. This ensures that students experience a seamless progression in terms of exam format, assessment style, and expectations as they move from KS4 to KS5.

All summative assessments must be aligned with the relevant grading systems for each qualification level. For iGCSE, grades will follow the 9–1 scale, while for AS and A-levels, grades will be awarded on the A*-E scale. Staff are required to refer to the specific grade descriptors for each course to ensure that the grades submitted accurately reflect each student's performance. Teachers must be confident in their assessment decisions, using these descriptors as a guide to ensure that the grades assigned are a true representation of students' achievements and progress in the subject. This process is essential for maintaining high standards of assessment integrity and providing a consistent approach across all levels of study.

2.7 Key Stage 5 – IBDP

All summative assessments must be aligned with the grading system used for the IBDP. In the IBDP, students are graded on a scale of 1 to 7 for each subject, with 7 being the highest possible score. Additionally, the Extended Essay (EE) and Theory of Knowledge (TOK) components are awarded points, which contribute to the overall diploma score. Teachers are required to refer to the specific grade descriptors for each course to ensure that the grades assigned accurately reflect each student's performance. Teachers must be confident in their assessment decisions, using these descriptors as a guide to ensure that the grades submitted are a true representation of students' achievements and progress. This process is essential for maintaining high standards of assessment integrity and ensuring consistency across all subjects within the IBDP.

2.8 Key Stage 5 – International BTEC

All summative assessments must align with the grading system for the International BTEC. In the International BTEC, students are graded using a combination of Pass, Merit, and Distinction levels, with each unit being assessed against clear criteria. Teachers are required to refer to the specific grade descriptors for each course to ensure that the grades awarded accurately reflect each student's performance. Teachers must be confident in their assessment decisions, using these descriptors as a guide to ensure that the grades assigned are a true representation of students' achievements and progress. This process is essential to maintaining high standards of assessment integrity and providing consistency across all subjects within the International BTEC framework.

2.9 GL CAT4 Assessment:

CAT4 indicators play a crucial role in guiding both teachers and school management in setting aspirational targets for individual students in each subject area. These indicators are used not only to track student progress but also to inform teacher planning and support interventions at all levels. The data derived from these indicators serves as a benchmark for target setting, with Value Added measures being compared against these targets to evaluate student progress. If a student meets or exceeds their CAT4 indicator for a subject, it signifies that they have achieved their progress target.

Students complete CAT4 assessments at the start of each phase (Grades 6, 9, and 11). The updated CAT4 indicator data for all students is made available to teachers, students, and relevant stakeholders at the beginning of each academic year, directly informing both teacher and whole-school planning activities.



2.10 GL Progress Tests:

External GL Progress Tests are administered in Mathematics, Science, and English to assess students' attainment levels at specific points during their academic journey. These tests are summative in nature, providing a clear snapshot of each student's current academic performance and enabling teachers to benchmark student progress against expected standards. The data collected from these assessments plays a crucial role in informing teacher planning and decision-making, ensuring that appropriate support and interventions are tailored to meet the individual needs of students.

The results from the GL Progress Tests are particularly significant during transitional years, such as when students first enter secondary school. These assessments provide valuable insights into students' strengths and areas for development, which helps teachers to identify any gaps in knowledge and ensure that students receive the necessary support to build a strong foundation for their future learning. By using these assessments to guide planning, teachers can implement targeted strategies that support students' academic growth, setting them on the path for continued success.

In addition to helping educators adapt their teaching approaches, the data from these tests is also used to monitor overall cohort progress and track improvements over time. This allows for a data-driven approach to teaching and ensures that all students, especially those transitioning into new academic phases, are receiving the right level of challenge and support to maximize their learning outcomes. These assessments are integral to the school's approach to personalized education and ensuring every student is equipped with the tools they need to succeed.

3. Students with SEN

At KSS, we are committed to ensuring that all students, including those with Special Educational Needs (SEN), are provided with fair and equitable access to assessments. We recognize that students with SEN may have unique learning requirements, and it is essential that our assessment practices are flexible and inclusive to support their individual needs.

3.1 Individualized Assessment Approaches

For students with SEN, assessments will be adapted to meet their specific learning needs while maintaining the integrity of the assessment criteria. Where necessary, reasonable adjustments will be made to allow students to demonstrate their understanding and skills. This may include, but is not limited to, extra time, use of assistive technology, modified formats, or alternative assessment methods. These adjustments are designed to create a level playing field, ensuring that all students have the opportunity to succeed based on their abilities.

3.2 Inclusion staff and Teacher Collaboration

Teachers, in collaboration with the Inclusion Lead, will ensure that appropriate adjustments are made for students with SEN in all formative and summative assessments. This collaboration involves regularly reviewing students' individual learning plans, identifying specific areas where support is needed, and ensuring that the assessment methods used align with these plans. Teachers will also receive training and guidance on best practices for assessing students with diverse learning needs.



3.3 Monitoring and Tracking Progress

Student progress for those with SEN will be closely monitored and tracked through both formative and summative assessments. In addition to traditional assessment tools, teachers will use alternative strategies such as observational assessments, teacher-student conferences, and portfolio-based assessments to evaluate student development. The data gathered will inform further individualized interventions, ensuring that students are continuously supported in their learning journey.

3.4 Communication with Parents and Guardians

We believe in maintaining strong communication with the families of students with SEN. Regular updates on assessment outcomes and progress will be shared with parents, ensuring they are informed of their child's achievements, areas for improvement, and the adjustments being made to support their learning. This partnership is essential in fostering a supportive environment that encourages student success.

3.5 Preparing for External Assessments

For external assessments, such as iGCSEs, International A-Levels, IBDP, or BTEC qualifications, students with SEN will receive the necessary accommodations as per the regulations of the respective examination boards. This ensures that students with SEN are given the opportunity to demonstrate their true potential in a fair and supportive environment.

Overall, our approach to assessment for students with SEN is centered on creating an inclusive and supportive learning environment. By using flexible and individualized assessment strategies, we aim to empower every student to reach their fullest potential, regardless of the challenges they may face.

4. Assessment Processes and Grading Information

The assessment process at KSS is fully informed by the assessment plan and implementation of formative and summative assessments. See below for a visual representation of this process:





Assessment processes at KSS are cyclical, meaning they occur regularly and follow a structured pattern in alignment with the whole-school Assessment Plan. This cyclical approach ensures that assessments are consistently integrated into the academic calendar, with both formative and summative assessments taking place at predefined intervals. These assessments build on one another, creating a continuous cycle of evaluation that allows for a thorough and ongoing understanding of student progress over time.

Formative assessments, which include activities such as quizzes, class discussions, projects, homework assignments, and teacher observations, are conducted regularly throughout each unit of study. These assessments provide valuable, real-time feedback to both students and teachers, helping to identify areas of strength as well as opportunities for improvement. Formative assessments contribute to shaping teaching strategies and guiding the next steps in learning, allowing students to make adjustments and progress continuously.

Summative assessments, on the other hand, typically occur at the end of a unit, term, or academic year and are designed to measure overall student achievement and mastery of the content. These assessments, such as tests, exams, final projects, or other culminating assignments, provide a comprehensive evaluation of a student's understanding at specific points in time. They offer a formal measure of how well students have met the learning objectives and are used to assign final grades or marks.

Together, formative and summative assessments ensure that student progress is represented in a holistic and rigorous manner. Formative assessments track progress on a day-to-day basis, while summative assessments offer a broader perspective on student performance at key milestones. The combined data from both types of assessments contributes to the comprehensive reporting of student progress, giving a well-rounded view of student achievement. This dual approach provides a more accurate and detailed representation of a student's academic development and ensures that teachers, students, and parents have a clear understanding of where students stand at each stage of their learning journey.

Moreover, the cyclical nature of assessments ensures that progress is continually monitored, providing timely opportunities for interventions and support as needed. This ongoing cycle supports a dynamic learning environment where students are encouraged to engage in continuous improvement and are held accountable for their learning throughout the academic year.

The table below illustrates the types of assessments and their weighting across various subject areas and Key Stages, providing a transparent overview of how assessments are distributed throughout the academic program. This ensures that assessment practices are clearly communicated and consistently applied, enabling both students and staff to understand the expectations for each subject and the overall assessment framework at each stage of learning.

Key Stage	Data Capture	Formative		Summative		Total Marks
		No.	Marks	No.	Marks	
3 - Core subjects	1, 2 and 3	3	20 each	3	60 each	80 per DC
3 - non-Core	1, 2 and 3	3	10 each	3	30 each	40 per DC
4 & 5- All subjects	1 and 3	2	20 each	2	60 each	80 per DC
4 & 5- All subjects	2			1	100	100



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Key Stage 3 summative assessments use examination-style questions to assess students' understanding, retention, and application of knowledge across a range of subjects. These assessments are aligned with the Key Stage 3 curriculum and designed to cover the full range of RAKA levels, from 1 to 9. This approach challenges students at appropriate levels and encourages the development of higher-order thinking skills, such as critical thinking and problem-solving.

The assessments include various question types, such as multiple-choice, short-answer, and extended writing, to test different aspects of student learning. By incorporating examination-style questions, these assessments not only measure progress but also prepare students for future exams and formal assessments. The use of RAKA levels ensures consistent tracking of student achievement, providing a clear picture of academic development throughout Key Stage 3.

Key Stage 4 summative assessments are designed to cover the full range of IGCSE levels, from 1 to 9, evaluating students' knowledge, skills, and abilities. These assessments align with the IGCSE curriculum and test students on key concepts and competencies required for their subjects. The assessments are structured to reflect the academic rigor of this stage, testing students' ability to apply their learning through a variety of question types that assess understanding, analytical thinking, and problem-solving.

The IGCSE grading system, from 1 to 9, provides a detailed representation of student performance, highlighting both basic and advanced achievements. These assessments also evaluate critical thinking, creativity, and independent learning, offering a standardized measure of progress. The focus on IGCSE levels prepares students for the challenges of Key Stage 5 and provides a clear pathway for setting academic goals and preparing for further education or careers.

Key Stage 5 (AS and A-Level) summative assessments are designed to evaluate students' academic performance according to the grading systems for AS Level (A to E) and A Level (A* to E). These assessments assess students' knowledge, skills, and understanding in their chosen subjects, providing a clear indication of their achievement in relation to the national curriculum standards. The AS Level assessments are graded on a scale from A to E, while A Level assessments are graded from A* to E, with A* representing the highest level of achievement.

The assessments at Key Stage 5 are intended to reflect the depth and complexity of the subject content, with a strong emphasis on critical thinking, independent research, and application of knowledge. They serve to measure not only students' ability to recall information but also their capacity to analyze, evaluate, and synthesize ideas, preparing them for further education or professional careers. These results play a crucial role in shaping students' future academic and career paths, whether they are progressing to higher education or entering the workforce.

IBDP summative assessments cover levels 1 to 7, providing a comprehensive evaluation of students' knowledge, skills, and understanding across their chosen subjects. These assessments are designed to align with the rigorous academic standards of the International Baccalaureate Diploma Programme, ensuring that students demonstrate both depth and breadth of learning. The assessment structure allows for a nuanced measurement of student achievement, ranging from level 1 (the lowest) to level 7 (the highest), with each level representing different stages of mastery.

At the IBDP level, assessments are diverse and include both internal and external components, such as written exams, oral presentations, extended essays, and projects. This variety ensures that students are assessed in multiple ways, testing not only their factual knowledge but also their ability to think critically, solve complex problems, and communicate effectively.



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The grading system of levels 1 to 7 provides students with a clear, standardized measure of their academic progress, with level 7 representing outstanding performance and level 1 indicating basic achievement. These assessments help to prepare students for higher education or professional careers by fostering independent inquiry, critical thinking, and a global perspective, which are core principles of the IBDP. Through this robust and challenging assessment framework, IBDP students are equipped with the skills and knowledge necessary for success beyond the classroom.

BTEC assessments determine final grades based on students' performance across various assessment types, including coursework, projects, assignments, and exams. These assessments evaluate students' understanding and practical application of the subject matter. Final grades are awarded as Pass, Merit, Distinction, and Distinction (Star)**, reflecting different levels of achievement. Pass indicates the minimum standard, Merit and Distinction represent higher achievement, and Distinction (Star) signifies exceptional performance. These grades recognize the quality and depth of students' work throughout the course.

5. Quality Assurance and Moderation Processes

To ensure consistency and rigour in assessment processes, departments are to undertake moderation and standardisation processes prior to every assessment and reporting cycle. The process begins with the creation of medium- and long-term plans that lay out the formative and summative assessments that will contribute to each reporting cycle.

All staff that teach the same subjects and grade groups must ensure that assessment points used for each data capture are consistent and reflective. All departments must ensure that the correct assessments, weightings and timings are adhered to in alignment with departmental and whole school planning. All assessments are signed off by Heads of Department and line managers before being used.

Wherever possible, moderation of marking should be undertaken within departments by other subject specialists.

After all assessments are completed within departments a period of marking and moderation is set aside as per long term planning. This period should be used to ensure that marking is completed in line with curriculum standards, and time should be allocated to allow for high quality moderation to take place to ensure that there is consistency in marking across grade groups. Within a grade group 20% of student's papers should be subjected to moderation.

Before data is published on student reports, departmental and whole school sign off processes are in place to ensure validity and eliminate human error as far as possible. All student outcomes data is tracked centrally after each summative and prior to reporting cycles.

Line management processes ensure alignment with the school's assessment philosophy and parameters across all departments, and for each reporting cycle. The whole school QA Plan incorporates these moderation and data capture windows into specific windows of time to ensure that these processes are implemented consistently across the school. This QA Plan is published to all staff at the beginning of the academic year and stipulates all windows for the full academic year.



Termly feedback monitoring is conducted to closely scrutinize student work and assess feedback practices, with a specific focus on student progress in terms of knowledge acquisition and understanding. This process ensures that both formative and summative assessments are effectively contributing to the students' academic development. Through feedback monitoring, the quality and impact of assessment practices are evaluated, ensuring that they align with the school's Feedback Policy and its requirements for constructive, actionable, and timely feedback. This monitoring allows for ongoing improvements in feedback processes and ensures that student progress is consistently tracked, helping teachers refine their practices and provide the necessary support for student growth. The feedback monitoring process serves as a critical tool in identifying strengths, addressing gaps in learning, and fostering a culture of continuous improvement across the school.

6. Reporting and Parental Engagement

Student reports are sent home three times annually, as outlined below. These reports are designed to provide parents with a comprehensive and holistic view of their child's progress. Each report includes detailed information on the student's academic performance, including progress in subject areas, attitude to learning, attendance, and conduct. The reports aim to give a clear picture of how well students are meeting academic expectations, their level of engagement in learning, and their behaviour and attendance patterns. This approach ensures that parents are well-informed about their child's overall development, both academically and personally, and can actively support their progress throughout the year.

Term 1	Sept - Dec	1 report issued
Term 2	Jan - March	1 report issued
Term 3	April - July	1 report issued

Attitude to Learning and Work Submissions are reported on using the below effort levels. Reports also include individualised and personalised comments on subject specific progress:

Exemplary
Good
Satisfactory
Concerning



In addition to the formal reporting periods, teachers will proactively communicate with parents at various points throughout the academic year to keep them informed about their child's progress. This ongoing communication may include emails, phone calls, or scheduled meetings, ensuring that parents are consistently updated on their child's academic achievements, areas of improvement, and any support required. Teachers will also notify parents of any significant developments or concerns related to their child's learning, behavior, or well-being. This continuous dialogue helps foster a collaborative relationship between home and school, allowing for timely interventions and support to promote student success.

7. Data Analysis

Student tracking in undertaken internally for academic and pastoral purposes.

All student tracking processes are implemented to ensure the following:

- Student progress is gauged regularly and accurately;
- Tracking identifies school intervention strategies;
- Inform teacher planning processes;
- To inform whole school and departmental evaluation and improvement planning

7.1 Departmental Data Analysis:

Through Head of Department (HOD)-led departmental meetings, student outcomes data is analyzed by teachers following each data capture. Teachers use individual teacher analysis documents alongside PowerBI dashboards to examine trends and performance data in detail. These tools allow for a comprehensive review of student progress, helping to identify areas of need within each subject. Based on this analysis, targeted intervention strategies are developed and action plans are created to address specific student challenges. This collaborative process ensures that all students receive the necessary support to improve their performance and achieve their learning goals.

7.2 Data Out turn meeting – Head of Department:

Heads of Department (HODs) prepare for and lead student outcomes data review and planning meetings with members of the Senior Leadership Team (SLT), including the Head of School, Deputy Head Teacher, or Assistant Head Teacher. These meetings are structured using a standardized template that aligns with the school's key focus areas, ensuring consistency and clarity in the review process. The preparation allows HODs to present detailed data on student performance, highlight areas of concern, and develop action plans for departmental improvements. SLT input is crucial in shaping these plans, offering guidance and strategic direction. In subsequent meetings, the effectiveness of previously implemented interventions is reviewed, ensuring that ongoing adjustments are made based on the success or challenges encountered. This process ensures a continuous cycle of reflection, planning, and improvement at both the departmental and school-wide levels.

7.3 Data Out turn meeting – Pastoral Leaders:

Progress Leaders review student outcomes data after each data capture, concentrating on progress and attainment within their assigned grade groups. These outcomes are review and out turn meetings take place. Meetings include the relevant Progress Leaders, Head of School and Deputy Head of School (pastoral). The goal is to identify trends within the grade groups and develop intervention strategies in response to these trends. The effectiveness of the interventions is evaluated at the next review meeting, with adjustments made as necessary.



Progress Leader tracking also considers pastoral aspects of the grade groups, in addition to academic performance indicators. Meetings to review attendance and behaviour take place every two weeks, and action plans are created accordingly. The impact of these plans is reviewed in the following meeting, ensuring ongoing evaluation and refinement of strategies to support student success.

7.4 Whole School Evaluation and Improvement

All the above-mentioned review processes inform whole school evaluation and planning processes that are undertaken by the Senior Leadership Team after each data capture and reporting cycle. Whole school data is reviewed, needs areas are identified and intervention strategies are implemented in response. These meetings are repeated after each reporting cycle so as to ensure that planning processes are pro-active and adapt to the needs of the school within an academic cycle.

All the above-mentioned review tracking processes are interlinked and form the fundamental foundation for intervention action planning and implementation across the school.

7.5 Predicted Grade Cycles – Grade 12

Predicted Grades are provided by our teachers twice in an academic year. These cycles take place in October and January. Predicted grades are based on a student's performance in external examinations, internal assessments, coursework and class participation throughout the academic year. These grades aim to reflect the student's potential to achieve in their final examinations. Class teachers use a combination of historical data, trends and professional judgement to ensure that predicted grades are realistic and accurate. Where external examination data is available teachers will have the opportunity to adjust these grades by one based on current class performance. It is important to note that these grades will not be shared with students as they are not a definitive reflection of a student's final achievement.

8. Implementation

The responsibility for the effective implementation of this policy and its associated guidelines rests with the school's management team, Heads of Department, and subject teachers. The management team ensures that the policy is consistently applied across the school, while Heads of Department oversee the integration of the policy within their respective subjects. Subject teachers, as the key facilitators of student learning, are responsible for maintaining accurate and up-to-date records of student progress across all the classes they teach. This includes regularly updating assessment data, tracking student performance, and using this information to inform their teaching practices and intervention strategies.

By maintaining detailed records, teachers contribute to the school's overall goal of fostering a data-driven, student-centred learning environment. These records also serve as essential tools for communication with parents, administrators, and other stakeholders, ensuring that students' progress is monitored and supported effectively at all levels.

9. Monitoring and Review

- This policy is reviewed every two years or sooner if IB updates require it.
- All teaching staff receive yearly induction on assessment processes and procedures.
- Parent and student orientation includes explicit communication of expectations.
- Internal and External data sets are reviewed annually to identify trends and required interventions.