



GRAMMAR SCHOOL ASSESSMENT POLICY



ATHENA EDUCATION

— For Social Grace —

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Introduction

Grammar School provides UK based curriculum within a framework of traditional Islamic values. It is Grammar School's overriding belief that students learn to their optimum in a caring, nurturing environment which recognizes the importance of the local culture and traditions. We believe a child's education is served best when his/her individual needs are met within a challenging and comprehensive curriculum. We have as our primary purpose the developing of responsible and well-rounded bilingual students who will be able to meet the challenges of the 21st century with confidence and anticipation.

We also recognize that a modern school program must be grounded in sound and current education practice. To this end, we believe that staff development is an integral part of our school's success. We believe that children learn differently, and that instruction must be geared to the various learning styles in each classroom wherever possible. Also, we recognize the importance of the parent in the learning process and seek ways to involve the parent in school life. Above all, we believe that school should be a satisfying and enriching experience for each child.

Assessment, Grading and Reporting Defined

Assessment:

The information used to guide instruction and to help teachers make instructional decisions, both to better meet the needs of individual students, and to analyze the effectiveness of the instructional program at Grammar School. Assessments at Grammar school vary from commercial to standardized to teacher-made. Each assessment is an opportunity for students to demonstrate their understanding or application of concepts or skills.

Grading:

The judgment or evaluation, in numerical or letter form, of a student's performance related to their understanding or application of concepts or skills, as demonstrated through assessment. Grades at Grammar School are one of the ways that teachers communicate with students and parents about both progress and achievement.

Reporting:

The communication of grades based on formal and informal assessments to both students and parents, through progress reports, report cards, parent-student- teacher conferences and regular posting in school Portal.

Purpose of Assessment:

At Grammar School, we consider assessment to be an integral part of effective instruction. We believe that teaching, learning, and assessing are interdependent. Our assessment practices are guided by the following principles:

- Assessment is a judgment about how well a student has attained the aims and objectives of a course.
- Assessment should be standards-based. Students are assessed against learning outcomes that are available to parents and students.
- Assessment should account for a variety of learning needs.

What are the purposes of assessment at Grammar School?

- To enhance student learning. This is done through
 - Providing descriptive feedback to students, highlighting strengths and areas for improvement
 - Providing opportunities for self-assessment and reflection
 - Providing opportunities for students to display their learning in a variety of ways
- To provide information about student progress towards meeting learning goals. This information is shared with students and parents.
- To assist teachers in reflecting upon and evaluating the effectiveness of their teaching.

For students:

- To inform and enable students to monitor their current skill/knowledge levels
- To empower students to develop as independent, self-reliant, and self-critical learners
- To help students set goals for their learning and develop learning strategies
- To build positive self-esteem and a sense of achievement

For teachers:

- To recognize students' academic strengths and areas of growth so that teachers can better design appropriate classroom instruction
- To ascertain students' prior knowledge and determine appropriate instruction in the classroom
- To gauge the effectiveness of teachers' classroom instruction
- To give students feedback to improve their performance and achieve learning goals
- To strive for consistent and reliable understanding of student work among subject area teachers
- To identify student support needs
- To provide external confirmation of classroom practices through standardized assessments

For families:

- To communicate the strengths, weaknesses, progress, achievements, areas for growth and learning style(s) of their child
- To develop the partnership between home and school in supporting student learning

For teachers and administrators:

- To deliver longitudinal data to analyze and evaluate current programs and/or determine the introduction of new programs through the curriculum review process
- To generate information through constant internal research and analysis, to develop future school plans
- To plan appropriate staff-development programs

Types of Assessment

There are 2 types of assessments that teachers at Grammar School use to gather information: Internal and External Assessments.

Internal Assessments

Assessment of our students' academic progress takes many forms depending on the discipline, the teacher, the grade level and the individual. However, internal assessments will normally be either *formative* or *summative*.

A. Formative

The goal of formative assessment is to *monitor student learning* to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- Help students identify their strengths and weaknesses and target areas that need work
- Help teachers recognize where students are struggling and address problems immediately
- All of the formative assessments will not normally contribute to a students' termly report grade
- Can take a wide variety of forms: quizzes, teacher observation, student work marking...weekly assessment for learning, workbooks, questioning, discussion, exit slips, peer/self-assessment, etc.
- Can be skills based
- Accounts for 20% of overall grade

B. Summative

The goal of summative assessment is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or teachers use it to guide their efforts and activities in subsequent courses. Summative assessments will normally:

- Take the form of a written test /exam or project with a clear rubric
- Be taken under controlled conditions
- Be graded by the teacher
- Be linked to the curriculum objectives
- Contribute to a students' termly report grade
- Accounts for 80% of overall grade

External Assessments

External Assessments against international benchmarks is used to compare the attainment of Grammar School students to other international UK curriculum school students. The following tables illustrate in detail both internal and external assessments at Grammar School.

Grammar School Internal Assessments:

Internal Assessments	Purpose	Targeted Grades
<ul style="list-style-type: none">• Formative Assessments	<p>Formative assessment is sometimes called assessment for learning since it provides feedback for the teacher throughout the unit of study to determine if more attention needs to be given to a specific concept, if differentiation is needed, or if students are ready to move on. Formative assessment guides decisions about student grouping and provides timely, ongoing feedback to students to assist with goal setting. Exit cards, quizzes, mini-conferences and reflection journals are a few examples used often by teachers. Teacher observation is a powerful tool used to make instructional decisions on a regular basis. Formative assessments reflect student growth and progress and are not regularly included when reporting student grades.</p>	FS-Yr13
<ul style="list-style-type: none">• Summative Assessments	<p>Summative assessment is sometimes called assessment of learning or evaluation. It should reflect the performance or achievement of students related to the standards and benchmarks addressed during the unit of study. Students are given multiple opportunities to show their understanding throughout a unit of study. Though summative assessments may be used formatively if teachers see a need for re-teaching, they are mainly used at the end of units of study. Tests, projects, essays, performances and visual displays are just a few examples of summative assessments at Grammar School. Summative assessment results are included when reporting student grades. Comments related to growth are included on report cards.</p>	FS-Yr13

Grammar School External Assessments:

External Assessments	Purpose	Targeted Years
<ul style="list-style-type: none"> • GL Progress Tests 	<p>The Progress Test Series (PT Series) assesses pupils' true comprehension of the core curriculum subjects, helps to identify which pupils need extra support and which will rise to more challenging targets. The Progress Tests measures pupils' knowledge, understanding and application of the following core subjects: English, Math, and Science.</p>	<p>Year 2- Year10</p>
<ul style="list-style-type: none"> • Baseline and Baseline Progress 	<p>Baseline and Baseline Progress provides a reliable way to assess literacy, language and communication and mathematics in three short, picture-based sections that require no reading, as they enter school (Baseline) and at the end of their first year in school (Baseline Progress).</p>	<p>FS2</p>
<ul style="list-style-type: none"> • CAT4 	<p>Cognitive Abilities Test: Fourth Edition (CAT4) is an assessment of reasoning ability can identify where a pupil's real strengths lie, free from the constraint of the curriculum and unencumbered by learning barriers.</p>	<p>Year 2 - Year 10</p>
<ul style="list-style-type: none"> • PISA (2022) 	<p>Programme for International Student Assessment (PISA) is a school-level assessment, designated for 15-year-old students. It is a two-hour, paper-based test, consisting of Mathematics, Science, and Reading questions.</p>	<p>15-Year- Old</p>
<ul style="list-style-type: none"> • TIMSS (2023) 	<p>Trends in International Mathematics and Science Study 2019 (TIMSS)-has been a valuable vehicle for monitoring international trends in mathematics and science achievement at the fifth and ninth year groups.</p>	<p>Year 5 and Year 9</p>
<ul style="list-style-type: none"> • IBT Arabic 	<p>The IBT Arabic Language tests are designed to assess proficiency in Arabic Reading, Grammar, Spelling and Vocabulary through multiple-choice questions in response to a variety of texts and situations. The tests offer students and schools the opportunity to participate in a standardised Arabic assessment which can provide comprehensive diagnostic feedback and benchmark performance against other schools in the region.</p>	<p>Year 4 – Year 11</p>
<ul style="list-style-type: none"> • IGCSE 	<p>IGCSE is the abbreviation of International General Certificate of Secondary Education. It is a popular international certification for end of secondary school before pupils proceed to Advanced Level (A-Level) or pre-university studies.</p>	<p>Year 11</p>

<ul style="list-style-type: none"> • Edexcel International Advanced Subsidiary 	<p>Edexcel International Advanced Subsidiary offer progression from our GCSEs or International GCSEs and can be taken alongside Edexcel A levels or BTEC or LCCI qualifications to give students a comprehensive choice of subjects.</p>	<p>Year 12</p>
<ul style="list-style-type: none"> • Edexcel International Advanced level 	<p>Edexcel International Advanced level they offer progression from our GCSEs or International GCSEs and can be taken alongside Edexcel A levels or BTEC or LCCI qualifications to give students a comprehensive choice of subjects.</p>	<p>Year 13</p>

Assessment

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graph TD; A[Assessment] --> B[Summative Assessment]; A --> C[Formative Assessment]; B --> B1[End of Term Examination (60%)]; B --> B2[Half - Term Examination (20%)]; C --> C1[Weekly Assessments (AFL) (20%)];
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Summative Assessment

End of Term Examination (60%)

Half - Term Examination (20%)

Formative Assessment

Weekly Assessments (AFL)
(20%)

Grade Reporting and Scale

Reporting

At Grammar School, we understand that an effective reporting process should provide accurate and honest information about student progress and achievement based on curriculum standards and an open two-way dialogue between teachers and parents. Parents should have the opportunity to discuss their children's progress with teachers and teachers/administrators should contact parents when they have a concern relating to progress.

Reporting of student progress to parents includes formal end-of-term report cards and Learning Journey reports in Early Years, progress reports, portal updates and parent-teacher meetings. Progress is measured against curriculum standards and formal report card grades are composed of 80% summative assessments and 20% formative assessments. Progress reports are used to inform parents of concerns and will usually be available after term assessments to allow time for improvements.

EAL and SEND Student Assessments

EAL and SEND students are provided with modified curriculum and assessments. Individual Education Plans (IEPs) are designed for identified students with special needs to inform the planning, delivery and assessment of the student's educational program. The Learning Support Plan (LSP) is developed by teachers in collaboration with parents and appropriate stakeholders. LSPs are required for students receiving support from the Special Education Section, students in care and students referred to Student Support Services. Students on IEPs may have assessment modified by a reduction in the number or length of assessment tasks, the provision of extra time to complete work or the provision of individualized assignments. Students on IEPs receive the full range of reports provided to other students, and meetings are held regularly to evaluate their progress and programs.

During the academic year, two to three formal opportunities are provided for parents to meet with teachers and discuss their children's progress. However, we encourage our parents to contact/arrange appointments with teachers to discuss concerns at any point during the year.

Grammar School Re-Assessment & Final Exam Re-Sit Policy

Re-Assessment Procedures

Re-assessment will be available to students in the following circumstances: Students who have not mastered the curriculum objectives being assessed and have demonstrated completion of all formative assessments can be reassessed based on circumstantial situations. The final decision is determined by the Head of Schools.

The following conditions apply to all re-assessments:

- Teachers will determine when and how the re-assessments will be administered.
- Students who are absent on the day of the summative assessment have two days upon return to complete it. They will then follow the regular process for re-assessment if needed.
- Re-assessments will be given on summative assessments though teachers may require students first to re-write formative assessments.
- Re-assessments can be completed on specific sections of, or questions on, summative assessments, or in relation to specific standards as decided by the teacher.
- The student's highest earned grade for the summative assessment will be recorded and used in the final grade calculation.
- Students may not be re-assessed more than once on the same summative assessment.
- Re-assessment must be completed within a grading period and cannot be carried over to the next grading period. There will be no re-assessments during the last week of the grading period (term). Final exams will not be re-assessed.

Grammar School Make-up Exam Policy

The purpose of any makeup exam is to allow students, with legitimate reasons for missing a scheduled exam, to fulfil the requirements of a course, and hence avoid being penalized for factors beyond their control. Make-up exams are only utilized for circumstantial situations.

Students who are eligible to take a makeup exam must fulfill the following precedent requirements:

- The student must be fully registered under the school and KHDA set requirements. Any missing registration information will result in disqualification of the makeup exam.
- The student must have attended school on a regular basis and did not violate the school's attendance policy.
- The student's number of unexcused absences should not have exceeded 20 consecutive days or 25 non-consecutive days as per "Article 48, Clause 2, Section 8" of the Bilo of the Private Education Law under the Ministry of Education & Youth.
- The student may only be eligible for a makeup exam if they have failed 3 or less of the offered school subjects. If the student has failed 4 or more subjects, then they are required to repeat the academic year.
- In the case of illnesses and emergencies, student's parent/guardian must contact the school as soon as possible via email or phone. This contact should be followed up with a written explanation for the missed exam accompanied by a valid doctor's note, an accident report, or any other relevant documentation. Failure to communicate and provide truthful medical documentation evidence in a timely manner will result in the disqualification of the makeup exam.

Make-up exam procedures are as follows:

- As per the assessment results, if the student fails only one term, but the overall end of term results still remains as a failing mark. Then the student is subject to sit on the make-up exam only for that failed term.
- If assessment results show that end of year failure was due to failure in both term 1 and term 2, then the student is subject to a comprehensive remedial make-up exam for both academic terms.
- Failing any makeup exams will result in the failure of the entire academic year.
- The make-up exam results will be indicated in the final report card; however, the make-up results will not be affecting the overall calculation of the percentage.

Grammar School Underlying Principles for Assessment

- Grades will include only academic achievement
- Grades will reflect the actual level of achievement. Academic dishonesty or cheating should result in disciplinary consequences, not reduced grades*
- Clear descriptions of achievement expectations are given to students in advance
- Individual achievement evidence is included in grades. Group scores are not.
- Absences are not considered in determining grades. They are reported separately
- Zeros should not be included in grade determination when evidence is missing, except as a last resort. Nor should zeros be given as a punishment. Alternatives, including reassessing to determine true achievement, or “I” for insufficient evidence should be used until the work is completed
- Formative assessment should be used to promote success in summative assessments by providing feedback directly related to the achievement of the standards and benchmarks. Summative assessments will mainly be used to determine final grades.
- Homework that is clearly summative may be used in grading when it is certain that the student completed the assignment. Most homework is formative, meant for practice, and not included in the grade
- All assessments set by a teacher must be completed by all students.
- Questions which challenge students beyond the grade level standards/ benchmarks are encouraged because they provide enrichment. However, bonus points for this work are not appropriate because they distort the assessment of the student’s knowledge, skills and understanding related to the course/grade level.
- The creation of grades will not rely only on the mean when creating a grade; we will use professional judgment and consider other statistical measures (i.e. mode and median). Teachers will use their professional judgment when determining a report card grade.

Academic Roles and Responsibilities

Assessment practice and policy at the provincial and local levels must support students' responsibility for their learning. In addition to developing academic knowledge, it is important to support students in the development of lifelong learning skills and values, and that educational practice and policy reflect this. It must be made clear to students that they are responsible for providing evidence of their learning within established timelines, and that there are consequences for not completing work and for submitting work late. The roles and responsibilities are as follows:

Administration

It is the responsibility of the administration to:

- Share the assessment policy with students and parents.
- Explain the assessment guidelines to students.
- Orient the new teachers about the assessment policy and provide the necessary guidance and support for all teachers.
- Monitor the implementation of the policy.
- Foster the academic honesty guidelines as per the Student Handbook.

Teachers

Teachers also have important responsibilities in supporting the learning of all students. Their responsibilities include the following:

- Establish and clearly communicate expectations regarding assignments. Assignment requirements and assessment criteria should be discussed with students. Teachers communicate to students the intended learning outcomes, the nature of the products and performances, and the criteria for judging the evidence of learning. Teachers should be prepared to clarify the expectations if necessary, by providing exemplars, and to provide timely and specific feedback to students.
- Set and communicate reasonable timelines for assignments and support students in meeting these timelines. The timelines teachers set should provide adequate time for students to complete the work, while being mindful of other demands and of student strengths and challenges.
- Teachers should use their professional judgment to establish reasonable but firm expectations regarding timelines. They should also use their professional judgment to support and motivate students who do not take responsibility for their work through the use of a variety of strategies to ensure students make regular progress on assignments. Regular communication about student progress among teachers, students, and parents will support timely completion of assignments. Other strategies may include the following:
 - Solicit and consider student input and collaborate with other staff to coordinate the timing of major assignments.
 - Share assignment timelines and reminders through many means, including

classroom web pages, email, and course outlines.

- Assist students to manage time effectively—monitoring student progress at each stage of a complex assignment can ensure they stay on track.
 - Anticipate which students may require additional supports to complete assigned tasks, and monitor those students more closely.
 - Choose, when appropriate, to extend time for completing assignments, especially for students who communicate with the teacher in advance of the due date.
 - Contact parents to discuss strategies for keeping students on track when they are falling behind or not taking responsibility for their work.
- Establish, communicate, and apply consequences for late and missing work. Students must understand that there will be consequences for not completing assignments that provide evidence of learning or for submitting those assignments late. If, after establishing and clearly communicating expectations regarding assignments, setting and communicating timelines for assignments, and supporting student learning using the strategies provided above, student work is still late or missing, teachers may apply the following strategies based on their professional judgment:
 - Confer with the student and, where appropriate, with the student’s parents about the reasons for not completing the assignment, and consider the legitimacy of reasons.
 - Develop an agreement with the student to complete the work.
 - Require the student to complete missing work during school time or at lunch or after school within a supervised setting in accordance with school division policy.
 - Provide appropriate support to students in the form of counseling or peer tutoring to address issues and barriers that may be preventing the student from completing assigned work.
 - Provide additional supports for students who are learning English or French as an additional language.
 - Provide alternative assessment tasks that accommodate diverse learning needs.
 - In applying consequences to late or missing work, teachers will consider the nature of the assignment, the individual circumstances of the student (especially struggling learners), and the potential impact of the consequence on subsequent learning and motivation. Whatever the consequence, students are ultimately responsible for the timely completion of their assignments and for knowing that there are consequences for failure to adhere to those parameters.

Students

It is the responsibility of the student to:

- Strive to acquire and demonstrate the attributes of the learner profile.
- Be principled and behave ethically as outlined in the Student Handbook.

- Prepare for and participate in all formative assessments in order to grow in concept, skill, and knowledge strength.
- Make the necessary arrangements to retake assessments or submit late assignments in case of a legitimate absence.
- Meet all deadlines set by the teacher and/or by the school. In case of any concern about not meeting a certain deadline, the student must contact his/her teacher in advance.
- Reflect on progress for improvement and seek the teacher's help when needed.

Academic Integrity

Students must understand that the tests/exams they complete and the assignments they submit as evidence of learning must be their own work and that cheating and plagiarism will not be tolerated. Grammar School has a zero tolerance to cheating and academic dishonesty.

Teachers, HOD's and Administrators have the following responsibilities:

- **Communicate and reinforce expectations of academic honesty with students.**
Aspects of academic honesty include not *cheating* (e.g., copying others' work, using cheat notes), *lying* (e.g., misrepresenting contributions to group work, lying about circumstances to obtain extensions), and *plagiarizing* (submitting or representing someone else's work as one's own).
- **Respond appropriately to academic dishonesty.** School and divisional policies will specify a range of consequences for academic dishonesty and invoke these sanctions as appropriate.
- **Teachers should apply strategies to deal with academic dishonesty, such as the following:**
 - Contact parents
 - Document the incident in the student's file.
 - Enforce the loss of privileges for the student at the school (sports teams, extra-curricular activities etc.).
 - Enforce other disciplinary measures such as detention.
 - Have the student redo the work honestly.

Teachers need to consider the nature of the assignment, the age and maturity of the student, the individual circumstances of the student, and the potential impact of the consequence on subsequent learning and motivation. Whatever the consequence, students should complete the work in an honest way.

Appendix A

Introduction:

At **Grammar School**, our initiative is to raise students' attainment, increase progress and narrow the gender gap in almost all phases by:

- implementing internal assessment processes that enable students to understand their next steps in learning
- applying diagnostic tests and external benchmark data to monitor outcomes and create targets for individuals and groups of students
- using assessment data effectively to inform curriculum development and adaptation.

Definitions

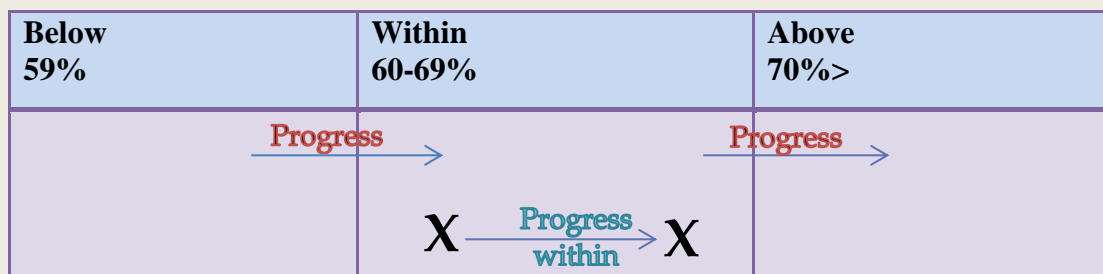
Attainment – The level students reach, usually measured by reference to benchmarks, such as test and examination results. The key attainment measures will be:

- the proportion of students working at age-related expectation
- the proportion of students working beyond age-related expectation

Progress – The gains in learning between two points in time. This can be measured either in terms of:

- proportions of students making and exceeding expected progress, or
- average number of steps of progress made by a cohort or group.

At **Grammar School**, our attainment is evaluated based on the proportions of students “in line with curriculum standards” and at the “level above curriculum standards”. In essence, this is the number of students above, on or below the standards of the curriculum. Therefore, we have determined our performance expectations to fall within 3 levels. The reason for our designated ranges is because we wanted to keep the performance levels narrow to better show student progress. In addition, the reason for our cut off at 60% is based on the school inspections framework in which 60% is considered where “acceptable” begins.



Progress analysis is based on students' movements between performance levels. To measure the progress within, the school uses the variance based on the average of the cohort to the next performance level.

Grading Scheme:-

Keystage 1 & 2 - Year 1 to 6:

Key stage 1 & 2 follows an approach of Emerging, Developing, Secure and Mastery as follows.

Test Percentage		Term 1		Term 2		Term 3
91 - 100% Mastery	Developing	Exceptional	Secure	Exceptional	Mastery	Exceptional
81 - 90% Secure 3		Working Beyond Expectations		Working Beyond Expectations		Working Beyond Expectations
71 - 80% Secure 2		Working In Line with Expectations	Developing	Working In Line with Expectations	Secure	Working in line with Expectations
61 - 70% Secure 1		Working Towards Expectations		Working Towards Expectations		Working towards Expectations
51 - 60% Developing 3	Emerging	Working below expectation/ Intervention	Emerging	Working below expectation/ Intervention	Developing	Working below expectation/ Intervention
41 - 50% Developing 2		Working below expectation/ Intervention		Working below expectation/ Intervention		Working below expectation/ Intervention
31 - 40% Developing 1		Working below expectation/ Intervention	Working below expectation/ Intervention	Working below expectation/ Intervention		
21 - 30% Emerging 3		Working below expectation/ Intervention	Working below expectation/ Intervention	Working below expectation/ Intervention		
0 - 20% Emerging 1 & 2		Working below expectation/ Intervention	Working below expectation/ Intervention	Working below expectation/ Intervention		

In addition to this, a grade on Effort will also be given as follows:

Grade	Learning Effort
1 Outstanding	Outstanding Effort. <i>Full equipment, all the time. Always punctual.</i>
2 Good	Good Effort. <i>Most equipment, most of the time. Mostly punctual.</i>
3 Satisfactory	Satisfactory Effort. <i>Some equipment, some of the time. Sometimes punctual.</i>
4 Unacceptable	Unacceptable Effort. <i>Rarely equipped. Rarely punctual.</i>

Keystage 3 - Year 7 to 9:

Grade point (9-1)	Test Percentage	Remarks
9	96% - 100%	Pass
8	90% - 95%	
7	80% - 89%	
6	70% - 79%	
5	60% - 69%	
4	50% - 59%	
3	40% - 49%	
2	30% - 39%	Fail
1	20% - 29%	
U	0% - 20%	

Keystage 4 - Year 10 & 11:

Grade point	Test Percentage	Remarks
9	95% - 100%	98% - 100%: Working securely of grade point 9
		95% - 97%: Not securely working at grade point 9
8	90% - 94%	92% - 94%: Working securely at grade point 8
		90% - 91%: Not securely working at grade point 8
7	80% - 89%	87% - 89%: Consistently working at high end of grade point 7
		84% - 86% : Working securely at grade point 7
		81% - 83% : Not securely working at grade point 7
6	70% - 79%	77% -79%: Consistently working at high end of grade point 6
		74% - 76% : Working securely at grade point 6
		71% - 73% : Not securely working at grade point 6
5	60% - 69%	67% - 69%: Consistently working at high end of grade point 5
		64% - 66% : Working securely at grade point 5
		61% - 63% : Not securely working at grade point 5
4	51% - 59%	57% - 59%: Consistently working at high end of grade point 4
		54% - 56% : Working securely at grade point 4
		51% - 53% : Not securely working at grade point 4
3	50%	Pass
2	40% - 49%	Fail
1	30% - 39%	
U	<30%	

Keystage 5 - Year 12 & 13:

Grade	Test Percentage
A	80% - 100%
B	70% - 79%
C	60%- 69%
D	50% - 69%
E	40% - 49%
U	<40%

All students in Grammar school will be given ongoing constructive feedback for the work they produce throughout their courses. Their progress will be assessed and advice given regularly as to how they can improve their work. Parents will receive a termly report of students actual and expected achievement and progress in all subjects studied. Regular Parents conferences will be a feature of the academic calendar of the school and will offer consultation time for Parents to become familiar with the strengths and areas for development for their child. In addition to this guidance related to option and course selection will be offered to enable Parents to be familiar with the requirements and expectations of the formal examinations offered to their child. It is important to note that many formal examination courses comprise of a combination of coursework (completed throughout the course) and formal examinations and Parents will be advised of these requirements as students commence the course.