



ASSESSMENT, FEEDBACK AND REPORTING POLICY

Created by	Head of School/Senior Leadership Team/Deputy Head/Assessment Lead
Applies to	All students, staff, parents and visitors
Approved by	Board of Directors
Date adopted	17 September 2026
Review cycle	Annual
Next review	17 September 2027

Safeguarding and Child Protection

GES Cairo is committed to safeguarding and promoting the welfare of children and young people. We expect all staff, volunteers, and visitors to share this commitment. We maintain a culture of vigilance where the welfare of our students is always paramount. All school policies are underpinned by this principle and operate in full compliance with current statutory safeguarding guidance and global and local procedures.

1. Assessment Principles and Rationale

GES Cairo is committed to assessment that drives learning forward. We believe that accurate, fair and timely assessment, meaningful feedback, and clear reporting are central to raising achievement for every student. This policy sets out a single, coherent approach across the British School and the American Section: how student learning is assessed, how feedback is given so students know what to improve and how, and how progress is reported to parents and other stakeholders regularly, accurately and clearly. It operates in full compliance with current statutory curriculum guidance for both programmes.

Assessment at GES Cairo will be:

Purposeful. Every assessment will have a clearly understood purpose. Staff must be able to answer: Why are we assessing this, and what will we do with the information?

Valid. Assessment measures the knowledge, understanding and skills it is intended to measure.

Reliable. Assessment approaches produce sufficiently consistent judgements across classes, subjects and year groups.

Proportionate. Assessment does not create unnecessary workload for teachers or excessive testing for students.

Inclusive. Assessment takes account of individual needs, including SEND and other barriers to learning. Appropriate access arrangements and reasonable adjustments will be made where required.

Transparent. Students understand what they are learning, what successful learning looks like and how they can improve.

Developmental. Assessment must identify the next step in learning, rather than simply record what has already been achieved.

Evidence-informed. No single assessment can be used in isolation when making significant decisions about a student.

Equitable. Assessment does not disadvantage students because of background, language, SEND, gender or other protected characteristics.

Action-oriented. Assessment information must lead to an appropriate response where one is required.

2. Type and Aim of Assessment

Assessment purpose	Key question	Examples
Diagnostic	What does the student already know or misunderstand?	Baseline assessments; diagnostic questions
Formative	What does the student need to learn next?	Questioning; observation; retrieval; quizzes; feedback; live marking
Summative	What has the student learned over a defined period?	End-of-unit; end-of-term; end-of-year assessments
Standardised	How does performance compare with an external or age-related reference point?	CAT4; standardised tests; Cambridge/Pearson/OxfordAQA assessments

3. GES Cairo Assessment Cycle

1. ASSESS. Gather meaningful evidence of learning.

2. ANALYSE. Identify patterns, strengths, gaps and misconceptions and compare performance with intended curriculum outcomes.

3. RESPOND. Adapt teaching, provide intervention, address misconceptions or provide additional challenges.

4. REVIEW. Evaluate whether the response has improved learning and determine the next teaching priority.

GES Cairo recognises that assessment without an appropriate response is incomplete assessment.

The cycle applies at student, class, subject, Year Group and Whole School level.

4. Baseline and Diagnostic Assessments

Baseline assessment takes place at the beginning of an academic year or when a student joins the school to assess:

- prior attainment;
- existing knowledge and understanding;
- misconceptions;
- gaps in prerequisite knowledge;
- strengths and areas of potential;
- appropriate starting points for teaching.

Baseline assessment should inform teaching rather than label students.

Teachers should use baseline information when reviewing medium- and long-term curriculum plans and identifying students who may require additional support, targeted intervention, curriculum adaptation or additional challenge.

5. Cognitive Assessment - CAT 4

GES Cairo uses GL Assessment's Cognitive Abilities Test Fourth Edition (CAT4) as one component of its assessment framework.

- Verbal
- Quantitative
- Non-verbal
- Spatial

At GES Cairo, CAT4 is currently administered at designated transition points, including Years 2, 6 and 8, alongside appropriate arrangements for new students where required.

CAT4 information may be used to understand students' cognitive profiles; identify strengths and potential barriers to learning; inform differentiation; identify students who may benefit from intervention or additional challenge; support transition; triangulate internal assessment with standardised information; and support discussions about future curriculum and examination pathways.

CAT4 data must not be used as a deterministic prediction of IGCSE success. Cognitive assessment provides useful information about a student's profile and potential but does not determine what a student will achieve.

CAT4 outcomes are considered alongside teacher assessment, curriculum assessments, work scrutiny, attendance, intervention records, student progress and other relevant contextual information.

6. Formative Assessment

Formative assessment is the everyday process through which teachers gather evidence of learning and use it to adapt teaching. It is an essential component of high-quality classroom practice.

- questioning
- retrieval practice
- hinge questions
- mini-whiteboards
- quizzes
- exit tickets
- discussion
- observation
- analysis of student work
- live feedback
- peer assessment
- self-assessment
- short written responses
- practical demonstrations
- low-stakes tests
- verbal feedback

Formative assessment enables teachers to determine: What has been learned? What has not yet been learned? Why? What needs to happen next?

Formative assessment does not necessarily require a recorded mark or grade.

7. Feedback

Feedback at GES Cairo is intended to improve learning rather than simply demonstrate that work has been marked.

- timely
- specific
- understandable
- related to the learning intention
- focused on improvement
- manageable for teachers
- acted upon by students

Feedback may be verbal, written, whole-class, individual, peer-generated, self-generated, digital, or delivered through modelling or re-teaching. The most important question is: Has the feedback helped the student improve their learning?

8. Self and Peer Assessment

Students should progressively develop the ability to evaluate their own learning.

- identify what they have done successfully
- identify misconceptions
- use success criteria
- evaluate examples of work
- respond to feedback
- set appropriate next steps
- give constructive feedback to peers

Self and peer assessment are taught explicitly and must not replace professional teacher judgement.

8. Summative Assessment

Summative assessment provides a structured evaluation of learning after a defined period of teaching.

- end-of-unit assessments
- end-of-term assessments
- end-of-year assessments
- standardised assessments
- mock examinations
- externally set examinations
- statutory or Ministry of Education assessments

Summative assessment must sample the curriculum appropriately and do not attempt to assess every aspect of learning.

The frequency and length of summative assessments are appropriate to the age and developmental stage of students.

8. Assessment in EYFS

Assessment in EYFS will reflect the developmental nature of early learning.

- observation
- professional dialogue
- examples of children's learning
- developmental information
- interactions with children
- evidence of emerging knowledge and skills

- the Characteristics of Effective Learning

Assessment will be used to identify children's next developmental and learning steps rather than to create unnecessary formal testing.

9. Assessment in Primary

Across Years 1-6, assessment will combine:

- ongoing formative assessment embedded within daily teaching;
- end-of-block assessment where appropriate;
- termly assessment to provide a broader picture of attainment;
- standardised/benchmark assessments at designated year groups;
- end-of-key-stage assessment at agreed transition points.

Assessment should increasingly move from predominantly curriculum-objective-based assessment in the younger years towards more formal subject assessment as students progress through Primary.

10. Assessment in Secondary

- end-of-term assessments
- standardised assessments where appropriate
- examination-style questions
- practical and coursework-based assessment where relevant
- end-of-year assessments

In Years 10-12, assessment will increasingly reflect the requirements of the relevant examination board and qualification.

Mock examinations will be used diagnostically to identify knowledge gaps, examination technique issues, misconceptions, timing problems and areas requiring intervention.

11. Examination and External Assessment

GES follows the requirements of the relevant examination boards and Egyptian Ministry of Education.

External qualifications may include assessments administered by Cambridge International, Pearson Edexcel, OxfordAQA, the Egyptian Ministry of Education and other approved awarding bodies.

External examinations will be administered in accordance with the regulations of the relevant awarding body.

Internal assessment must not be presented to parents or students as an official examination grade unless it has been awarded in accordance with the relevant examination regulations.

12. Ministry of Education Assessments

GES Cairo will comply with applicable Egyptian Ministry of Education requirements.

Arabic, Religion and Social Studies assessment will reflect the requirements and regulations applicable to the relevant students and year groups.

Where Ministry of Education examinations are externally administered, GES Cairo will follow the procedures and schedules established by the relevant authorities.

The school's internal assessment system will operate alongside, rather than replace, statutory Ministry of Education assessment.

13. Assessment and SEND (focus of the Learning Development Department LDD)

Assessment must enable all students to demonstrate what they know and can do.

- language demands
- reading demands
- processing time
- accessibility
- sensory needs
- physical needs
- communication needs
- SEND requirements

Appropriate reasonable adjustments may include additional time, modified presentation, enlarged print, reader or scribe where appropriate, assistive technology, or alternative methods of demonstrating learning.

Adjustments must preserve the validity of the assessment and comply with relevant examination-board requirements.

Assessment data is used to identify barriers to learning, not to reinforce assumptions about students' capabilities.

14. Reporting

The report content distinguishes clearly between:

- Academic attainment - what the student has learned and can demonstrate;
- Learning behaviours - how the student approaches learning;
- Attendance - whether the student has accessed learning consistently;
- Enrichment - participation and contribution beyond the classroom;
- Personal development - leadership, contribution to community and wider development where appropriate.

The framework recognises that learning behaviours are interconnected and that attendance, punctuality, participation and skills all contribute to overall achievement.

Reporting Legend by Year Group for reference: [Reporting Template 26-27](#)

15. Reporting Structure by Phase

EYFS. Reports reflect Areas of Learning, Characteristics of Effective Learning, developmental progress, next steps, attendance and wider development.

Years 1-2. Reports increasingly provide subject attainment, curriculum outcomes, learning behaviours, attendance, enrichment and teacher commentary.

Years 3-6. Reports provide subject-specific attainment, assessment outcomes, learning behaviours, attendance, enrichment and appropriate teacher commentary.

Years 7-9. Reports provide subject attainment, percentage/mark where appropriate, grade where appropriate, learning behaviours, attendance, enrichment and intervention information where appropriate.

Years 10-12. Reports increasingly reflect examination-board requirements, internal assessment, mock examination performance, predicted/working grades where professionally appropriate, learning behaviours, attendance and examination readiness. Predicted grades are based on multiple sources of evidence and do not simply reproduce the most recent test score.

16. Assessment Weightings

Where numerical assessment weightings are used, departments must publish and apply them consistently.

Weightings relate to different forms of academic evidence, such as formative assessment, end-of-unit assessment, coursework/controlled assessment where applicable, and summative assessment.

17. Assessment Data

GES Cairo will maintain a central assessment record within each Key Stage as well as the overall formal record of assessment data kept by the school. The GES Cairo Database is the primary internal recording system for student assessment data. This record is:

- accurate
- current
- accessible to authorised staff
- securely stored
- used appropriately
- protected in accordance with school data-protection requirements

Teachers are responsible for ensuring that assessment information entered into the system is accurate. Heads of Departments/Team Leaders are responsible for checking the quality and consistency of departmental assessment information.

18. Data Analysis

Assessment data is analysed at several levels.

- **Student** - what the student has learned, what are their gaps, and what intervention or challenge is required
- **Class** - (AH TEACHER AND HOD/YTL) are there common misconceptions, weak curriculum areas or teaching responses required?
- **Cohort** - (DEPUTY HEAD/HT) are students making appropriate progress and are particular groups underperforming?
- **Whole-School level** (HoS/HT/SLT) - are curriculum and teaching strategies producing the intended outcomes and are there areas requiring strategic improvement?

Analysis considers multiple sources of evidence rather than relying on a single data point.

19. Progress

GES Cairo distinguishes between **attainment** and **progress**.

Attainment is what a student has achieved at a particular point. **Progress** is the change in a student's learning and attainment over time.

Progress is evaluated in relation to starting points, curriculum expectations, prior attainment, age-related expectations, standardised measures where available and individual student circumstances.

At GES Cairo we avoid as far as possible defining progress simply as a numerical increase in a test score.

20. Intervention

Assessment information triggers intervention where appropriate.

- re-teaching
- small-group teaching
- one-to-one support
- targeted practice
- literacy/numeracy intervention
- vocabulary development
- study-skills support
- additional challenge

- curriculum adaptation

Intervention plans identify:

1. Need
2. Action
3. Responsible person
4. Timescale
5. Intended outcome
6. Review.

The impact of intervention is reviewed to evaluate success

21. Moderation

Moderation is used to ensure consistency and confidence in teacher assessment.

- department moderation
- phase moderation
- cross-school moderation
- standardisation meetings
- comparison of student work
- review of assessment materials
- examination-board exemplars
- external benchmarking

Moderation focuses on borderline judgements, new assessment frameworks, significant changes to curriculum, transition points and examination classes.

22. Assessment Quality Assurance

The assigned assessment leader in each Key stage monitors assessment calendars, assessment frequency, quality of assessment tasks, consistency of marking, accuracy of data, moderation, progress over time, intervention impact, reporting accuracy and workload implications.

Assessment quality assurance draws on multiple sources, including assessment data, student work, lesson evidence, student voice, teacher planning, curriculum documentation and intervention records.

Triangulation: no single measure is treated as a complete picture of learning or school effectiveness.

23. Assessment Calendar

GES Cairo will maintain a whole-school assessment calendar identifying baseline assessment windows, CAT4 windows, formative assessment expectations, end-of-unit

assessments, term assessments, mock examinations, Ministry of Education assessments, external examinations, reporting deadlines and moderation windows.

The Assessment Calendar is reviewed annually to ensure that the cumulative assessment burden remains reasonable.

24. Assessment Workload

- GES Cairo is committed to reducing unnecessary assessment workload.
- Teachers will not be expected to formally mark every piece of work.
- Teachers will not be expected to generate excessive written feedback.
- Unnecessary tests should not be administered.
- Teachers should not enter duplicate information into multiple systems.
- Assessments should not be created merely to produce data.
- Assessment must be proportionate to its purpose. The school will periodically audit assessment workload and remove assessments that do not produce information that is subsequently used.

25. Academic Integrity and Artificial Intelligence

As students increasingly use digital and generative artificial intelligence tools, GES Cairo will ensure that assessment remains an authentic measure of student learning.

Teachers should design appropriate opportunities for students to demonstrate independent understanding through classroom discussion, oral questioning, supervised work, drafts and development, practical application, written work, presentations and reflection.

Where examination boards or GES Cairo require independent work, students must comply with the relevant academic integrity requirements.

The inappropriate use of AI, plagiarism, fabrication or misrepresentation of work will be addressed through the school's Academic Integrity and Behaviour procedures.

26. Reporting to Parents

Reports aim to provide parents with a clear and balanced picture of:

- What their student has achieved
- How their student is progressing
- How their student approaches learning
- What the student needs to do next
- How parents can support learning

Reports aim to avoid excessive educational jargon. Where a student is not making expected progress, parents are informed through appropriate communication methods and

not only through the formal report.

27. Student Involvement

Students should understand what they are learning, what successful learning looks like, how they are currently performing, what they need to improve and how they can improve. Older students should increasingly take ownership of their assessment information and be able to discuss: Where am I now? Where do I need to be? What do I need to do next?

28. Roles and Responsibilities

Role	Responsibility
Head of School	Has overall responsibility for ensuring that assessment supports the school's educational aims.
SLT/Assessment Lead	Responsible for assessment strategy, assessment calendar, data analysis, quality assurance, staff training, moderation, reporting systems and monitoring intervention impact.
AHT/Heads of Department/Team Leaders	Responsible for curriculum-aligned assessment, consistency within departments, moderation, analysing departmental data, identifying intervention and supporting teachers.
Teachers	Responsible for ongoing formative assessment, accurate recording, effective feedback, adapting teaching, identifying students requiring support or challenge and contributing accurate information to reports.
Students	Responsible for engaging with assessment, responding to feedback, reflecting on learning and taking increasing responsibility for progress.
Parents	Responsible for engaging with reports and feedback, supporting attendance and learning, communicating concerns and working with the school where intervention is required.

29. Success Criteria

- teachers use assessment routinely to adapt teaching;
- students understand how to improve;
- parents receive clear and meaningful information;
- assessment data identifies students requiring support or challenge;
- intervention has measurable impact;

- assessment workload remains manageable;
- teacher judgements are moderated;
- internal data is triangulated with external measures;
- progress can be demonstrated over time;
- reports distinguish attainment from learning behaviours;
- assessment supports rather than drives the curriculum.

30. Policy Review

This policy will be reviewed annually and amended in response to changes to the British Schools Overseas (BSO) and Middle Schools Association (MSA) standards, Egyptian Ministry of Education requirements, examination-board requirements, curriculum developments, developments in assessment practice, school evaluation, staff/student/parent feedback and analysis of assessment effectiveness.

The policy will be annually reviewed by the Assessment Lead and SLT before approval by the Head of School.

31. Record Keeping for Teachers

Accurate and timely record keeping on the GES Cairo platform is essential for effective teaching and student progress. It provides a comprehensive overview of each student's academic performance, attendance, and behaviour.

32. Process and Timeline

Each half term, each teacher records at least two formal assignment grades and one test grade for each student. The tests and assignments must be consistent across each department/subject. The subject teams decide what topics will be set and tested. This information to be entered on the database in a % result every half term.

33. Recording Student Progress

Anecdotal Records: Maintain anecdotal (personalised) records to document specific observations of student behaviour, engagement, and learning. These can be used to provide qualitative insights into student progress.

34. Using Google Classroom

Google Classroom is the teacher's main platform for communication with students and parents. It is used for:

- a) Uploading Materials: Utilise Google Classroom to upload lesson slide presentations, handouts, assignments, and other resources for students to access.
- b) Assigning Tasks: Create and assign tasks, quizzes, and tests directly through Google Classroom.
- c) Grading and Feedback: Grade assignments regularly and provide feedback to students within the platform.

Google Classroom naming convention:

Class Name: Year -> Group -> Subject -> Academic year

Example: Y7B English KS3 24-25

Section: Stage -> Key-stage

Subject: Subject Name

35. Best Practices for Record Keeping

- Consistency: Ensure consistency across the department and subject in your record-keeping practices to maintain accuracy and organisation.
- Timeliness: Keep records up-to-date to avoid delays in accessing information.
- Accessibility: Store your other records in a secure and easily accessible location, ensure your head of Department knows where your records are kept, in case they are needed in an emergency and you are unable to provide them..
- Confidentiality: Protect students' privacy by handling records responsibly.

Appendix 1: GES Cairo Assessment and Reporting Model

The following model underpins implementation across all phases:

1. TEACH
2. ASSESS
3. ANALYSE
4. RESPOND
5. REVIEW

to maximise the usefulness of assessment evidence in improving student learning.