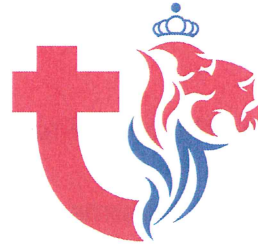


**ENGLISH
INTERNATIONAL
SCHOOL OF TUNIS**
British Curriculum



**EIST Assessment, Marking and Feedback Policy
(Primary)
2025-2026**

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Assessment is an integral part of teaching and learning, focused on monitoring progress to raise student achievement, identifying individual needs for support, and evaluating teaching effectiveness.

Assessment, marking and feedback accelerate pupil progress by ensuring feedback is meaningful, manageable, and motivating. Its rationale centres on using formative assessment to identify misconceptions, inform future teaching, and empower pupils to close learning gaps through actionable, timely feedback.

2 Aims/Objectives

2.1 Assessment

At EIST, the main purpose of assessment is to help students progress. Continued monitoring gives a clear picture of how each student is doing. It is important that the teacher knows what the student remembers, what skills have been acquired and what concepts have been understood. Assessment enables teachers to consider their teaching strategies, and shapes their future planning. One of the outcomes of our assessments is that students raise their own expectations, celebrate their own achievements and increase their self-motivation.

Our assessments are also used for:

- .. discussing progress/concerns with parents, and involving them in the teaching process
- .. helping other teachers gain informed views and with planning
- .. providing outside agencies with hard evidence of attainment
- .. providing hard evidence of attainment to the Additional Educational Needs (AEN) Team

The EIST primary assessment policy is integrated with Cambridge learner attributes to focus on developing confident, responsible, reflective, innovative, and engaged learners through balanced formative and summative assessments. It uses evidence from diverse sources to monitor progress in English, Math, and Science while fostering critical thinking, self-assessment, and personal growth rather than just testing knowledge.

Our Cambridge-Aligned Assessment Policy includes the following key components.

- **Assessment for Learning (Formative):** Embedded daily, this includes oral feedback, peer assessment, and self-assessment to encourage **reflective** learners.
- **Assessment of Learning (Summative):** Utilises [Cambridge Primary Progression Tests](#) (Years 3–6) to monitor progress, providing standardised, reliable data.
- **Learner Attribute Integration:**
 - **Confident:** Portfolios and presentations allow students to showcase their work and take pride in achievements.
 - **Responsible:** Self-assessment and peer-feedback activities encourage students to take ownership of their learning journey.
 - **Reflective:** Using feedback to improve work, fostering a growth mindset.
 - **Innovative:** Open-ended tasks, projects, and, in some cases, [Cambridge Primary Insight](#) assessments evaluate creative problem-solving.
 - **Engaged:** Performance-based tasks and real-life scenarios promote active, collaborative participation.
- **Triangulation of Data:** Using multiple evidence types (teacher observations, quizzes, projects) to get a full picture of student development, ensuring a fair and comprehensive evaluation.

Marking and feedback are important parts of the assessment process and reflects the aims of the school, which seek to encourage the highest possible standards for each student.

2.2 Marking and Feedback

Good marking practice and effective feedback should:

- Be provided in a timely manner
- Provide clear information to students about the strengths and weaknesses of their work.
- Encourage students to strive and improve and promote independence of self-correcting.
- Direct students to what they need to do to improve their work and the next steps they need to take.
- Identify achievements and the next steps in their learning
- Relate to learning objectives for each lesson
- Give students specific praise for the success of their work, showing it is valued
- Give students clear strategies on how they can improve their work through next steps

- Be read by students and time should be given for them to improve their work
- Help teachers evaluate teaching and inform future planning and next steps in learning
- Provide a tool for teacher assessment
- Help parents to understand the strengths and areas to develop in their children's work.

3 Policy Statements

Differentiation

Differentiation is a deliberate process of intervention in the classroom to maximise potential, according to the needs of the individual student.

At EIST, children take part in a wide range of activities to develop a flexible approach to their own learning. We acknowledge that ability is just one factor that distinguishes one child from another and we build on what each child knows and can do.

3.1 Types of Assessment

Day-to-day assessments: (assessment for learning) is the monitoring and enhancing of students' progress. This is done through teacher observations and teacher-student interactions, which may be initiated by either teachers or students. Teachers use questioning, observation, and checking work in books to adapt teaching immediately.

Self/Peer Assessment: Students are encouraged to reflect on their own work and set short-term targets.

Feedback: Regular verbal and written feedback is provided to help students understand how to improve.

Summative Assessment: (assessment of learning) provides teachers with a systematic way of evaluating how well students are progressing in a learning area and in a grade. Teachers must ensure that assessment criteria are very clear to the students before the assessment process. This involves explaining to the students which knowledge and skills are being assessed and the required length of responses.

Internal Exams/Tests: Administered at the end of units or terms to measure progress against Cambridge curriculum objectives. **Standardised Assessments. Mock Tests.**

Feedback should be provided to the students after assessment and could take the form of whole-class discussion or teacher-student interaction.

Classroom assessments should be both informal and formal. In both cases feedback must be given to students to enhance their learning experience.

3.1.1 Formative Assessment and Assessment for Learning

The majority of our assessment is formative.



“Formative

Assessment refers to all those activities undertaken by teachers, and by the students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. Such assessments become formative when the evidence is actually used to adapt the teaching to meet the needs.” (Black and William, Inside The Black Box, 1998)

“Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.” (Assessment Reform Group, 2002)

Assessment for learning describes the assessment processes that take place during teaching and learning. Evidence is actually used to adapt the teaching work to meet the needs of the learners. Great benefits can result from teaching students to “learn how to learn” – in other words to be included explicitly in their own learning using strategies which show them how to diagnose their own strengths and weaknesses and act upon them.

Good Assessment for Learning

- Involves sharing learning goals / objectives with pupils
- Aims to help pupils to know and to recognise the standards they are aiming for
- Involves pupils in self and peer assessment
- Provides feedback that leads to pupils recognising their next steps and how to take them
- Involves both teacher and pupils reviewing, and reflecting on, assessment information

3.1.2 Summative assessment

This will be used more in upper primary. It will be:

- Carried out periodically (e.g. end of a unit or year)
- To judge how well a pupil is performing
- Probably reported in terms of grades, marks or levels
- Allows schools to track progress over time
- We will use the assessments provided by Cambridge
- There are many different ways of carrying out summative assessments:
- Exams
- End of unit tests
- Cambridge Assessments
- Progress tests
- Exit tickets
- Written quizzes
- Verbal quizzes
- Kahoots, online quizzes etc

Diagnostic

Assessment

Diagnostic assessments are undertaken by the teachers to identify strengths and weaknesses of individual children, through:

- .. individual programmes of work
- .. Progress tests in English, Maths and Science at Years 3, 4, 5 and 6
- .. checklists
- .. specific activities/tasks.

These can be linked with support agencies through the AEN Team.

4 Methods of Assessment

Recording of Assessments and Progress

Evidence

Evidence is information that supports a judgement. Its purpose is to:

- .. support the judgements of staff for formative, diagnostic and summative assessments
- .. evaluate Curriculum provision and learning experiences
- .. provide information for other staff in school
- .. support information for other purposes – including for parents, transfer documents, support staff, referrals.

Keeping Evidence

A significant amount of evidence is kept in the form of:

- .. an assessment file for each child
- .. long-term plans

- .. individual records for specific children
- .. reading and language records
- .. student's workbooks
- .. teachers' observations
- .. checklists
- .. test results
- .. self-assessments.

Keeping Evidence

Each teacher will be expected to keep a formal record of progress and attainment. Over the years, these will move to a global system. This is so the information can be passed on to other members of staff moving forward.

Recording

Recording needs to be continuous, manageable and useful.

At EIST the purpose of recording is to:

- .. help teachers monitor children's progress
- .. motivate the children by sharing records
- .. recognise achievement and celebrate this with each child. The approach taken is:

§ PSHE policy that offers suggestions for motivating children

§ a positive approach to marking

§ use of housepoints, motivation stickers, certificates at Assembly, etc.>

- .. aide-mémoires: we cannot remember everything, so it is best to write down pointers, especially to note specific achievements, quick progress, gaps in learning, and so on

- .. note strengths and weaknesses

- .. document evidence

- .. formulate plans for:

§ what the student is to do next – setting individual targets

§ future planning for the next teacher

§ other schools

§ parents

§ student

- .. Form a basis for reporting to:

§ students

§ parents

§ other schools

§ Government

- .. Provide a summary for discussion, and the basis of oral and written reports.

At EIST we record:

- .. student's progress in all subjects.
- .. progress in Maths, English and Science on online Tracker, Dashboard and reports from Cambridge
- .. individual targets in numeracy and literacy
- .. strengths and weaknesses – appropriate comments are made on curricular records
- .. qualities, skills, achievements and interests

Records are kept of:

- .. help and support needed
- .. individual targets
- .. identification of SEN
- .. individual programmes of work.

5

Reporting

Reporting is both the informal and formal information you pass on to parents about their child's progress. We strongly believe that students make most progress when parents understand and can support them in their learning. In order to facilitate both reporting and strong communication links teachers will:

- Take the students out at dismissal time each day so that if there are any small issues you will be able to address them immediately with the parents.
- Call or email the parents you do not see to inform them of any small issues.
- Send a positive email for each child at least once per year.
- Be available to meet parents if there are any stronger concerns we need to address.
- Write 3 termly reports for each child (one per term)
- Write weekly class newsletters which outline any teaching and learning covered that week with an explanation which the parents can understand. This should include the main subjects as well as Arabic and French. Personal comments can be added if you want to send the newsletters to individual parents.

Written Reports

Our reports are summative and informative. They provide information on a child's progress and achievements throughout the school year. The reports are written every term, and follow the agreed procedures laid down by legislation. Parents may discuss the report with the class teacher.

Copies of the report are sent to a receiving school, as are copies of the statutory transfer document. A copy is kept in the pupil's school file.

Home-reading records provide a two-way communication about each child's standard of reading. These records are exchanged regularly. Teachers hear children read at least twice a week up to Year 4.

Notebooks are given to some children, so that general information about their achievements, behaviour, and so on, can be shared on a regular basis.

Oral

Parents' Evenings are held once per term for parents to discuss their child's progress with the class teacher.

Parent Workshops are organised relating to aspects of the curriculum and school life.

The teaching staff see reporting to parents in formal and informal ways as crucial in developing a partnership with parents. It means we can present a comprehensive account of their child and the Curriculum provision and learning opportunities provided by the school.

Between staff

Oral communication between staff, formally and informally, at curriculum and staff meetings, is a necessary part of our reporting policy.

6 Methods of Assessment

Entry Assessments

CEM Tests/Insights

Progress Tests – Years 3, 4, 5, 6 with Cambridge Dashboard

Checkpoint – Year 6

Standardised Reading Assessment

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Date:	Date:
