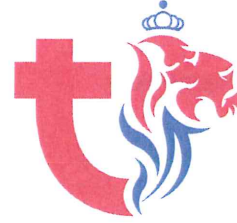


**ENGLISH  
INTERNATIONAL  
SCHOOL OF TUNIS**  
British Curriculum



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

Revised Date:	April 2026
Next Review Due:	August 2026
Policy Reference Number:	EIST 2026 SAMFP Ver.2

## Contents:

1. Scope/Rationale/Framework
2. Aims/Objectives
3. Glossary & Terms (Definitions)
4. Policy Statements
5. Reporting & Dealing with Incidents
6. Enforcement of Policy
7. Role of Designated Contact Staff Member

## School Vision

To foster an inclusive, ambitious, and intellectually rigorous learning environment in which every student is supported to achieve their potential, develop independence, and grow as a confident, responsible, reflective, and engaged learner.

## Contents

1. Scope, Purpose and Principles
2. Aims and Objectives
3. Policy Statements
  - 3.1 Principles of Assessment
  - 3.2 Types of Assessment
  - 3.3 Marking and Feedback
  - 3.4 Recording and Use of Assessment Information
  - 3.5 Reporting
  - 3.6 Academic Integrity
4. Responsibilities
5. Moderation, Quality Assurance and Review
6. Appendices

### 1. Scope, Purpose and Principles

Assessment is an essential part of teaching and learning in the secondary department. It is used to understand what students know, what they can do, and what they need next in order to make further progress. It is not an end in itself, but a tool for improving learning, informing teaching, and supporting each student's academic and personal development.

This policy applies to all subjects, year groups, and staff in the secondary department. It includes formative assessment, summative assessment, diagnostic assessment, self-assessment, marking, feedback, recording, reporting, and the use of assessment data. The policy is designed to ensure that assessment practices are fair, purposeful, transparent, and inclusive.

The school recognises that students do not learn in the same way or at the same pace. Assessment must therefore be sensitive to individual starting points, prior knowledge, language development, and additional learning needs. It should value a range of evidence, not only formal tests, and should avoid reducing learning to a single score or grade.

Assessment in the secondary department is aligned with the school's curriculum framework and is responsive to the needs and backgrounds of our students. The school's approach aims to uphold academic rigour while ensuring that assessment is fair, inclusive, and accessible to all learners.

Excellence is understood in broad terms, including accuracy, depth of understanding, creativity, independence, collaboration, and engagement.

## 2. Aims and Objectives

### 2.1 Assessment

The purpose of assessment is to: support student progress through timely and meaningful information; identify strengths, misconceptions, gaps in knowledge, and areas for development; inform day-to-day teaching, curriculum planning, and intervention; help students understand a range of ways in which success can be demonstrated, and how to improve their work against shared criteria provide evidence of attainment and progress over time; support communication with parents and carers; inform whole-school decisions about curriculum, support, and provision; contribute to quality assurance and self-evaluation across the department.

Assessment should help students become increasingly independent in judging their own work, understanding criteria, and responding to feedback. It should also support teachers in evaluating the impact of their teaching and adapting their practice accordingly.

### 2.2 Marking and Feedback

Marking and feedback are most effective when they are:

- purposeful, manageable, and proportionate;
- timely enough to support improvement;
- clear, specific, and linked to learning objectives or success criteria;
- focused on the most important aspects of the work;
- supportive of student reflection and independence;
- consistent with the school's assessment approach;
- used to improve learning rather than simply to judge performance.

Feedback should tell students what they have done well, what needs improvement, and what their next step should be. Wherever possible, students should be given structured opportunities to act on feedback.

## 3. Policy Statements

### 3.1 Principles of Assessment

Assessment in the secondary department is based on the following principles:

1. Validity – assessment tasks should measure the knowledge, skills, and understanding they are intended to assess.
2. Reliability – assessment judgments should be consistent and supported by clear criteria.
3. Fairness and inclusion- assessment should be accessible to all students and should take account of reasonable adjustments, additional educational needs, disabilities, and language needs where appropriate.
4. Transparency – students should know what is being assessed, how it will be assessed, and what high quality work looks like.

5. Breadth – assessment should draw on a variety of sources, including written work, oral responses, practical tasks, projects, and class discussion.

6. Progression – assessment should recognise growth over time and help students move forward.

7. Usefulness – assessment information must be used to improve teaching, learning, and support.

## 3.2 Types of Assessment

### 3.2.1 Formative Assessment

Formative assessment takes place continuously as part of everyday teaching and learning. It includes questioning, discussion, observation, retrieval practice, exit tickets, reading aloud, draft work, class tasks, practical work, and review of notebooks or exercise books.

Formative assessment enables teachers to:

- check understanding during lessons;
- identify misconceptions early;
- adapt teaching in response to student needs;
- provide immediate and targeted support;
- encourage students to reflect on and improve their work.

Students should regularly experience opportunities to assess their own learning, discuss their thinking, and respond to teacher guidance.

### 3.2.2 Summative Assessment

Summative assessment evaluates learning at a particular point in time, usually at the end of a unit, term, or year. It may include examinations, class tests, essays, practical tasks, speaking assessments, performances, presentations, projects, and standardised assessments where appropriate.

Summative assessment should:

- be planned in advance and communicated clearly to students;
- reflect taught content and skills;
- use criteria that are age-appropriate and subject-specific;
- provide a reliable summary of attainment at that point in time;
- contribute to reporting, tracking, and next-step planning.

Summative assessment is not the only evidence of learning. It should be interpreted alongside formative evidence, classwork, and teacher professional judgment.

### 3.2.3 Diagnostic Assessment

Diagnostic assessment is used to identify prior knowledge, strengths, gaps, and barriers to learning. It may take place at the start of a course, unit, or academic year, or when a concern has been identified.

Diagnostic assessment may include:

- baseline tasks;
- reading or language screening;
- writing samples;
  
- mathematics checks;
- subject-specific entry tasks;
- discussion with students;
- review of prior records and teacher observations.

The information gathered should inform planning, differentiation, intervention, and support.

### 3.2.4 Self-Assessment and Peer Assessment

Students should be guided to evaluate their own work and, where appropriate, the work of others. Self-assessment and peer assessment help students to understand success criteria, reflect on their progress, and take greater ownership of learning.

These strategies should be carefully structured, age-appropriate, and taught explicitly. They should not replace teacher assessment, but should complement it.

### 3.3 Marking and Feedback

Marking should be manageable for teachers and meaningful for students. It should focus on what will most improve learning. In the secondary department, marking may include:

- written comments;
- verbal feedback;
- live feedback during lessons;
- whole-class feedback;
- coded marking where appropriate;
- self- and peer-assessment;
- corrections and improvements;
- target setting.

Effective feedback should:

- acknowledge what has been done well;
- identify one or more key areas to improve;
- be linked to learning goals or success criteria;
- provide clear guidance on how to improve;
- encourage students to act on the feedback;
- be sensitive to students' confidence, effort, and stage of development.

Teachers are expected to judge when written, verbal, or whole-class feedback is the most effective approach. Feedback does not have to be lengthy to be useful; clarity and relevance matter more than volume.

Students should be given regular opportunities to respond to feedback, make corrections, and redraft work when this will support learning.

### 3.4 Recording and Use of Assessment Information

Teachers are responsible for keeping accurate and up-to-date records of assessment information. This may include marks, grades, levels, rubric judgments, notes from observation, intervention records, and evidence of student progress.

Assessment records should be used to:

- track individual progress over time;
- identify students requiring additional support or challenge;
- inform department planning and intervention;
- support reporting to parents and carers;
- contribute to moderation and quality assurance;
- support transitions between year groups and key stages.

Recording should be efficient, purposeful, and consistent across the department. It should support professional decision-making rather than create unnecessary administrative burden.

### 3.5 Reporting

Reporting should provide a clear, accurate, and balanced account of each student's achievement, progress, attitude, and areas for development.

- Reporting may include:
  - termly or half-termly grade or attainment updates, where applicable;
  - written reports;
  - parent meetings;
  - progress summaries;
  - subject-specific comments;
  - intervention reviews;
  - meetings with students and parents/carers where concerns or achievements need
- Discussion.

Reports should communicate not only attainment, but also effort, participation, and engagement where these contribute meaningfully to learning. Language should be constructive, precise, and respectful.

Communication with parents and carers should be timely and professional. Where concerns arise, staff should seek early communication and partnership, rather than waiting for formal reporting points.

### 3.6 Academic Integrity

- Students are expected to complete assessment tasks honestly and authentically. Plagiarism, cheating, unauthorised use of artificial intelligence tools, copying, or any form of academic dishonesty are not acceptable.
- Staff should teach students how to use sources appropriately, acknowledge assistance where relevant, and develop independent work habits.
- Concerns regarding academic integrity should be addressed consistently and in line with the school's behaviour and safeguarding policies.

## 4. Responsibilities

### Teachers

Teachers are responsible for:

- planning assessment opportunities in line with curriculum intent;
- making success criteria clear to students;
- applying assessment criteria consistently;
- providing regular and meaningful feedback;
- keeping accurate records;
- identifying and acting on gaps in learning;
- contributing to moderation and department development.

### Heads of Department / Subject Leaders

Subject leaders are responsible for:

- ensuring assessment practice is consistent within the department;
- monitoring the quality and balance of assessment;
- supporting moderation and standardisation;
- reviewing data and identifying trends;
- ensuring assessment supports curriculum planning.

### Senior Leadership

Senior leaders are responsible for:

- overseeing the implementation of the policy;
- ensuring assessment practices are aligned with the school's values and curriculum approach;
- monitoring impact across the secondary phase;
- supporting professional development related to assessment, feedback, and reporting.

### Students

Students are expected to:

- engage positively with assessment tasks and feedback;
- complete assessments honestly and to the best of their ability;
- reflect on feedback and act on it;
- develop increasing responsibility for their own progress.

### Parents and Carers

Parents and carers are encouraged to:

- engage with reports and feedback;
- support students in meeting agreed targets;
- communicate concerns or relevant information with the school.

## 5. Moderation, Quality Assurance and Review

To ensure consistency and fairness, the school will use moderation and standardisation processes within and across departments. This may include:

- shared planning and common assessment tasks;
- review of assessed student work;
  
- comparison of judgments across teachers;
- discussion of grade boundaries or rubric standards where relevant;
- analysis of assessment outcomes and progress data.

The assessment policy will be reviewed regularly to ensure remains accurate, effective, and aligned with the school's curriculum, student needs, and statutory obligations.

## 6. Methods of Assessment

The secondary department may use a range of assessment methods, including:

- baseline and entry assessments;
- teacher observation and questioning;
- quizzes and retrieval practice;
- written tasks and extended responses;
- practical work and performances;
- presentations and speaking tasks;
- project-based work;
- standardised tests where appropriate;
- end-of-unit and end-of-term examinations;
- portfolio-based evidence;
- online assessments where these are suitable and accessible.

Assessment methods should be selected according to the learning being assessed, not simply according to convenience. A balanced assessment model should recognise that students demonstrate understanding in different ways.

## Policy Statement on Language and Inclusion

The school is committed to assessment practices that are inclusive, respectful, and culturally responsive. Assessment should not assume a single perspective where the curriculum or subject discipline permits multiple valid viewpoints. Where tasks involve language, examples, or contexts, staff should ensure that they are age-appropriate, accessible, and free from bias.



Prepared by: Abir Nasri  
Role: Secondary English First Language Teacher

CEO	Head of Education
Mr Zied Ben Ghorbel	Ms Jacqueline Johnson
Date:	Date:
