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SECONDARY ASSESSMENT & HOMEWORK POLICY

1. Purpose

Assessment at Kampala International School Uganda (KISU) is an expression of our commitment to: Educating today's children for tomorrow's world.

KISU is a warm, vibrant, inclusive, internationally-minded and forward looking learning community. We place children at the centre of our decision making and seek to develop young people who are enthusiastic, resilient and reflective lifelong learners, with the skills, values and personal qualities to flourish in, and become leaders of conscience for tomorrow's world.

At KISU, our approach to assessment aims to help students understand themselves as learners, develop intellectual curiosity, build secure knowledge and deep understanding, think creatively, critically and analytically; communicate effectively; reflect on their learning; respond positively to challenge; and take responsibility for their own development.

Our assessment practice is rooted in our 3Rs: *Respect, Resilience and Responsibility.*

We aim for our approach to assessment to help students show:

Respect for themselves as learners, their teacher and peers, different perspectives and cultures, and the integrity of the learning process.

Resilience by seeing challenges, mistakes and feedback as a learning opportunity to improve and grow.

Responsibility by taking ownership of their learning. Preparing effectively, meeting commitments, acting on feedback, and seeking help when needed.

Assessment at KISU is therefore not simply the process of giving tests or grades. It is a continuous process of gathering, interpreting and using evidence of learning.

2. Scope

This policy applies to students and staff in Years 7 - 13. Assessment arrangements will reflect the curriculum, the development stage of a student and qualification requirements of each phase.

Our approach to assessment will be split into the following Key Stages:

KS3: Years 7-9: The KISU Secondary curriculum, informed by relevant British and Cambridge curriculum expectations;

KS4: Years 10-11: Cambridge IGCSE and other approved external qualification programmes;

KS5: Years 12-13: The IB Diploma Programme and other approved programmes where applicable.

Where an external examination or qualification board has specific assessment requirements, those requirements take precedence over this policy.

3. The KISU Learner and Assessment

High quality assessment contributes to the development of the young people as described in the KISU mission, vision and guiding statements.

KISU seeks to develop learners who are:

- Enthusiastic and intellectually curious;
- Knowledgeable and committed to breadth as well as depth;
- Resilient and self-confident;
- Reflective and willing to learn from experience;
- Creative, critical and analytical thinkers;
- Effective communicators;
- Respectful of themselves, others and different perspectives;
- Responsible and increasingly independent;
- Internationally-minded;
- Willing to engage thoughtfully with local, national and global issues;
- Able to make informed judgements;
- Prepared to contribute positively to their communities and to tomorrow's world.

Our assessment approach aims to create opportunities for students to develop and demonstrate these qualities where they are relevant to the learning, such as:

Intellectual curiosity:	is encouraged through questioning, enquiry, research and opportunities to apply knowledge in unfamiliar contexts.
Critical and analytical thinking	is assessed through reasoning, interpretation, evaluation, problem solving and the use of evidence.
Creativity	is assessed where the curriculum requires students to generate, design, compose, create or innovate.
Reflection	is developed through self-assessment, feedback, target setting and evaluation of learning strategies.
Resilience	is developed through appropriate challenges, opportunities to improve work and constructive responses to mistakes and feedback.
Responsibility	is developed through independent learning, preparation, organisation, academic honesty and ownership of next steps.
International-mindedness	is supported through assessment tasks that value multiple perspectives, respectful dialogue and understanding of different cultures and contexts.
Effective communication	is assessed through appropriate written, verbal, visual, practical and digital forms.
Whole-person development	is supported by ensuring that assessment is proportionate, inclusive and mindful of student wellbeing.

4. The 3Rs in Assessment

The KISU 3Rs: **Respect, Resilience and Responsibility** provide a clear foundation which underpins our approach to assessment.

4.1 Respect

KISU's approach to Assessment aims to promote respect for:

- Oneself as a learner;
- Teachers and other students;
- Different perspectives, cultures and experiences;
- The subject being studied and the process of learning;
- Academic standards and intellectual honesty;
- Feedback and professional judgement;
- The time and effort of others.

Students are supported in understanding how to receive feedback respectfully, engage constructively in peer assessment and recognise that different people may approach learning and problem solving in different ways.

Teachers have the responsibility to ensure that assessment and feedback is respectful, professional and focused on learning rather than personal characteristics.

4.2 Resilience

KISU's approach to assessment aims to support students develop their confidence and resilience to:

- Attempt challenging work;
- Recognise that mistakes are part of learning;
- Persevere when learning is difficult;
- Respond constructively to feedback;
- Improve work rather than simply accept an initial outcome;
- Learn from unsuccessful approaches;
- Recognise progress as well as areas for development.

KISU takes an appropriate approach to assessment to provide information that enables students and teachers to identify what needs to happen next.

4.3 Responsibility

All assessments that take place at KISU aim to develop students' responsibility for their own learning.

Students are supported to:

- Prepare appropriately;
- Complete work honestly;
- Meet agreed deadlines;
- Monitor their own progress;
- Understand assessment criteria;
- Respond to feedback;
- Set meaningful learning goals;
- Organise their learning effectively;
- Seek support when necessary;
- Make informed choices about how they learn.

As students progress through Years 7-13, responsibility for monitoring and regulating learning increasingly transfers from the teacher to the student.

5. Principles of Assessment

Effective assessment at KISU is:

- **Student centred**
  Always aiming to support students' learning, development and wellbeing.

- **Purposeful**
  Every assessment point has a clear intention which benefits students' learning.

- **Reliable and Consistent**
  Where assessment takes place, teachers ensure that they make use of:
  - Clear assessment criteria and mark schemes
  - Exemplar work
  - Department moderation and standardisation
  - Ongoing professional dialogue

- **Fair and Inclusive**
  Appropriate access arrangements and reasonable adjustments will be provided by the KISU Learning Support Department to ensure that all students have equal opportunity to demonstrate their learning.

- **Manageable and Proportionate**
  Our approach to assessment aims to provide useful information which supports teaching and learning. Not every piece of work needs to be formally assessed. Teachers are trusted to consider the balance between the time spent making and the impact on teaching and learning. For further information, staff should refer to the Marking and Assessment Policy (Policy Number 56).

- **Transparent**
  Students are supported to fully understand:
  - What they are learning;
  - What the assessment is for;
  - What success looks like;
  - How they can improve.

- **Professionally Responsive**
  At KISU, we aim for consistency in assessments, while understanding that the approach may vary between subjects and year groups. Teachers retain professional judgement over the assessment approach that will be most appropriate for their students or task.

6. What Assessment Is Used For

Assessment at KISU is used to:

1. Identify students' prior knowledge and starting points;
2. Check understanding during learning;
3. Identify misconceptions and gaps in knowledge;
4. Provide feedback that supports improvement;
5. Inform teachers' planning and adaptation of teaching;
6. Measure attainment against appropriate curriculum or qualification standards;

7. Monitor progress over time;
8. Identify students who require additional support or challenge;
9. Evaluate the effectiveness of curriculum and teaching;
10. Support academic and pastoral discussions with students and parents;
11. Inform reporting, intervention and progression decisions;
12. Prepare students for external examinations and assessments;
13. Celebrate achievement and improvement.

Assessment information must lead to action. Where assessment identifies a significant learning gap, teachers and departments must provide appropriate responses such as reteaching, additional practice, intervention, targeted support or extension.

Where assessment demonstrates either gaps in learning or secure understanding, teachers will create an action plan, supporting or challenging students to secure, deepen, extend and/or further apply their learning.

7. The KISU Assessment Cycle

Assessment at KISU forms part of an ongoing cycle:

Plan → Teach → Assess → Analyse → Feedback → Act → Reassess

- Teachers use assessment information to determine what students need to learn next.
- Assessment is part of teaching rather than as an activity separate from teaching.
- Teachers will support students to participate in their own learning cycle running parallel to the teacher's assessment cycle:

Understand → Attempt → Reflect → Respond → Improve → Take Responsibility

8. Types of Assessment

KISU recognises three complementary purposes of assessment.

8.1 Assessment for Learning

Assessment for learning is used during the learning process to identify what students understand and what they need to do next.

Examples include:

- Questioning;
- Classroom discussion;
- Retrieval activities;
- Quizzes;
- Exit tickets;
- Observation;
- Low-stakes tests;
- Analysis of student work;
- Practical activities;
- Peer assessment;
- Self-assessment;
- Verbal feedback.

These activities do not necessarily result in a formal grade.

8.2 Assessment of Learning

Assessment of learning provides evidence of attainment at a particular point in time.

Examples include:

- End-of-unit assessments;
- Common assessments;
- Coursework;
- Extended assignments;
- Practical assessments;
- Mock examinations;
- End-of-year examinations;
- Externally assessed examinations.

8.3 Assessment as Learning

Assessment as learning develops students' ability to understand and regulate their own learning.

We aim for students to increasingly be able to:

- Recognise the qualities of successful work;

- Evaluate their own performance;
- Identify areas for improvement;
- Respond to feedback;
- Set appropriate learning goals;
- Reflect on their learning strategies.

9. Assessment Across the Secondary School

Years 7–9

- Assessment in Years 7-9 supports secure foundations of subject knowledge, understanding and skills.
- Departments will use a combination of formative assessment and periodic summative assessments.
- Assessment must be referenced to the relevant KISU curriculum objectives.
- Teachers provide students with meaningful information about their attainment and progress without creating an excessive focus on grades.

Years 10-11 (Cambridge IGCSE)

Students studying Cambridge IGCSE will be assessed using the relevant syllabus objectives, assessment criteria, mark schemes and grade boundaries.

Internal assessments are used to prepare students for the demands of the qualification while continuing to assess broader learning and subject understanding.

- Deep subject knowledge;
- Conceptual understanding;
- Critical and analytical thinking;
- Effective communication;
- Independent learning;
- Reflection and resilience.

Mock examinations provide useful evidence of examination readiness and are analysed to identify:

- Strengths;
- Misconceptions;
- Gaps in knowledge;
- Examination skills;
- Priorities for further teaching and revision.

Years 12 - 13 (IB Diploma Programme)

IB Diploma students are assessed in accordance with current IB subject guides, assessment criteria, grade descriptors and published requirements.

Assessment include both formative and summative activities, supporting preparation for:

- External examinations;
- Internal assessments;
- External assessments;
- Extended learning;

- Independent research;
- Reflection and evaluation.

IB assessment supports the development of increasingly independent, reflective and responsible learners.

Teachers use appropriate standardisation and moderation processes when assessing work that contributes to internal or external assessment.

Internal assessment deadlines are coordinated through the IB assessment calendar so that workload is distributed appropriately across subjects.

10. Assessment Planning

Departments are responsible for ensuring that assessment is planned as part of the curriculum. This is overseen by the Deputy Head of Secondary.

Each subject department maintains an assessment overview identifying significant assessments and their purpose.

Assessment planning considers:

- The curriculum sequence;
- Prerequisite knowledge;
- Appropriate spacing of assessments;
- Opportunities for retrieval and cumulative review;
- The balance between formative and summative assessment;
- Assessment workload for students;
- Assessment workload for teachers;
- Examination and qualification requirements;
- Opportunities for feedback and improvement.

Significant assessments are scheduled with consideration of the wider assessment demands on the year group. A Secondary school assessment overview planner is used to prevent an overload of assessments, and is managed by the Deputy Head of Secondary.

11. Assessment Quality, Moderation and Standardisation

Teachers are responsible for ensuring that assessment tasks are appropriate for their intended purpose.

For significant assessments, departments use appropriate quality-assurance processes, including:

- Agreed learning objectives;
- Clear success criteria;
- Mark schemes or assessment criteria;
- Appropriate exemplars;
- Moderation of samples of student work;
- Standardisation discussions;
- Review of borderline or unexpected outcomes;
- Analysis of assessment data;
- Review of assessment tasks following completion.

Moderation is particularly important where more than one teacher teaches the same course or year group, Heads of Department have responsibility to manage moderation within their team.

Where external examination boards provide mark schemes, grade descriptors or standardisation guidance, these will be followed.

12. Marking and Grading

Marks and grades are used as a tool to support students, teachers and parents to understand current attainment levels which can be developed upon.

To support students, KISU Teachers use, and distinguish between the following:

- Formative feedback;
- Marks;
- Grades;
- Attainment judgements;
- Progress judgements;
- Learning-behaviour judgements.

A grade communicates attainment against an appropriate age or external examination standard.

For external qualifications, the school's internal judgements will take account of the relevant examination board requirements and published grade boundaries where appropriate. Further information regarding IGCSE grade boundaries can be found here.

Please see **Appendix 2** for the Secondary grade descriptors used across KS3, KS4, and the IBDP.

13. Student Self-Assessment, Reflection and Agency

Teachers will support students to be active participants in the assessment process.

Teachers provide appropriate opportunities for students to:

- Assess their own work;
- Evaluate their progress;
- Identify misconceptions;
- Compare their work with success criteria or exemplars;
- Set learning goals;
- Reflect on learning strategies;
- Evaluate how effectively they responded to challenge;
- Identify actions they can take independently.

Students are engaged to take ownership of their learning. As students progress through KISU Secondary School, we aim for responsibility of monitoring and regulating learning increasingly transfers to the student, with the teacher there as a learning mentor.

14. CAT4, GL Progress Test and PASS Overview

To support secondary students academically and pastorally , KISU gathers data from CAT4 assessments, GL Progress Tests and PASS assessments. The table below shows the overview of when these assessments are administered:

Year Group	CAT4	English Progress Test	Maths Progress Test	Science Progress Test	PASS
7	First half term of Term 1 Level D	End of Term 3 Level 12	End of Term 3 Level 12	No Test	October and March PASS 3
8	New students only Level E	End of Term 3 Level 13	End of Term 3 Level 13	No Test	October and March PASS 3
9	Second half term of Term 1 Level F	End of Term 3 Level 14	End of Term 3 Level 14	End of Term 3 Level 14	October and March PASS 3
10	New students only Level F	No Test	No Test	No Test	October and March PASS 3
11	New students only Level F	No Test	No Test	No Test	October PASS 3

15. Homework and Independent Learning

Homework is part of independent learning and aims to complement effective classroom teaching.

When setting homework, teachers consider that it is:

- Purposeful;
- Appropriately challenging;
- Accessible;
- Proportionate;
- Connected to curriculum learning;
- Clearly explained;
- Manageable within the expected timeframe.

Appropriate forms of homework may include:

- Reading;
- Retrieval practice;
- Consolidation;
- Preparation for future learning;
- Extended writing;
- Research;
- Examination practice;

- Problem solving;
- Revision;
- Practical skill base development;
- Independent projects.

Homework must not be set simply for the sake of it to keep students busy.

Homework is set once a week, when it is appropriate and will support learning. Students are giving a full week to complete their homework and hand in. This is so that subjects are not restricted to a given day to set homework and students learn to manage their time around the school and home commitments. KS4 and IBDP students are expected to take responsibility for their learning and do independent reading and revision, beyond the homework tasks set.

KS3 students are expected to spend 30 minutes to 45 minutes on each homework task.

KS4 students are expected to spend 45 minutes to 1 hour on each homework task.

IBDP students are expected to spend time on homework as directed by their course and teacher.

16. Late or Missing Work

Students are expected to complete and submit work by the agreed deadline. When homework is not completed or handed in late, the student will receive a demerit notification.

Students who submitted homework late will receive a demerit as a reminder to submit work on time. Repeated late submission or non-submission will be addressed through our learning-behaviour and pastoral systems.

Where a student is absent, the teacher and student will agree to a reasonable alternative deadline, as appropriate for the situation.

17. Recording Assessment Information

Assessment information will be recorded by individual teachers using grade sheets, this will be managed by Heads of Department at subject level and by the Deputy Head of Secondary.

Teachers will record sufficient information to:

- Monitor attainment and progress;
- Inform teaching;
- Identify students requiring support or challenge;
- Contribute to reporting;
- Support departmental and whole-school evaluation.

  Teachers are not expected to record every informal formative assessment.

18. Using Assessment Data

Assessment data is used to support the development of teaching and learning, as well as the pastoral needs of students.

Departments and school leaders regularly analyse assessment information to identify:

- Students making strong progress;
- Students whose attainment is below expectations;

- Significant gaps in knowledge;
- Groups requiring additional support;
- Areas of curriculum strength or weakness;
- Patterns that may indicate a need to review teaching or curriculum provision.

Where assessment identifies sustained underachievement, appropriate intervention will be planned and monitored.

19. Progress and Intervention

KISU aims to identify students who are:

- Achieving highly;
- Making strong progress;
- Making less progress than expected;
- Underperforming relative to their demonstrated potential;
- Requiring additional support or challenge.

Where concerns are identified, Head of Departments and SLT ensure an appropriate intervention plan is in place, as appropriate:

1. Teacher identification and classroom response;
2. Subject-department monitoring;
3. Pastoral/form tutor involvement;
4. Learning support involvement where appropriate;
5. Parent communication;
6. An agreed intervention or support plan;
7. Review of the impact of the intervention.

Students are central to intervention discussions about their learning, so they understand the actions and take ownership of their progress.

20. Reporting to Students and Parents

KISU will provide students and parents with regular information about attainment and progress.

Reports communicate information that is:

- Accurate;
- Meaningful;
- Understandable;
- Supports progress.

Reporting focuses on:

- Attainment grades;
- Examination results (where appropriate);
- Progress information;
- Attitude to learning;
- Target setting.

Please see **Appendix 3** for the reporting schedule.

21. Inclusion and Access Arrangements

Assessment at KISU aims to provide appropriate opportunities for all students to demonstrate their learning.

Where a student has an identified additional learning need, disability, medical need or other circumstance that affects assessment, the Learning Support Department will consider appropriate support and reasonable adjustments in accordance with the Learning Support and Inclusion Policy.

For external examinations and assessments, the school will follow the requirements and approval processes of the relevant examination board.

Students, Teachers and Parents must understand that all agreed assessment adjustments are put in place to remove unnecessary barriers while preserving the intended learning outcomes of the assessment.

22. Examinations and External Assessment

External examinations and assessments will be administered in accordance with the regulations of the Cambridge International Examination Board for IGCSE and International Baccalaureate for IBDP.

Our IGCSE Examination Officer and IB Coordinator are responsible for communicating current examination board requirements to staff, students and parents. Regular training will take place to ensure staff are well informed to administer examinations inline with examination board regulations and expectations.

23. Roles and Responsibilities

Students

Students are expected to:

- Engage positively with assessment;
- Complete assessments honestly;
- Meet agreed deadlines;
- Use feedback to improve;
- Reflect on their learning;
- Ask for clarification or support when needed.

Teachers

Teachers are responsible for:

- Planning purposeful assessment;
- Using formative assessment to inform teaching;
- Providing appropriate feedback;
- Recording significant assessment information;
- Maintaining accurate assessment records;
- Identifying students requiring support or challenge;
- Following agreed departmental and school assessment procedures.

Heads of Department

Heads of Department are responsible for:

- Ensuring coherent departmental assessment practice;
- Overseeing assessment planning;
- Supporting moderation and standardisation;
- Monitoring assessment quality;
- Reviewing departmental assessment data;
- Ensuring new staff understand departmental expectations.

Key Stage Coordinators

Key Stage Coordinators are responsible for:

- Monitoring consistency;
- Supporting staff with how they can best support students;
- Liaising with all stakeholders to ensure that students received a rounded, supportive and coordinated approach to ensure students have the best possible opportunities to achieve success.

IGCSE Examination Officer / IB Coordinator

The relevant examination or programme coordinator is responsible for ensuring that external assessment requirements and deadlines are communicated and implemented.

Secondary Leadership Team

The Secondary Leadership Team is responsible for:

- Ensuring this assessment policy is implemented;
- Monitoring the impact of assessment practice;
- Evaluating assessment workload;
- Using assessment information to support school improvement;
- Ensuring appropriate professional development;
- Reviewing the effectiveness of the policy.

24. Quality Assurance and Review

The effectiveness of this policy is evaluated through:

- Student and parent feedback;
- Teacher feedback;
- Work scrutiny;
- Moderation activities;
- Assessment data;
- Departmental reviews;
- Examination outcomes;
- Analysis of student progress;
- Review of teacher workload.

The school periodically evaluates whether assessment is improving learning and whether the assessment process is making a significant positive difference without leading to burnout for students or staff.

This policy will be formally reviewed every year, or earlier where significant changes to curriculum, qualification requirements, school systems or educational practice make this necessary.

Appendix 1: Assessment Terminology

Terminology:	Description:
Assessment for learning:	Assessment used during learning to identify understanding and inform next steps.
Assessment of learning:	Assessment used to evaluate attainment at a particular point in time.
Assessment as learning:	Assessment that develops students' ability to monitor and regulate their own learning.
Formative assessment:	Assessment whose primary purpose is to inform and improve ongoing teaching and learning.
Summative assessment:	Assessment used primarily to evaluate learning or attainment after a period of teaching.
Diagnostic assessment:	Assessment used to identify specific strengths, misconceptions, or learning needs.
Attainment:	The level of knowledge, understanding and skills demonstrated by a student.
Progress:	The development of a student's learning over time.
Feedback:	Information provided to help a student understand the quality of their current performance and how to improve.
Moderation:	A process used to check the consistency and appropriateness of assessment judgements.
Standardisation:	A process through which teachers develop a shared understanding of assessment criteria and standards.

Appendix 2: Secondary Grade Descriptors

Assessment in Key Stage 3:

Year 7 to 9 attainment levels evaluate students' academic performance against age-appropriate KISU curriculum standards. These standards provide a foundation that students can build upon as they progress towards their IGCSE studies in Years 10 and 11.

Grade	Attainment Level	Descriptor
A	Exemplary	Consistently demonstrates deep understanding, complex critical thinking and fluently applies skills beyond age-related expectations.
B	Exceeding	Demonstrates thorough subject knowledge and skills across all core areas, showing high accuracy and independent application of knowledge.
C	Secure	Consistently meets expected age related level, demonstrating sound core knowledge, understanding, and skills.
D	Developing	Demonstrates partial understanding of expected standards; grasps fundamental concepts but shows gaps in complex application.
E	Emerging	Demonstrates initial baseline knowledge and foundation skills below expected standards for their year group.

Assessment in Key Stage 4 (IGCSE):

GRADE	DESCRIPTION
A*	Highest distinction
A	High achievement
B	Strong performance
C	Standard pass
D	Low achievement
E	Low achievement
F	Lowest passing grade
G	Minimal performance
U	Ungraded

Assessment in Key Stage 5 (International Baccalaureate Diploma Programme):

The **Approaches to Learning (ATL)** are five core categories of transferable skills designed to help students learn how to learn, manage their workload, and succeed in university and beyond.

APPROACHES TO LEARNING LEVELS	
ATL	**DESCRIPTION**
EE - Exceeding expectations	The student can teach others the skill. No teacher scaffolding required.
ME - Meeting expectations	The student can demonstrate the skill on demand. Minimal teacher scaffolding is required.
AE - Approaching expectations	The student copies others' performance of the skill. A medium level of scaffolding is needed.
BE - Below expectations	The student observes others performing tasks and using the skill. High levels of scaffolding from the teacher are needed.
NA - Not assessed	The skill has not been practiced.

SUBJECT GRADE DESCRIPTORS	
GRADE	**DESCRIPTION**
7	Excellent achievement; comprehensive understanding and highly effective, sophisticated application of skills.
6	Very good achievement; strong understanding and effective, consistent application of skills.
5	Good achievement; secure understanding and generally effective application of skills.
4	Satisfactory achievement; adequate understanding and some effective application of skills.
3	Limited achievement; partial understanding and inconsistent application of skills.
2	Very limited achievement; basic understanding and minimal application of skills.
1	Minimal achievement; very limited understanding and little application of skills.

Appendix 3: Secondary Reporting cycle

NB: All timeframes indicated are subject to change depending on the academic calendar and the scheduling of term breaks.

Term 1 Reporting Cycles

October Tracking/Interim Report (EdAdmin) Y7 -Y11 Attainment grade, ATL and student reflection DP1 - ATL's only DP2 - Grade and ATL'S		
Date	**Information**	**Action**
1 week before the Midterm Break (Friday)	All teachers complete reports.	Subject teachers inform their HoDs that their reports are completed.
The week leading up to the Midterm Break (Monday)	Reports checked by HoDs, and Form tutors check that there are no missing gaps.	Form tutors check that all reports are completed.
The week leading up to the Midterm Break (Wednesday)	KS Coordinators complete report checks.	KS3 & KS4 Coordinators to email DHoS to confirm the checks.
The week leading up to the Midterm Break (Friday)	HoS, DHoS and IB Coordinator finalise report checking	
Midterm Break (Saturday)	Reports sent home by the Secondary Office.	

December Half Year Report - (EdAdmin) Y7 - Y11 written report, attainment grade, ATL and teacher . DP1 & DP2 - Written report, attainment grade and ATL's.		
Date	**Information**	**Action**
2 weeks before Term 1 End (Friday)	Deadline for teachers to send comments to HoDs for checking.	HoDs check the reports and give feedback to department members.
1 week before Term 1 End (Wednesday)	Deadline for form tutors to check written comments. All Reports should be entered on Ed-Admin.	Form tutors to check all written comments are completed.
1 week before Term 1 End (Friday)	Reports finalised by KS Coordinators. KS Coordinators to email HoS and DHoS and confirm checks have been completed.	
End of Term Week (Friday)	HoS, DHoS and IB Coordinator to finalise all checks of reports.	
Term 1 Holiday (Saturday)	Reports sent home by the Secondary office.	

Term 2 Reporting Cycles

Mock Exam Reports - Completed on Google Docs Mock exam reports – Y11 & DP2 (Grades only)	
Date	**Specifics**
1 week before the Midterm Break (Wednesday)	All grades entered for the mock reports (4:30pm)
The week leading up to the Midterm Break (Friday)	HoS, DHoS & IB Coordinator finalise mock reports.
Midterm Break (Saturday	Mock exam reports are sent to parents.
1st Week after Midterm Break	Secondary PTCs - (3:30 - 5:00pm) Year 11 and DP2 only.

End of Year Reports /Interim Reports (EdAdmin) **End of Year Reports - Y11 & DP2 (Comments and grades)** **Interim Report - KS3/Y10 & DP1- (Grades & ATLs)**	
Date	**Specifics**
1 week before Term 2 End (Monday)	Teachers enter all grades, ATLs, and comments. **Reminder:** Staff should share all written comments with their HoDs for proof-reading.
1 week before Term 2 End (Friday)	HoDs conclude the proof-reading process and ensure all grades are entered.
End of Term 2 Week (Tuesday)	KSCs to finalise all checks.
End of Term 2 Week (Wednesday)	HoS, DHoS and IB Coordinator to finalise all checks.
End of Term 2 Holiday (Saturday)	Reports sent to parents by the secondary office

Term 3 Reporting Cycles

End of Year Reports (EdAdmin) **End of Year Reports - Y7-Y10 & DP1 (Comments and grades)**	
Date	**Deadline/Information**
2 weeks before Term 3 End (Friday)	Comments and grades are shared with HoDs for checking.
1 week before Term 3 End (Wednesday)	HoDs check reports.
End of Term 3 Week (Monday)	KSC's finalise report checks. Email HoS to confirm.
End of Term 3 Week (Friday)	HoS, DHoS and IB Coordinator to check reports.
End of Term 3 Holiday (Saturday)	Secondary office to share reports with parents/guardians.