



World Academy of Tirana



Assessment Policy

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IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners, we strive to be:

**Inquirers**

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities



IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

WAT Mission Statement

The mission of the World Academy of Tirana (WAT) is to cultivate internationally-minded students who connect their acquired knowledge to action in the real world. Our goal is to inspire children to become active, compassionate, lifelong learners who can relate harmoniously with other people and cultures.

Academic Vision 2025

Core Statement

Our Academic Mission:

At WAT, we are committed to individualised excellence, championing every student's unique journey, equipping them with stretching challenge and robust support, whether academic, emotional, or social, so each one can flourish with integrity, compassion, and global understanding.

Aligning with WAT Values

- **Excellence through Stretch and Support**

We push students to reach their full potential; not by a "one size fits all" standard. Excellence means stretching some while scaffolding others—tailored goals, not blanket expectations.

- **Respect for Every Learner**

We value diversity not just in culture but in learning needs. Academic rigor, socio-emotional learning, SEND support - each child deserves respect through personalized pathways.

- **Responsibility in Equitable Access**

We actively ensure all students have what they need to succeed - resources, adjustment, and compassion - not just the "high achievers."

- **Integrity in Our Commitment**

We don't pay lip service to inclusion. We transparently and ethically allocate resources and attention to ensure no student is sidelined.



- **Compassion in Action**

Our empathy is operational. Teachers and support staff are trained to understand and respond to individual learning profiles, not just aggregate data.

Supporting Pillars (proposed implementation tools)

1. **Personal Learning Profiles** – We strive to maintain dynamic profiles for each student, capturing their strengths, needs, interests, and goals.
2. **Flexible Curriculum Pathways** – We blend challenge and support: accelerated tracks, scaffolded interventions, socio-emotional learning, and SEND adjustments.
3. **Collaborative Teams** – Teachers, counselors, parents, and specialists co-design learning plans; students are co-authors of their own goals.
4. **Reflective Culture** – Regular review and adaptation of strategies, based on each child's growth, feedback, and changing needs.
5. **Inclusive Environment** – Every classroom, activity, and assessment is designed with universal access in mind; from pedagogy to physical layout.

INTRODUCTION

Assessment is the process by which a learner's skills and knowledge are reviewed in order to evaluate what they have learnt or how they are performing against competencies they are required to demonstrate.

Assessment data serves three vital purposes:

Identifying starting points

- providing a baseline for progress, action and intervention at all levels within a school;
- enabling teachers to target their approaches according to students' levels of readiness and learning needs and to set appropriate stretch goals for further learning;
- facilitating effective decision-making at all levels through an understanding of how different groups of learners are performing and how individual or class performances compare with performances in other places.

Monitoring improvement:

- tracking changes in what students know, understand and can do, directly establishing whether successful learning has occurred;
- demonstrating progress and the amount of learning that has occurred over a period of time or course of study. A basic expectation should be that every student will make excellent progress in their learning, regardless of their starting point;
- enabling school leaders and group leadership to judge whether standards are improving in the school and across the group.

Evaluating effectiveness



- enables evaluation of the effectiveness of teaching strategies and interventions at all levels in terms of progress from the baseline and value added over time;
- provides improvement measures which contribute to the evaluation of the curriculum, timetable and resources;
- demonstrates the impact of school-wide and group-wide programmes and initiatives to raise achievement levels.

Assessment is a shared process that involves learners, teachers, parents, and school leaders. Learners should be fairly, accurately and regularly assessed in a consistent manner. Assessment should help them develop an understanding of their learning, recognise next steps and motivate them to take them. It should also encourage reflection, ownership of learning, and the development of lifelong learning skills.

Assessment practices must recognise the diverse cultural and linguistic backgrounds of learners and be sensitive to the emotional impact of assessment. They should aim to build confidence, promote well-being, and create a positive climate for growth as well as achievement.

Each means of assessment should demonstrate:

- **authenticity** – all assessment activity must have in place processes to ensure that the achievement is the learner's own work;
- **validity** – the method of assessment and the evidence provided must be appropriate and capable of demonstrating the achievement of learning intentions, competencies or other related criteria at the appropriate level;
- **fitness for purpose** – the assessment strategy must be appropriate for the target group of learners in the correct context in which they are learning. The criteria and methods which are being used to judge the work must be clear to the learner;
- **reliability and consistency** – the assessment results should be standardised across levels and provision;
- **inclusiveness** – assessment should be based on learners' needs. It must allow all learners to demonstrate their achievements, regardless of individual circumstances.

ASSESSMENT AT WAT

At the World Academy of Tirana, assessment is understood as a shared framework across Primary and Secondary that ensures consistency in gathering, tracking, monitoring and reporting progress. A common approach benefits students by supporting continuity in their learning journey, while also enabling leaders, teachers, and families to make informed decisions. Assessment data allows us to track progress over time, share best practice across the school, and ensure that every learner is supported to achieve their potential.

Assessment data at WAT is used to:

- demonstrate progress, achievement, and value added across the years;
- provide diagnostic information to guide interventions and support strategies;
- enable learners to reflect on and monitor their own progress;
- facilitate constructive dialogue between students and staff to promote continuous growth;
- inform the development and review of teaching, curriculum design, and schemes of work;



- evidence achievement on qualification-based courses;
- recognise the full range of student achievement, including but not limited to academics;
- communicate progress effectively with parents, both in relation to individual ability and to national and international benchmarks;
- contribute to whole-school analysis of performance, enabling the school to evaluate effectiveness and plan for improvement.

Assessment Framework

Assessment at WAT combines **internal** and **external** measures, ensuring a balanced view of both potential and attainment.

Internal Assessment

- Includes regular formative and summative assessment carried out by teachers.
- Strategies include self-assessment, peer assessment, and teacher assessment.
- Approaches are section-specific and will be detailed separately in the Primary and Secondary subsections of this policy.

External Assessment

External assessments provide a reliable point of comparison to support internal judgements. These assessments may indicate student potential (e.g. CAT4) or measure attainment (e.g. Progress Tests, public examinations). They include:

- **GL Assessments**
 - CAT4 at key transition points (Years 4, 8, 11).
 - Progress Tests in English and Maths (Years 2–9).
 - All new learners complete external and school set assessments on entry to establish a baseline.
- **International Examinations**
 - MYP examinations in Years 10
 - IB Diploma Programme in Years 12–13.
 - SAT and other selection tests where required for university entry.
- **National Examinations**
 - Albanian Matura examinations where applicable.
 - Other nationally required qualifications depending on local context.

Responsibilities

Principal / Director of Academics

- Amend group policy for local context and ensure implementation.
- Ensure assessment practices align with the school's mission, IB standards and practices, and national requirements where applicable (e.g. Albanian Matura).
- Establish data collection points in the school calendar that meet both group and local deadlines.



- Include discussion of assessment data in appropriate meetings to maintain an overview of student progress, well-being, and strategies for improvement.
- Hold staff accountable for accurate submission of data within deadlines and according to school/group policy.
- Provide Orbital Head Office with periodic reports and analysis of assessment data.

Head of Primary / Head of Secondary

- Ensure section policy and assessment strategies are developed and implemented in line with school and group policy, and that they are developmentally appropriate.
- Direct staff to official IB documentation for programme-specific assessment requirements (PYP, MYP, DP).
- Monitor learner performance across the full range of subjects, with a focus on Mathematics, English, and the development of ATL skills, and report back to the Principal.
- Hold section staff accountable for the use of data in planning and teaching and for the accurate submission of required data within deadlines.
- Identify under-performance of individuals or groups of learners and co-ordinate/support appropriate intervention with Middle Leaders and Teachers.
- Co-ordinate data capture, moderating consistency in the data input of staff, and report inconsistencies to the Principal.
- Ensure analysis following each data capture, including overviews by Key Stage, Year Group, subject, or specific learner groups (e.g. EAL, SEN, G&T), and share this analysis with staff to inform improvement.

Middle Leaders (e.g. Programme Co-ordinators or Heads of Department)

- Ensure departmental or Programme assessment policies are up-to-date and implemented in line with school and group expectations.
- Monitor the effectiveness of assessment within their area and support colleagues in implementation.
- Moderate and standardise levels of attainment across colleagues, ensuring alignment with IB criteria where relevant.
- Encourage collaborative reflection and peer observation to strengthen assessment practice.
- Collect and analyse assessment data to identify intervention needs for individuals or groups of learners.
- Make alternative arrangements (after discussion with Senior Leaders) to gather and input assessment data in cases of learner absence.



Teachers

- Mark learners' work as specified in the school's marking and feedback policy.
- Input assessment data accurately and on time into the school's management systems.
- Analyse learner performance data within their classes and act upon it to track progress and identify interventions required for individuals or groups.
- Provide timely, constructive feedback to students that promotes reflection and next steps in learning.
- Create opportunities for self-assessment and peer-assessment, supporting students in taking ownership of their progress.
- Differentiate assessment tasks and approaches to meet diverse learning needs and promote student well-being.

Orbital (Group Lead for Assessment and Regional Heads of Schools)

- Review and update group assessment policy on a regular basis, taking into account feedback from schools and group leadership.
- Establish group data collection deadlines and communicate these to schools for inclusion in their calendars.
- Hold Principals accountable for the effective management and use of data within their schools and for accurate submission of data and analyses.
- Support schools through targeted professional development to address identified needs in assessment practice.
- Maintain an overview of student progress and strategies for improvement across the group's schools through periodic analysis of assessment data and reports.

Recording Assessment Data

The school implements internal systems to ensure that assessment data is accurately tracked, recorded, and analysed to support learning and inform decision-making.

Data to be recorded includes:

- benchmark data upon entry and at the start of each year;
- CAT4 scores;
- targets based on CAT4 and Progress Test data;
- forecast numbers following internal assessments;



- internal assessment data collected at agreed data capture points;
- benchmark data for the end of the school year;
- internal assessment and benchmark data for the end of Key Stage;
- mock examination results and predicted grades (recorded in line with the WAT Predicted Grades Policy);
- grades/points following external examinations.

Systems and Platforms

- Assessment data is recorded in **ManageBac**, and shared with the Orbital Head Office team as required.
- Group-level analysis is supported through **PowerBI reporting**, enabling consistency and comparability across schools.

Internal Recording and Moderation

- Internal assessment data is recorded according to section-specific assessment strategies and the school's marking and feedback policy.
- Data must be accurate, systematically compiled, and based on a range of evidence.
- Teachers and Middle Leaders maintain records for their classes and areas of responsibility, including teacher assessments and copies of standardised test results.
- All teacher assessments must be supported by internal moderation and standardisation, including work scrutiny.
- Staff must complete data input before deadlines set by the Senior Leadership Team, ensuring alignment with group reporting requirements.
- Class and department records must be passed on whenever a teacher changes, to ensure continuity of evidence and support.

Teacher Records / Mark Books

Teacher records should contain:

- student attendance;
- indicators of potential (e.g. CAT4);
- prior attainment and progress data (e.g. Progress Test scores, end-of-year results, examination outcomes);
- targets based on diagnostic data;



- outcomes of internal assessments.

This supports effective planning, ensures continuity for new staff, and provides an evidence base for interventions.

Section-Specific Recording

- In the **Primary School**, recording includes anecdotal notes, portfolios, evidence of inquiry, and progress against PYP elements. Assessment records highlight the development of knowledge, skills, attitudes, and actions, as well as progress against learner profile attributes.
- In the **Secondary School**, recording includes mock examinations, coursework milestones, and achievement against MYP and DP criteria, alongside summative data and predicted grades.

Holistic Use of Data

Recorded data is not limited to academic attainment. It is also used to monitor student well-being, the development of Approaches to Learning (ATL) skills, and the attributes of the IB Learner Profile. This ensures that assessment practices contribute to a holistic understanding of student progress and growth across the school.

Progress Conventions

At WAT, progress is understood as the learning a student demonstrates in relation to their **starting point** and the expectations appropriate to their **age, programme, and prior attainment**. Progress is therefore not measured by a single system but is interpreted within context, using multiple sources of evidence.

- In **Primary**, progress is described against age-related expectations, using GL benchmarks (CAT4, PTE, PTM) and teacher evidence to judge whether students are working below, at, or above expected levels. These measures are supplemented by portfolio evidence and observations of skill and concept development.
- In **Secondary**, progress is judged through the IB's criterion-referenced system, supported by mock examinations, predicted grades, and external benchmarks. Growth is tracked against prior performance and expected trajectories. A key feature of this process is the **value-added analysis** used across Orbital schools, which compares student outcomes with their baseline indicators (such as CAT4 or prior attainment). This allows the school to evaluate not only whether students are achieving, but also how much additional progress they are making beyond their starting point.

By combining these approaches, teachers, leaders, and families can see progress both through the lens of **external benchmarks** (GL assessments, national or international examinations) and within the **developmental pathways of the IB programmes**. This ensures that progress is understood holistically — as both achievement in the present and growth beyond expectation.



Reporting

Purpose of Reporting

Reporting at WAT ensures that students, parents, teachers, and leaders have a clear and accurate understanding of attainment, progress, and next steps. It is both summative — providing a snapshot of achievement at set points — and formative, supporting dialogue, reflection, and action planning. Reporting underpins communication between home and school and helps guide students toward achieving their potential.

Reporting to Parents and Students

- Reports are issued at designated points during the academic year, as shown on the school calendar, relevant to level.
- All reports include attainment data, effort/ATL indicators, and teacher comments if warranted.
- Reports are designed to highlight both achievement and areas for growth, encouraging students to take an active role in reflecting on their learning.
- Reporting supports students in reflecting on their progress, setting targets, and preparing for external examinations.

Internal Review and Analysis

- Teachers and leaders review assessment data at each reporting point to track student progress against baselines and targets.
- Comparative analysis across year groups and learner sub-groups (e.g. EAL, SEN, G&T) is used to identify trends and plan interventions.
- Value-added analysis is used to evaluate progress from starting points, guiding curriculum review and teaching strategies.

Assessment in Primary

In the PYP, assessments are viewed as an ongoing process and take the form of diagnostic, formative, and summative assessments. Teachers regularly monitor, document, measure, and record students' progress to inform teaching and support learning. A variety of assessment tools such as rubrics, checklists, and continuums are used to provide clear expectations and consistent feedback. These tools not only guide teachers in understanding student growth but also empower students to take ownership of their learning. Through reflection and feedback, students move from being self-assessors to becoming self-adjusters, developing the skills needed to set goals, make improvements, and take responsibility for their own learning journey.



WAT follows the **PYP (Primary Years Programme)** for students from Kindergarten through to upper Primary. This curriculum framework is inquiry-based, transdisciplinary, student-centred, and emphasises the development of conceptual understanding alongside knowledge, skills, attitudes, and action. ([International Baccalaureate®](#))

What the PYP means at WAT

- Students engage with **Units of Inquiry** (lasting approx. 6 weeks in most Primary grades; ~9 weeks in Kindergarten) that connect multiple subject areas under transdisciplinary themes.
- Each unit assesses student performance on multiple skills (including inquiry, communication, thinking, social and self-management skills) as well as subject content.

Assessment Strands / Levels

At the end of each unit, students are assessed into **one of four strands** to describe how they are performing relative to the criteria for that unit. The four strands are:

- **Beginner**
- **Developing**
- **Secure**
- **Extended**

These strands are used to show growth over time; they are not fixed labels - students can move between strands from unit to unit depending on the task, support, and feedback they receive.

Feedback, Growth, & Reporting

- Assessment is not about judgment but about helping students grow: giving feedback, reflecting, and moving forward.
- Students receive feedback on where they are and what their next steps are. No single assessment defines them.
- Portfolios of student work, reflections, teacher observations, and unit assessments all feed into reporting.

Primary Subject Groups in PYP & Focus on Literacy & Mathematics

The Primary Years Programme (PYP) includes six transdisciplinary subject (or subject-area) groups. At WAT, each of these contributes to how students are assessed, both within units and in benchmark testing. The six groups are:



- Language (includes literacy: reading, writing, speaking, listening) [International Baccalaureate®+2International Baccalaureate®+2](#)
- Mathematics [International Baccalaureate®+2International Baccalaureate®+2](#)
- Science [International Baccalaureate®+2International Baccalaureate®+2](#)
- Social Studies [International Baccalaureate®+2Montgomery International School+2](#)
- Arts (visual arts, music, drama etc.) [International Baccalaureate®+2Sekolah Bogor Raya+2](#)
- Personal, Social and Physical Education (PSPE) [International Baccalaureate®+2Sekolah Bogor Raya+2](#)

Literacy & Mathematics in PYP

- **Literacy** is part of the **Language** subject group. It involves not just learning to read and write, but developing comprehension, expression, speaking, listening, and meaning making. Students are assessed on literacy through unit work, reading tasks, writing tasks, and communication outcomes. [International Baccalaureate®+2International Baccalaureate®+2](#)
- **Mathematics** is its own subject group, which emphasises number, patterns, shapes, data, measurement, and real-life application of mathematics. Tasks include problem solving, reasoning, investigations, and applying mathematics within and across inquiry units.

Links & Further Resources

To learn more about how the PYP works — how it assesses, what is expected, etc — parents and students are encouraged to visit:

- IB Primary Years Programme Curriculum Framework ([International Baccalaureate®](#))
- IB Primary Years Programme official site (general) ([International Baccalaureate®](#))

PYP: From principles into practice (2018, updated versions online) This is the current updated link- <https://www.ibo.org/programmes/primary-years-programme/curriculum/>

Assessment in Secondary

Assessment in the Secondary School at WAT is designed to ensure that every student makes measurable progress from their individual starting point. The guiding principle is **value added**: helping students move forward from where they are, using baseline data and ongoing evidence to stretch their potential.

1. Baseline and Benchmarking



- All students complete **CAT4** on entry, alongside internal benchmarking, to establish a profile of strengths and development needs.
- Baselines are used as starting points for growth, not ceilings for attainment.
- Teachers and leaders set ambitious but realistic targets, ensuring progress is measurable and meaningful.

2. Formative and Summative Approaches

- Assessment in Secondary combines **formative assessment** (feedback, reflection, skill development) with **summative assessment** (measured outcomes).
- A **tracking grade** is recorded monthly for each subject, drawing on evidence from both formative and summative work.
- Tracking grades are communicated to parents in **8–10 week cycles** and always remain visible on **ManageBac**.

3. Paper-Based Assessments

- Paper-based assessments are administered several times per year in order to:
 - familiarise students with the demands and conditions of MYP and DP examinations;
 - provide comparable evidence of progress across time.
- Outcomes are used diagnostically to identify gains and losses, allowing teachers to scaffold or stretch students appropriately.

4. Purpose and Philosophy of Assessment

- All assessments are viewed as **opportunities for feedback and improvement**, never as judgements.
- Students receive clear guidance on where and how to improve after every assessment.
- WAT recognises that:
 - every student has stronger and weaker days;
 - no single assessment defines a learner;
 - all assessments matter, but no single assessment stands alone.



5. Attendance and Resits

- Students absent for assessments with **authorised reasons** will have the opportunity to re-sit, following the procedures outlined in the relevant handbooks.
- Students absent without authorisation will receive a **grade of zero** for the missed assessment.
- Regular attendance and proactive communication are therefore essential to ensuring fair and accurate assessment.

6. Tracking and Intervention

- Teachers and leaders review assessment data monthly to monitor student progress against baselines and targets.
- Comparative analysis of mock examinations, predicted grades, and IB assessment criteria is used to identify strengths, trends, and areas for intervention.

Intervention strategies are designed to provide timely scaffolding or challenge so that every student is supported to reach their potential.

IB Programmes Used in Secondary

WAT offers two International Baccalaureate programmes in Secondary: the **Middle Years Programme (MYP)** and the **Diploma Programme (DP)**.

Middle Years Programme (MYP)

- The MYP is the IB programme for students roughly aged **11–16**, offering a broad and balanced curriculum across eight subject groups. It emphasizes conceptual learning, inquiry, global context, interdisciplinary thinking and student agency. [International Baccalaureate®+1](#)
- Assessment in the MYP includes both **school-based internal assessments** and **optional external assessments** (such as eAssessment: on-screen exams, ePortfolios, and the Personal Project) in the final years. These assess against IB subject-group criteria. [International Baccalaureate®+2](#)
- The internal assessments are used to track progress, inform feedback, scaffold/stretch students, and prepare them for DP. External assessments provide externally validated checkpoints and certificates.

Useful links:

- MYP: Assessment & Exams – IB official site [International Baccalaureate®](#)
- Understanding MYP eAssessment – IB official site [International Baccalaureate®](#)



- MYP Curriculum – IB official site [International Baccalaureate®](#)

Diploma Programme (DP)

- The DP is the IB's programme for students aged roughly **16–19**, preparing students for university and beyond. It comprises six subject groups plus a core: Theory of Knowledge, Extended Essay, and Creativity, Activity, Service (CAS). [International Baccalaureate®+2](#)
- Assessment in the DP consists of both **internal** and **external** components. External examinations are used for most subjects; internal assessments (marked by teachers, moderated by IB) include things like oral work, lab work, investigations, and other course-specific tasks. [International Baccalaureate®+1](#)
- Students' final DP results (grades 1–7 per subject) reflect both their examination performance and their internal assessment. This combined evidence ensures that both summative performance and growth over time are recognised.

Useful links:

- DP: Assessment & Exams – IB official site [International Baccalaureate®](#)
- Understanding DP Assessment – IB official site [International Baccalaureate®](#)
- Getting DP Results & External Exams – IB official site [International Baccalaureate®+1](#)

Encouragement to Engage

We strongly encourage parents and students to explore these links. Understanding the assessment criteria, tasks, and expectations in MYP and DP will help you:

- Support your child more effectively at home;
- Engage meaningfully in conversations during parent-teacher-student conferences;
- Understand how assessments are used for feedback and growth (not just grades).

If you have questions about specific subject assessments, internal tasks, or predicted grades, please reach out to the MYP or DP coordinator.

MONITORING, EVALUATION and REVIEW

Middle and Senior Leaders monitor assessment, recording and reporting through their internal Quality Assurance procedures, including through KS/departamental reviews, work scrutiny, student interviews, lesson observations, statistical analysis, tracking and evaluation of data inputs and through line and performance management. A work scrutiny should be carried out at least once per term in order to ensure consistency in the quality of comments and style of reporting, and report on the outcomes to their line manager.



The effectiveness of this policy is monitored by the member of staff responsible for data, who reports to the Principal and SLT, through Monthly Reports and discussions between the Principal and Regional Head of Schools, and by the Group Lead for Assessment. The reported effectiveness is verified during visits by the Regional Head of Schools and from data submissions to the Group Lead for Assessment.

This policy will be reviewed after the first year and subsequently every two years.

Latest revision: Sept 2025