7HILLS ASSESSMENT POLICY

Reviewed:	April 2026
Next Review Due:	June 2027
Applies To:	All Teaching Staff, Students and Parents
Owner:	Deputy Head of School
Approved By:	Chair of Board of Directors

Mission, Vision and Values

Mission
To inspire our children to reach their full potential by fostering curiosity and an interest in learning, awakening their minds and illuminating their world.

Vision
To create an affordable international secondary school with a high standard of education where children learn through practical and project-based work. To develop our students' moral and intellectual capacity, and to encourage creativity and adaptability.

Aim
An education that is broad, balanced and challenging, with an emphasis on developing strong connections to our host country, Uganda.

Values
Desire for lifelong learning; an ability to adapt; be innovative and reflective thinkers; open minded, and empathetic while achieving high academic success according to individual potential.

Contents

1. Introduction

2. Purpose

3. Scope

4. Aims of Assessment

5. Principles of Assessment

6. Types of Assessment

    6.1 Formative Assessment

    6.2 Summative Assessment

    6.3 Assessment as Learning

7. Assessment Across School Phases

    7.1 IMYC (Years 7-9)

    7.2 IGCSE (Years 10-11)

    7.3 A Levels (Years 12-13)

8. Coherence Across Phases

9. Use of Data to Inform Learning

    9.1 Principles

    9.2 Data Sources

    9.3 Application

10. Feedback and Reporting

11. Inclusion and Differentiation

12. Roles and Responsibilities

13. Monitor and Review

14. Distribution and Access

1. Introduction

Assessment at 7Hills International School is integral to high-quality teaching and learning. It is a continuous, purposeful process of gathering, analysing, and using evidence to improve student learning, inform teaching, and support student wellbeing and progress.

This policy aligns with:

- Council of International Schools (CIS) Accreditation Standards (curriculum, teaching, and assessment coherence)
- International best practice in standards-based assessment

Assessment at 7Hills is:

- Standards-based: aligned to clear learning outcomes and success criteria
- Inclusive: responsive to diverse learners
- Balanced: integrating formative and summative approaches
- Progress-focused: emphasising growth over time

2. Purpose

The purpose of this policy is to:

- Establish a clear, coherent, and consistent framework for assessment across all phases of the school
- Ensure alignment with Council of International Schools (CIS) accreditation standards for curriculum, teaching, and assessment
- Define expectations for high-quality formative and summative assessment practices
- Support the use of assessment to improve student learning, progress, and outcomes
- Provide guidance to staff, students, and parents on how assessment supports learning
- Ensure that assessment practices are fair, inclusive, transparent, and rigorous

This policy ensures that assessment at 7Hills is not isolated practice but a strategic driver of teaching, learning, and school improvement.

3. Scope

This policy applies to:

- All students in Years 7–13
- All teaching staff across IMYC, IGCSE, and A Level programmes
- All subjects and departments
- All forms of assessment, including formative, summative, internal, and external

It covers:

- Classroom-based assessment practices
- Internal assessments and examinations
- External examinations (e.g. IGCSE, A Levels)
- Feedback and reporting processes

- Use of assessment data at classroom, departmental, and whole-school levels

This policy should be read in conjunction with:

- Learning and Teaching Policy
- Curriculum Policy
- Inclusion/SEND Policy
- Reporting and Feedback Guidelines
- Examinations Policy

4. Aims of Assessment

Assessment at 7Hills aims to:

- Support and improve student learning and progress
- Provide clear, actionable feedback
- Inform teaching, planning, and intervention
- Enable students to understand next steps
- Provide reliable data for reporting and decision-making
- Promote student ownership of learning

5. Principles of Assessment

Assessment at 7Hills is:

- Formative (Assessment for Learning) – ongoing and responsive
- Summative (Assessment of Learning) – evaluative and standardised
- Assessment as Learning – reflective and student-driven

It is also:

- Valid, reliable, and fair
- Transparent and aligned to learning objectives
- Inclusive and differentiated

6. Types of Assessment

6.1 Formative Assessment

- Ongoing, low stakes
- Informs teaching and learning in real time

Examples:

- Questioning, mini quizzes, exit tickets
- Peer/self-assessment
- Draft work and feedback
- Retrieval practice

6.2 Summative Assessment

- Evaluates learning at defined points

- Used for reporting and benchmarking

Examples:
- End-of-unit tests
- End of Term exams
- Mock exams
- Coursework
- External examinations

6.3 Assessment as Learning
- Self-assessment and reflection
- Goal setting and metacognition

7. Assessment Across School Phases

7.1 IMYC (Years 7-9)
- Focus: Skills, concepts, inquiry
- Emphasis on formative assessment
- Use of rubrics and reflection
- Interdisciplinary and project-based summative tasks

7.2 IGCSE (Years 10-11)
- Focus: Knowledge, application, exam readiness
- Balanced formative and summative assessment
- Use of past papers and mark schemes
- Mock exams and coursework

7.3 A Levels (Years 12-13)
- Focus: Depth, independence, critical thinking
- Strong alignment with exam standards
- Essay writing, problem-solving, extended responses
- Mock exams and external assessments

8. Coherence Across Phases

Phase	Focus	Development
IMYC	Skills & Concepts	Exploration
IGCSE	Knowledge & Application	Structure
A Level	Analysis & Evaluation	Mastery

Ensures:

- Continuity
- Increasing cognitive demand
- Alignment with international standards

9. Use of Data to Inform Learning

9.1 Principles

Assessment data is used to:

- Improve teaching and learning
- Identify gaps and misconceptions
- Support targeted intervention
- Monitor student progress

9.2 Data Sources

- Baseline assessments
- Formative assessments
- Summative assessments
- External exam data
- Standardised assessments

9.3 Application

9.3.1 Teachers

- Adapt instruction
- Differentiate learning
- Address misconceptions

9.3.2 Leaders

- Analyse trends
- Inform school improvement
- Monitor standards

9.3.3 Students

- Reflect on progress
- Set targets
- Take ownership

10. Feedback and Reporting

Feedback is:

- Timely
- Specific
- Actionable

Includes:

- Written and verbal feedback
- Reports
- Parent meetings

11. Inclusion and Differentiation

Assessment:

- Is accessible to all learners
- Is adapted for SEND/EAL
- Allows multiple ways to demonstrate learning

12. Roles and Responsibilities

- Teachers: Deliver and adapt assessment
- Middle Leaders: Ensure consistency
- Senior Leaders: Strategic oversight and alignment with CIS

13. Monitor and Review

Assessment at 7Hills is a continuous cycle:

Assess - Analyse - Adapt - Improve

It underpins:

- Academic excellence
- Student agency
- High-quality learning and teaching

This policy will be reviewed annually in line with:

- Council of International Schools accreditation requirements
- School improvement priorities
- Moderation processes
- Data-driven quality assurance process

14. Distribution and Access

This policy is available to all staff, students, and parents via the school website and on the school Google drive. Printed copies can be requested from the school reception.