

Assessment Policy

2026–27 | TSS-CUR-08

Scope	Whole school: KG1–Year 13
Policy owner	Head of School
Operational lead	Relevant school lead / IB DP Coordinator
IB alignment	Culture 5 (0301-05)
Review cycle	Annual

IB Mission

“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 organization works with schools, governments and international organizations 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.”

The Sultan's School Mission Statement

“The Sultan's School is a co-educational school offering a bilingual Arabic-English education from early childhood to pre-university. The school seeks to provide a broad and balanced education to the highest quality which reflects and strengthens the Omani and Islamic culture while encouraging an international perspective and developing critical, creative thinking in its students.”

IB Learner Profile

The IB learner profile aims to develop learners who are:

Inquirers	Knowledgeable
Thinkers	Communicators
Principled	Open-minded
Caring	Risk-takers
Balanced	Reflective

Assessment at TSS is grounded in the school's educational mission and aligned with the philosophy and principles of the International Baccalaureate.

1. Purpose and school context

This is a whole-school policy for The Sultan's School (TSS), applying from KG1 to Year 13. TSS is a bilingual Arabic-English school in the Sultanate of Oman. Its educational model combines Omani national requirements with international curricula and seeks to provide a broad and balanced education that strengthens Omani and Islamic culture and identity while developing international-mindedness, academic excellence, leadership, service and lifelong learning.

The policy is designed to operate coherently across the school's phases: Early Years; Primary; Middle School (Years 7–9); IGCSE (Years 10–11); and the IB Diploma Programme (Years 12–13). Where an examination board, the International Baccalaureate, or the Ministry of Education sets a specific requirement, that requirement takes precedence for the relevant programme.

2. Assessment philosophy

Assessment is integral to learning and teaching. It provides evidence of what students know, understand and can do; informs next steps; supports reflection and goal-setting; communicates progress; and, where appropriate, certifies achievement. Assessment should be valid, fair, reliable, purposeful, appropriately challenging and accessible.

3. Whole-school principles

- Assessment aligns with intended learning outcomes and curriculum standards.
- Assessment is criterion-related: student achievement is judged against published programme standards and assessment criteria rather than against the performance of other students.
- Students understand what quality looks like through clear criteria, exemplars, rubrics or success indicators appropriate to age and programme.
- A balanced range of formative and summative evidence is used.
- Feedback is timely, specific and designed to improve future learning.
- Assessment evidence informs teaching, intervention and extension.
- No single assessment should normally define overall achievement where a broader body of evidence is available.
- Access arrangements remove barriers without changing the construct being assessed.
- Authentic student authorship is essential to valid assessment.

4. Assessment across the phases

4.1 Early Years and Primary

Assessment is continuous and developmentally appropriate, drawing on observation, conversation, student work, checks for understanding and curriculum-aligned tasks. Teachers use assessment to identify next steps and communicate progress in both the international and Omani national components of the curriculum.

4.2 Middle School

Assessment increasingly combines formative classroom evidence with common or summative tasks. Departments use shared expectations and moderation where appropriate. Students are explicitly taught revision, reflection and independent learning habits in preparation for external qualifications.

5. Formative and summative assessment

Formative assessment occurs during learning and may include questioning, observation, retrieval practice, drafts, quizzes, conferencing, peer feedback and self-assessment. Its primary purpose is improvement and not every activity requires a recorded grade. Summative assessment evaluates achievement at an appropriate point and should sample relevant knowledge and skills without creating unnecessary workload.

Teachers use programme-appropriate criteria, rubrics or mark schemes when judging assessed work and maintain accurate records of significant assessment evidence in the school's approved systems.

6. IGCSE-specific provisions

Assessment in Years 10–11 prepares students for and contributes, where applicable, to externally awarded IGCSE qualifications. Departments follow the current syllabus/specification, assessment objectives, coursework or non-examined assessment rules and examination-board procedures for each subject.

- Internal assessments should increasingly reflect the style, command terms and standards of the relevant IGCSE specification.
- Mock examinations provide practice under formal conditions and evidence for teaching, intervention and progression guidance.
- Coursework/non-examined assessment must follow current rules on supervision, authentication, teacher assistance and deadlines.
- Departments standardise and moderate where professional judgement affects marks or grades.
- Access arrangements are coordinated with the Inclusion team and Examinations Officer and must comply with current awarding-body rules.
- IGCSE outcomes are an important, but not sole, source of evidence when advising students about DP readiness and subject levels.

7. IB Diploma-specific provisions

DP assessment combines externally assessed components and internally assessed work that is moderated or otherwise quality-assured by the IB. Teachers use current subject guides, criteria and procedures. School grades and predicted grades are professional judgements and are not guarantees of final IB outcomes.

DP assessment is criterion-related rather than norm-referenced. Formal IB assessment is distinct from the formative assessment used during learning, although IB criteria, standards and assessment expectations are introduced early and used formatively to help students understand and improve their performance.

7.1 Internal deadlines

- The DP Coordinator publishes an internal assessment calendar developed in consultation with DP teachers and informed by student workload and feedback, that distributes workload and allows time for authentication, marking, moderation, technical checks and IB submission.
- Internal deadlines are school requirements. Students who anticipate genuine difficulty must communicate early; extensions are exceptional and require approval.
- Late or missing work may affect the school's ability to authenticate or submit a component and may have consequences under current IB rules.

The school also maintains coordinated timelines and supervisor checkpoints for the Extended Essay and other DP core requirements so that students can complete these requirements within manageable workloads.

7.2 Predicted grades

Predicted grades are evidence-based professional judgements of the grade a student is most likely to achieve in final IB assessment. They are not negotiated targets or rewards. Teachers use appropriate evidence, current subject standards and departmental professional judgement.

7.3 Mock examinations and standardisation

Mocks are important practice and evidence but are only one part of the overall picture. DP teachers engage with current IB subject reports, exemplars and professional learning and standardise internally assessed work where required, especially where more than one teacher teaches the subject.

Where a subject is taught by more than one teacher, scheduled collaborative planning and standardisation are used to align interpretation of criteria, assessment design and marking before internally assessed work is submitted.

8. Reporting, homework and independent learning

TSS communicates progress and achievement through its reporting systems, parent meetings and other appropriate channels. Reporting scales and calendars are published separately. Homework and independent learning should have a clear purpose and be proportionate to age and programme demands. Expectations for independence increase substantially through IGCSE and the DP.

In the DP, reporting judgements are criterion-related and are based on the most accurate current body of evidence; they should not be determined solely by mathematical averaging or class ranking.

9. Assessment, language, inclusion and integrity

Assessment practice must be read alongside the Language, Inclusion and Academic Integrity Policies. Teachers consider language demands, approved access arrangements and authentic authorship so that assessment evidence is valid and fair.

10. Responsibilities

- Leadership: coherent systems, quality assurance and manageable assessment expectations; analysis of assessment data to inform teaching, intervention and programme development.
- Phase leaders / Heads of Department: curriculum alignment, standardisation, moderation and consistency; support for the induction of new teachers into relevant assessment requirements and school practices.
- IGCSE/DP Coordinators and Examinations Officer: programme calendars, procedures and external compliance; for the DP, this includes supporting new teachers in understanding current IB guides, criteria, standardisation procedures and assessment expectations.
- Teachers: valid assessment, feedback, records, authentication and deadlines.
- Students: complete work on time, act on feedback, maintain integrity and seek help early.
- Parents: support routines and independence without completing or over-directing assessed work.

Monitoring, communication and review

The policy will be communicated through staff induction and professional learning, student and parent guidance, relevant handbooks and the school website or parent portal as appropriate. Implementation will be monitored through school data, quality assurance, stakeholder feedback and review of cases. The policy will be reviewed annually and earlier where changes to Omani requirements, examination-board regulations, IB requirements or school practice make this necessary.

Related policies and documents

- Safeguarding and Child Protection Policy
- Behaviour / Student Conduct Policy
- Teaching and Learning Policy
- Language Policy
- Inclusion Policy
- Academic Integrity Policy
- Complaints and Appeals procedures
- Data Protection / Acceptable Use of Technology guidance
- Current examination-board regulations and subject specifications
- Current IB programme documentation and procedures
- Current DP Assessment Calendar

Reference base

- IB Programme standards and practices (Culture through policy implementation, 0301).
- Current IB guidance relevant to this policy and the Diploma Programme.
- The Sultan's School published curriculum and programme information.
- Applicable Ministry of Education requirements in the Sultanate of Oman.