



ST THOMAS MORE COLLEGE
Middle and Secondary School, Żejtun

School Based Assessment Policy

St Thomas More College
Carlo Diacono Middle & Secondary School Żejtun

1. Purpose of Assessment

The primary goal of our school-based assessment (SBA) policy is to support and improve our students' education. Through regular assessments, we identify the students' strengths, areas for improvement and we also monitor their progress. Our first aim is to make sure every student can succeed in a supportive school environment. Our second aim is to follow the current national regulations and guidelines. This commitment helps us take care of our students and ensures that the SBA scores we give are reliable and accurate.

2. Methods of Assessment

Our school uses a combination of formative and summative assessments to help students learn. Formative assessments are informal checks made during lessons, whereas summative assessments examine student comprehension at the end of the unit or term. To meet the unique requirements of our students, our teachers use a variety of assessment methods, which may include and is not limited to written tasks, presentations, performance assessments, practical assignments, portfolio compilation, scientific report writing, and project-based learning. These methods ensure a comprehensive assessment of students' knowledge and skills. This includes the use of rubrics, success criteria, peer- and self-assessment, and timely constructive feedback through multiple formats.

Every task given by subject teachers during the scholastic year can be considered part of the SBA evaluation. Teachers can also select a specific number of tasks that will count towards the SBA score. The SBA can cover only in-school activities or a mix of both in-school and at-home assignments, such as homework, projects, practical exercises, and more. This decision is entirely at the discretion of the subject teacher.

3. Informing Students and Parents/Guardians: Understanding Our Assessment Policy

Beginning of Scholastic Year

At the start of the scholastic year, the Head of School will inform parents/guardians and students about the SBA policy. An email will also be sent to parents/guardians and students during that week. Additionally, the SBA policy will be accessible on the school's website.

Students will receive details regarding the SBA model from their respective subject teachers. This information will be provided on the digital platforms like Microsoft Teams and/or MySchool email/announcements.

Informing Students of SBA Assignments

Teachers are expected to notify students in advance of assigning an SBA task that requires prior preparation, like study for a forthcoming task. Teachers are required to clearly communicate all relevant deadlines for School-Based Assessments to their students. It is the students' responsibility to take note of these dates by recording them in their school diary. This practice ensures that students are aware of their responsibilities and can manage their time effectively to complete tasks punctually.

Vocational Subjects Assignments and Practical Assessments

It is essential that students complete all vocational assignments within the school year they are assigned. Additionally, practical vocational assessments should be carried out only once and may not be repeated. Should a student be absent, he/she will be granted only one additional opportunity to undertake the practical, subject to the teacher's discretion.

4. Assessment Records and Reporting

Teachers are responsible for maintaining records of SBA scores using their preferred methods. These methods might include online platforms like Microsoft Teams or MySchool, Excel spreadsheets, or other documentation forms, ensuring the records are readily accessible and can be provided as needed. At the teachers' discretion, SBA marks and relative material might be collected in a central database for future reference.

Assessment and Portfolio Records for Vocational Subjects

Vocational subject teachers will keep records of SBA and portfolio grades, as well as any student work submitted for the portfolio. These records are to be submitted to the Deputy Head responsible for VET subjects by the end of June. At the teachers' discretion, SBA marks and relative material might be collected in a central database for future reference.

Informing Students of SBA Results

Once the SBA has been assessed and marked, students will be notified of the mark awarded and provided with structured opportunities within the scholastic year to reflect on their performance and use the feedback to inform future learning. For the avoidance of doubt, once the scholastic year concludes, SBA results are finalised and automatically submitted to the official record; at that point, marks are definitive and no further amendments are possible.

5. Policy for Late Submissions, Incomplete Tasks, and Parental Inquiries

Our school's policy on late submissions, incomplete tasks, and parental inquiries is designed to maintain a fair and structured learning environment. Students are expected to submit all assignments by the specified deadlines, which are communicated well in advance by their teachers.

Late Submissions

Assignments must be submitted by the specified deadlines. Teachers have the right not to accept late work unless justified by valid reasons (e.g., medical certificate). In such cases, alternative arrangements may be provided.

Missing Tasks

Missed SBA tasks without a valid justification will be marked as not submitted and will receive a zero. The possibility of making up missed in-class assessments is at the teacher's discretion and depends on the nature of the task. Medical certificates are necessary to justify absences. Students missing several in-class assessments will receive a zero for those assignments.

In these situations, standard school protocols will be adhered to, meaning that negative points for missing Homework/Classwork or missing SBA/VET assignments will be recorded using the MySchool point system. This action will automatically generate a notification to alert parents/guardians.

Our SBA system includes enough marks to cover missing work, allowing all students to demonstrate their competence. Extra marks act as a safety net for medically justified absences, ensuring that infrequent missed assignments do not influence from a student's overall grade. This fair system values both consistent engagement and the ability to handle unforeseen circumstances.

Policy for Parental Inquiries on Student Assessments

Parents/guardians wishing to raise an enquiry regarding feedback on corrected work must do so exclusively by email sent to both the school's generic address stmc.zeitun.ss@ilearn.edu.mt and the Head of School at adrian.galea@ilearn.edu.mt.

Enquiries must be submitted within one week from the date on which the subject teacher provides feedback on the corrected work. Enquiries submitted via other channels or outside this timeframe may not be processed.

Upon receipt, emails will be forwarded to the Deputy Head responsible for School-Based Assessment, who will liaise with the relevant subject teacher to address the concern. If results

are not submitted by the subject teacher within the stipulated timeframe, ensuing difficulties will be addressed with the teacher concerned.

Direct contact by parents/guardians with subject teachers is not permitted.

The school will acknowledge receipt of the email and endeavours to provide a substantive response within ten working days.

6. Flexibility

Our school recognises the need for flexibility in administering assessments.

Exam Access Arrangements

Where exam access arrangements have been professionally assessed and communicated to the school, our students will receive the necessary assistance when available. Access arrangements will be provided based on the needs of the school. The school will do everything it can to help its students, but due to organisational limitations, certain arrangements may not always be possible.

Movement of students from one school/college to another

When students change schools during the school year, their subject teachers are required to provide their SBA results as well as a review of their learning outcomes to date. This information should be communicated to the Deputy Head in charge of school based assessments, who will forward it to the new school.

If a student is transferred to our school, the former school is expected to forward the same information to our school via our official email. When we receive it, the Deputy Head in charge of the school based assessments, will share it with the relevant teachers. It is important to highlight that SBA scores submitted by students or their parents will not be accepted.

New Intake of students coming from schools not following SBAs

Students newly enrolled at our school, originating from schools that do not implement School-Based Assessments (SBAs), will be exempt from previously completed tasks and will only be required to undertake the remaining tasks scheduled for the rest of the school year.

7. Quality Assurance

Departments engage in moderation and collaboration to ensure fairness, including common rubrics, cross-marking, and coordination across teachers of the same subject.

Plagiarism or copying in SBA tasks is a serious offense that should be brought to the attention of the respective Deputy Head. When work is determined to be plagiarised or copied, the subject teacher will deduct points for the impacted area of the assignment. In these situations, standard school protocols will be adhered to, meaning that negative points for plagiarism will be recorded using the MySchool point system. This action will automatically generate a notification to alert parents/guardians.

8. Alignment with National Policies

This Policy is reviewed annually to align with the National Assessment Policy and MATSEC Code of Practice (Levels 1–3).

Every year, we will review and update our assessment practices to ensure they are effective and aligned with current educational research and best practices. This can also include providing ongoing professional development for teachers on assessment strategies and data analysis.

9. Conclusion

Our school-based assessment policy demonstrates our commitment to providing a supporting and fair educational environment. We celebrate each student's unique skills, ensuring that everyone has a chance to flourish and thrive. Our commitment to fairness, diversity in evaluation, and individualised support is the foundation of our approach, enabling each student to reach their greatest potential. Together, we build a vibrant learning community in which every accomplishment and effort is rewarded.

10. Roles and Responsibilities

In the school-based assessments, all stakeholders play an important role in the educational outcomes and processes. These stakeholders work together to support the educational system and ensure that assessments are fair, effective, and conducive to learning. Here are the key stakeholders:

- **Students:** They are the primary focus of the assessments, and their learning and development are the main objectives.
- **Teachers:** They need to work collaboratively with other subjects to design, administer, and interpret assessments, playing a crucial role in the educational process.
- **Parents/Guardians:** They have an interest in their children's education and assessment outcomes.

- **School Administrators:** They oversee the implementation of assessments and ensure that they align with educational goals.

STUDENTS	
DUTIES of Students	RIGHTS of Students
Preparation: Students should prepare for assessments by reviewing material, studying, and completing any necessary assignments or practice tests.	Fair Assessment: Students have the right to fair and unbiased assessments. This means that assessments should accurately measure their understanding and skills, not their test-taking abilities.
Participation: Students are expected to participate fully in the assessment process. This includes completing all sections of an assessment to the best of their ability.	Clear Expectations: Students have the right to know what is expected of them in each assessment. This includes understanding the grading criteria and how their performance will be evaluated.
Honesty: Students must adhere to the school's policies. This means not engaging in cheating, plagiarism, or any other form of dishonest behaviour during assessments.	Feedback: Students have the right to receive timely and constructive feedback on their performance. This can help them understand their strengths and areas for improvement.
Communication: Students should communicate with their teachers about any concerns or questions they have regarding the assessment. This includes seeking clarification on instructions, discussing difficulties they're experiencing, or providing feedback on the assessment process.	Accommodations: Students with special educational needs have the right to appropriate accommodations during assessments. This ensures that all students have an equal opportunity to demonstrate their understanding and skills. This depends on the school's availability.
Self-Assessment: Students should engage in self-assessment to reflect on their learning and understand their strengths and areas for improvement. This can help them set goals for future learning.	Appeal: Students have the right to appeal their assessment results if they believe they have been graded unfairly. This should be done by their parents/guardians by following the official procedure. The school should have a clear process for handling such appeals.
Respect for Deadlines: Students must respect the deadlines set for assessments. Submitting work on time is crucial for the assessment process to function smoothly.	Confidentiality: Students have the right to confidentiality of their assessment results. Only the relevant teachers, parents, and the student themselves should have access to these results.
Acceptance of Results: Students should accept the results of assessments, understanding that they reflect their performance at a particular point in time and not their overall worth or potential.	Respect: Students have the right to be treated with respect during the assessment process. This includes being given enough time to complete assessments and not being subjected to undue stress or pressure.

TEACHERS	
DUTIES of Teachers	RIGHTS of Teachers
Designing Assessments: Teachers are responsible for creating or selecting assessments that align with the learning objectives of their lessons.	Instructional Design: Teachers have the right to design and implement instructional strategies that align with the assessment policy and the learning objectives of their lessons.
Administering Assessments: Teachers must ensure that assessments are administered in a fair and consistent manner. This includes providing clear instructions, setting appropriate time limits, and maintaining an environment conducive to testing.	Assessment Selection: Teachers have the right to select or create assessments that they believe will most effectively measure student understanding of the material.
Grading and Feedback: Teachers are responsible for grading assessments in a timely and unbiased manner. They should provide constructive feedback to help students understand their performance and areas for improvement.	Grading Autonomy: Teachers have the right to grade student work based on established grading criteria. They should have the freedom to determine the weight of each assessment within the overall grade.
Record Keeping: Teachers must accurately record and maintain assessment results. This data can be used to track student progress, identify areas of improvement, and inform future instruction.	Professional Development: Teachers have the right to access professional development opportunities related to assessment. This includes workshops, seminars, and other training that can help them improve their assessment practices.
Communication: Teachers should communicate assessment expectations and results to students and parents. This includes explaining the purpose of assessments, how they will be graded, and what the results mean.	Feedback: Teachers have the right to provide feedback to students about their performance on assessments. They should be able to discuss assessment results with students and guide them on how to improve.
Continuous Improvement: Teachers should regularly review and revise their assessment strategies to ensure they are effective and fair. This may involve seeking feedback from students, parents, and other educators.	Collaboration: Teachers have the right to collaborate with other teachers and school administration on assessment-related issues. This includes sharing best practices, discussing challenges, and working together to improve the assessment policy.
Professional Development: Teachers should stay informed about the latest research and best practices in assessment. This may involve attending professional development workshops, reading educational research, or collaborating with colleagues.	Advocacy: Teachers have the right to advocate for their students in the assessment process. If they believe an assessment is unfair or does not accurately measure a student's abilities, they should be able to voice their concerns.

PARENTS/GUARDIANS	
DUTIES of Parents/Guardians	RIGHTS of Parents/Guardians
Support: Parents should provide support to their children during the assessment process. This includes helping with study schedules, providing a conducive environment for studying, and encouraging a positive attitude towards assessments.	Information Access: Parents have the right to access information about the school's assessment policy and their child's performance. This includes understanding the types of assessments used, the grading system, and how their child's performance is evaluated.
Communication: Parents should maintain open lines of communication with the school. This includes attending parent-teacher meetings, responding to school communications, and raising any concerns or questions about the assessment process.	Communication: Parents have the right to communicate with the school about their child's progress. They should be able to ask questions, raise concerns, and provide feedback about the assessment process.
Understanding the Assessment Policy: Parents should familiarize themselves with the school's assessment policy. This includes understanding the types of assessments used, the grading system, and the expectations for student performance.	Participation: Parents have the right to participate in their child's education. This includes supporting their child's learning at home, attending parent-teacher meetings, and being involved in school activities.
Encouraging Honesty: Parents should encourage their children to adhere to the school's academic integrity policy. This includes discussing the importance of honesty and the consequences of cheating or plagiarism.	Advocacy: Parents have the right to advocate for their child's educational needs. If they believe an assessment is unfair or does not accurately measure their child's abilities, they should be able to voice their concerns.
Respecting Deadlines: Parents should help their children understand the importance of deadlines and time management. This includes helping them plan their study schedules and ensuring they complete assignments on time.	Confidentiality: Parents have the right to the confidentiality of their child's assessment results. Only the relevant teachers, the parents, and the student themselves should have access to these results.
Reviewing Assessment Results: Parents should review assessment results with their children. This includes praising efforts, discussing areas for improvement, and setting goals for future learning.	Appeal: Parents have the right to appeal their child's assessment results if they believe they have been graded unfairly. The school should have a clear process for handling such appeals.
Advocacy: Parents should advocate for their children's educational needs. This includes working with the school to ensure that assessments are fair and that their children's unique learning needs are being met.	

SCHOOL ADMINISTRATION	
DUTIES of School Administration	RIGHTS of School Administration
Policy Development: The school administration is responsible for developing and implementing the school-based assessment policy. This includes defining the purpose, scope, and procedures of the policy.	Policy Making: The administration has the right to consult with educators for monitoring purposes and to address concerns raised by students or parents. They can decide on the types of assessments used, the grading system, and the expectations for student performance.
Training: The administration should provide training to teachers and other staff members on the assessment policy. This includes explaining the policy, demonstrating how to implement it, and answering any questions.	Decision Making: The administration together with the subject teachers has the right to make decisions regarding the assessment process. This includes deciding when assessments will be administered, how they will be graded, and how results will be used.
Monitoring: The administration should monitor the implementation of the assessment policy. This includes observing classroom practices, reviewing assessment results, and ensuring that the policy is being followed correctly.	Training: The administration has the right to provide training to teachers and other staff members on the assessment policy. They can decide on the content of the training, who will deliver it, and how often it will be provided.
Communication: The administration should communicate the assessment policy to all stakeholders, including teachers, students, and parents. This includes explaining the policy, its purpose, and how it will be implemented.	Communication: The administration has the right to communicate the assessment policy to all stakeholders, including teachers, students, and parents. They can decide on the best methods of communication and the frequency of communication.
Review and Revision: The administration should regularly review and revise the assessment policy. This includes seeking feedback from stakeholders, analysing assessment results, and making necessary changes to the policy.	Monitoring and Evaluation: The administration has the right to monitor the implementation of the assessment policy and evaluate its effectiveness. They can decide on the methods of monitoring and evaluation, and how often they will be conducted.
Resource Allocation: The administration should ensure that teachers and students have the necessary resources to implement the assessment policy. This includes providing appropriate assessment tools, materials, and support.	Revision: The administration has the right to review and revise the assessment policy as needed. They can decide on the timing of revisions and the process for making changes to the policy.
Compliance: The administration should ensure that the assessment policy complies with all relevant laws and regulations. This includes respecting the rights of students and teachers and ensuring fairness and transparency in the assessment process.	Resource Allocation: The administration has the right to allocate resources for the implementation of the assessment policy. They can decide on the types of resources provided, and how they will be distributed.

End of Document

