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Assessment and Progression Policy

CJD International School

Assessment and Progression Policy

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1. Introduction

This policy establishes the assessment, approval, and progression criteria for students following the Cambridge International Curriculum, ensuring compliance with international standards and local educational regulations. Colegio Julio Dinis (CJD) International School follows the Cambridge International Curriculum, aligning with global best practices in assessment, grading, and student progression.

CJD-IS follows the Cambridge International Curriculum across the following stages:

- Cambridge Primary (Years 1–6)
- Cambridge Lower Secondary (Years 7–9)
- Cambridge Upper Secondary (IGCSE) (Years 10–11)
- Cambridge Advanced (AS & A-Level) (Years 12–13)

2. Assessment Framework

The primary purpose of assessment at CJD is to improve student learning and to guide our expectations for high-quality teaching. Assessment is the process of gathering and analysing information about a student's development and progress toward defined learning goals. It encompasses key components such as reflection, evaluation, feedback, documentation, and reporting.

Effective assessment depends on the professional judgment of educators and serves not only to enhance student outcomes but also to inform teaching practices and curriculum planning.

Types of Assessment

Assessment at CJD includes a broad range of methods and tools used by educators to evaluate, measure, and document students' academic readiness, learning progress, skill development, and individual educational needs.

Assessment includes:

- **Formative Assessments** – informs both teachers and students about student understanding at a point when timely adjustments can be made. Formative assessment is ongoing with the purpose of improving learning and includes observation, questioning, homework, quizzes, classwork, and projects.

- **Summative Assessments** – Summative assessments are given periodically to determine at a particular point in time what students know and do not know. Feedback should be prompt and supportive. Examples are tests, end-of-term exams, mock exams and coursework.
- **Practical and Oral Assessments** – For subjects that require hands-on learning.
- **Attitudes, Values and Behaviour Assessment** – it is based on participation, collaboration, and work ethic. Up to lower secondary is a component of the school grading as explained below.

Homework and Assessment Policy

Homework is assigned to support student learning and foster responsibility. It is intended to help students practice, reinforce, and apply skills and concepts taught in class. Students are expected to meet deadlines as part of this learning process.

Typically, homework is not assigned during vacation periods. However, due to curricular demands, IGCSE and A-Level students may be required to complete assignments over the holidays.

Make-Up Tests

Students who are absent due to illness or official school commitments (e.g., traveling athletes) should arrange make-up tests directly with their subject teachers. These assessments should normally be completed within two days of the student's return to school after providing the three-day legal documented justification period.

Late and Missing Work

- Late submissions may incur a penalty, at the discretion of the Subject Teacher/ Form Tutor.
- Work submitted more than one week after the deadline will generally not be accepted.
- Assessments that are not submitted will receive a grade of zero.

The weighting of different forms of assessment varies across school levels, as shown in the table below.

Component	Cambridge Primary	Cambridge Lower Secondary	Cambridge Upper Secondary Year 10	Cambridge Upper Secondary Year 11 and Advanced
Academic Performance	80%	85%	85%	100%
Attitudes, Values & Behaviour	20%	15%	15%	0%

3. Core and Non-Core Subjects and Progression Requirements

Subject Breakdown by Educational Stage

Educational Stage	Core Subjects	Non-Core Subjects
Cambridge Primary	English (1st or 2nd Language), Mathematics, Science	PE, Art & Design, Music, Computing, Global Perspectives, Wellbeing
Lower Secondary	English (1st or 2nd Language), Mathematics, Science	PE, Art & Design, Music, Spanish, Global Perspectives, Computing, Wellbeing
Upper Secondary / IGCSE	English (1st or 2nd Language), Mathematics, Coordinated Sciences, Spanish, Global Perspectives	Economics, History, Geography, ICT, Music, PE, Art & Design
Cambridge Advanced / AS & A levels	Global Perspectives is compulsory in CJD. For AICE Diploma students need to take at least one subject from each group.	

Progression Requirements

The table below summarizes the overall criteria for progression and pass.

Stage	Core Subjects Requirement	Non-Core Subjects Allowance
Primary (Y1-6)	Must achieve 60% overall score Pass 2 out of 3 core subjects* (English, Math, Science)	Fail up to 2 non-core subjects **
Lower Secondary (Y7-9)	Must achieve 60% overall score Pass 2 out of 3 core subjects* (English, Math, Science)	Fail up to 2 non-core subjects **
Upper Secondary (Y10)	Pass 4 out of 5 core subjects* (Eng, Math, Sci, Spanish)	Fail up to 2 non-core subjects **
Upper Secondary (Y11)	Pass 5 out of 7 (Eng, Math, Co-Sci, Spanish)	Fail up to 2 non-core subjects **
A-Level (Y12-13)	Pass AS subjects with minimum C grade	N/A

*Failure in one core subject will result in mandatory remedial sessions. Students who fail two or more core subjects may be at risk of repeating the academic year.

**Failure in three or more non-core subjects will trigger an academic review and may lead to further remedial actions.

An attendance rate below 85% in core subjects, without valid justification (e.g., medical or family emergencies), may place a student at risk of being ineligible for progression to the next academic year. In non-core subjects, such attendance issues may result in grade reductions or recommendations for remedial actions.

Students in Primary, Lower Secondary, and Upper School (Year 10) who receive low scores in Attitudes, Values, and Behavior may be required to attend mentoring sessions.

Students who fail to meet these criteria will have their promotion reviewed by the school. In such cases, students may be required to undertake additional studies to be granted promotion. Parents and students concerned will be involved in a consultation process prior to any decision. Parents/students may submit appeals for extenuating circumstances (e.g., medical reasons). The Academic Board will review each case individually and communicate decisions.

Prerequisites for Entry to IGCSE and A Level Examinations

Purpose

This section sets out the school's minimum requirements for entry to **IGCSE and A Level examination series**, ensuring that entries are based on clear evidence of academic readiness and consistent engagement. The aim is to promote fairness and consistency across subjects, support students who are not yet meeting the standard through structured intervention and ensure that students entered for the **June** and **November** examination series have demonstrated an appropriate likelihood of success through internal assessment and attendance.

Scope

This section applies exclusively to students enrolled at the school. The school only enters its own registered students for IGCSE and A Level examination series. These requirements apply to students following the school's two-year IGCSE programme, unless an SLT-approved exception is recorded in writing.

1. IGCSE Examination Entry Requirements

1.1 Academic Prerequisites

To be entered for an IGCSE examination in a given subject, a student must achieve a **minimum average grade of E** in that subject.

The **subject average** is calculated as follows:

- 60% Continuous Assessment, including classwork, topic tests, end-of-unit assessments, and coursework (where applicable)
- 40% Internal Mock Examination
- This weighting is applied consistently for entry decisions.

1.2 Students Below the Minimum Requirement

Students whose subject average is **below grade E** will **not be entered for the June examination series** in that subject.

These students will:

- Continue attending **scheduled lessons** and/or targeted support sessions in the subject until June.
- Sit a **further internal mock examination in June**.

- Entry for the **November IGCSE examination series** will be considered only if the student:
- Achieves a minimum **grade E** in the June mock examination, and
- Meets the attendance requirement (minimum 85%).

The decision regarding entry for the June examination series will be confirmed following the scheduled mock examination window and reporting point set in the school assessment calendar.

1.3 Attendance Requirement

For students continuing towards possible November entry, a minimum 85% attendance is required for all scheduled lessons and any targeted support sessions assigned by the school in that subject from the date the June entry decision is communicated until the June mock examination.

For the purposes of this section, scheduled lessons refer to additional lessons arranged by the school for the subject outside the normal timetable, including sessions scheduled within the extended school day (up to 18h00), lunchtime sessions, and other school-organised sessions communicated to students and parents in advance.

Attendance is calculated as the number of sessions attended divided by the number of sessions scheduled for the student during the monitoring period. Attendance is monitored formally. Failure to meet this requirement may result in non-entry for the November series, even if the academic grade requirement is met, unless an SLT-approved exception applies.

1.4 Support Offer for November Series and Potential Retake Candidates

To support students aiming to improve their performance or secure a stronger outcome, the school may offer additional support and revision sessions in April, May, and June for students preparing for the November IGCSE examination series, including students considering a retake.

Participation is strongly encouraged, particularly where mock results indicate that further consolidation is needed to achieve the student's intended grade outcome.

Where a student opts into this support programme, attendance will be monitored as part of the preparation plan to ensure the student benefits fully from the intervention.

1.5 Coursework / NEA (where applicable)

For subjects that include coursework or non-examination assessment, entry may also depend on the student meeting key interim deadlines and completing required components to an acceptable standard, in line with subject requirements.

2. AS and A - Level Examination Entry Requirements

2.1 Academic Prerequisites

To be entered for a AS & A Level examination in a given subject, a student must achieve a **minimum average grade of E** in that subject.

Decisions are based on:

- Continuous assessment performance, and
- Results from internal mock examinations.

Given the academic demands of A Level courses, subject departments may set expectations higher than the minimum pass threshold. To maintain a clear and consistent standard, entry expectations are uniform across subjects. However, students should be mindful that A Level success is built on both AS and A2 performance; consequently, lower results at the AS stage (such as a D or E) may jeopardize the final overall grade. Special focus must be placed on the required A-Level needed for university application.

2.2 Monitoring and Intervention

Students identified as at risk of not meeting entry requirements will be placed on a monitored support plan. Continued underperformance or insufficient attendance may result in delayed entry, alternative academic pathways, or further internal review.

3. Final Decisions

Final decisions regarding examination entry are made by the **Senior Leadership Team**, in consultation with subject teachers and Heads of Department. All decisions are taken in the student's best academic interest and reflect both performance and commitment to the course. In exceptional circumstances, SLT may approve an

exception; any exception must be documented in writing and may include conditions such as mandatory support attendance or additional assessment evidence.

4. Grading System

The school employs subject-specific, criteria-based tools to assess student achievement. Grades are awarded by teachers as part of an ongoing process of continuous assessment and also to fulfil legal reporting requirements.

Students whose academic performance raises concerns are closely monitored and supported. In cases where a teacher suspects academic malpractice, no grade should be awarded until the matter is resolved. The teacher must refer to the school's **Academic Honesty Policy** for appropriate procedures and guidance.

For grades of Cambridge Primary and Lower Secondary the following scales are used to provide feedback to students and parents.

Grade	Percentage Range	Description
A*	90-100%	Outstanding
A	80-89%	Excellent
B	70-79%	Good
C	60-69%	Satisfactory
D	50-59%	Basic Understanding
E	40-49%	Weak
F	Below 40%	Fail

For Cambridge Checkpoint Score Conversion are set as follows:

Checkpoint Score	Percentage Range	Grade Equivalent
6.0	90–100%	A+
5.0 – 5.9	80–89%	A
4.0 – 4.9	70–79%	B
3.0 – 3.9	60–69%	C
2.0 – 2.9	50–59%	D
1.0 – 1.9	40–49%	E

0.0 – 0.9	Below 40%	F
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Cambridge Upper Secondary (IGCSE) uses an **8-point grading scale (A*– G)**.

Below is the alignment:

Grade	Percentage Range
A*	90–100%
A	80–89%
B	70–79%
C	60–69%
D	50–59%
E	40–49%
F	30–39%
G	20–29%
U	Below 20%

A **Grade C (60%)** is the minimum requirement for passing.

Cambridge Advanced (AS and A Level) follows the table below for internal assessment purposes.

AS Level (Year 12)		A Level (Year 13)	
Grade	Percentage Range	Grade	Percentage Range
		A*	90–100%
A	80–100%	A	80–89%
B	70–79%	B	70–79%
C	60–69%	C	60–69%
D	50–59%	D	50–59%
E	40–49%	E	40–49%
U	1–39%	U	1–39%

Year 11 and Advanced Students performance is assessed solely on academic achievement, consisting of two components:

Component	Weight	Description
Continuous Assessment	60%	Based on cumulative assessments, projects, and classroom work.
Mock Examinations	40%	Simulated CIE examinations.

In each subject area, teachers participate in internal standardization to ensure consistent and fair assessment practices. This process involves collaborative meetings where teachers develop a shared understanding of assessment criteria and achievement levels, and how these are applied in practice. By engaging in standardization, teachers enhance the reliability of their judgments and promote consistency across classes.

5. Recording and Reporting

The three key stakeholders in a student's learning journey are the teacher, the student, and the parents. Keeping parents informed is essential for maintaining academic progress and enabling timely interventions when support is needed. Reporting plays a crucial role in this process by providing both parents and students with up-to-date information on the student's performance in relation to learning outcomes. It highlights areas of strength and identifies areas that require further development, supporting a shared understanding of the student's progress.

Teachers are responsible for keeping records of formative and summative assessments and giving student feedback. Recording will communicate relevant, summarised information concerning student knowledge, skills and understanding. Parents receive formal reports at the end of each semester, and they are also warned if progress is below expectations and are kept fully informed of developments. At CJD, we recognize that timely communication is essential to ensuring effective implementation and meaningful outcomes.

The primary purpose of assessment is to improve student learning and guide our expectations of quality teaching. Ongoing feedback is available for students to use and reflect upon. CJD uses "E-schooling" as our management system for recording student information and main pathway of academic communication with the families. Communication with parents regarding student progress occurs regularly, however there are formal ways by which this is reported to the families, such as:

- Written reports
- Back to School Presentations at the start of the year
- Student-led Conferences
- Parent-teacher conferences

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Colégio Júlio Dinis
INTERNATIONAL SCHOOL

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