EPSOM COLLEGE MALAYSIA

Assessment Policy

Date: Jun 2026
Review Date: Jun 2027
Responsibility: Deputy Head Academic

1. Introduction

This policy sets out how Epsom College Malaysia uses assessment to support learning, monitor progress, and ensure academic standards across all year groups and programmes. It reflects the School's values of Kindness, Integrity, and Ambition and affirms the principle that assessment should promote understanding, fairness, and high expectations for all pupils.

Assessment is integral to teaching and learning. It is used to inform instruction, provide meaningful feedback, recognise achievement, and guide future planning. Assessment practices are designed to be clear, consistent, proportionate, and aligned with the curriculum.

The quality and design of assessment have a direct impact on pupil progress, motivation, and long-term attainment.

Assessment supports academic rigour while recognising individual pathways and diverse learner needs.

2. Aims

Assessment at Epsom College Malaysia serves to:

- support pupil progress through timely and constructive feedback
- inform teaching and curriculum planning
- identify strengths and areas for development
- monitor attainment against agreed standards
- provide accurate and meaningful reporting to pupils and parents
- ensure reliability and fairness in internal and external examinations

Assessment also supports the development of pupils' metacognitive skills by enabling them to evaluate their own work, understand assessment criteria, and identify clear next steps for improvement.

Assessment is a tool for improvement and reflection, not solely a measure of performance.

3. Types of Assessment

The School uses a balanced range of assessment approaches, including:

Formative Assessment

Ongoing assessment used to inform teaching and support learning. This may include questioning, low-stakes quizzes, classwork, discussion, draft submissions, and feedback cycles. Formative assessment guides next steps and supports pupil self-reflection.

Not all work is graded. Formative assessment may prioritise qualitative feedback over numerical marks in order to focus attention on improvement rather than performance.

Summative Assessment

Assessment used to evaluate attainment at a defined point in time. This may include end-of-unit tests, coursework, internal examinations, and externally assessed components.

Summative judgements reflect a holistic view of attainment over time and are not based solely on a single task or assessment event.

Diagnostic Assessment

Assessment used to identify specific learning needs, misconceptions, or gaps in knowledge, particularly at transition points or where concerns arise.

Standardised Assessment

Where appropriate, standardised tools may be used to benchmark attainment and support tracking.

In IB programmes, assessment is criterion-related and aligned with published subject criteria. Pupils are supported in understanding assessment standards and descriptors appropriate to their programme of study.

4. Feedback and Reporting

Feedback is timely, specific, and focused on improvement. It may be delivered verbally, in writing, or through digital platforms.

Marking is one method of providing feedback; effective feedback may also be delivered through structured dialogue, modelling, peer review, and guided reflection.

Effective feedback:

- identifies strengths
- clarifies areas for development
- provides clear next steps

Pupils are encouraged to reflect on feedback and take responsibility for improvement.

Departments ensure that pupils receive regular, meaningful formative assessment in each subject area.

5. Assessment and Inclusion

Assessment practices are designed to be accessible and equitable.

Reasonable adjustments may be made for pupils with identified additional needs, in line with established support plans and examination regulations.

Assessment tasks are differentiated where appropriate to enable pupils to demonstrate understanding.

Pupils with English as an Additional Language are supported in developing academic language, and assessment takes language proficiency into account without lowering academic expectations.

6. Assessment in Examination Programmes

For externally examined programmes, assessment is conducted in accordance with the relevant awarding body regulations.

The School ensures:

- secure administration of examinations
- appropriate implementation of access arrangements
- adherence to examination conduct requirements
- accurate submission of coursework and predicted grades

Predicted and target grades are evidence-based, internally moderated, and reviewed in light of emerging performance data.

Internal assessments contributing to external qualifications are standardised and moderated to ensure consistency and fairness.

7. IB Career-related Programme Assessment

Pupils enrolled on the IB Career-related Programme are assessed across three components, each with distinct assessment approaches:

IB Diploma Programme subjects are assessed through the standard IB model, combining externally set and marked examinations with internally assessed coursework that is externally

moderated. Each subject is graded on the IB 1 to 7 scale. Pupils must achieve at least a grade 3 in each IB subject to be awarded the IBCP certificate.

The career-related study (BTEC) is assessed through assignment-based tasks, practical assessments, project work, and externally moderated units. Grades are awarded on the vocational scale of Pass, Merit, and Distinction. Successful completion of the full BTEC qualification is required to be awarded the IBCP certificate.

The CP Core is assessed as follows: Personal and Professional Skills, Service Learning, and Language Development are verified by the school as completed. The Reflective Project is assessed externally by the IB and graded on a scale from A to E. Pupils must achieve at least a grade E to be awarded the IBCP certificate.

Predicted grades for CP pupils are evidence-based and cover both IB subjects and BTEC performance. The CP coordinator works with subject teachers and the BTEC team to ensure that predicted grades and assessment records are accurate, consistent, and submitted in accordance with IB and Pearson deadlines.

Assessment across the CP is conducted in accordance with IB regulations and Pearson awarding body requirements. Where applicable, IB assessment regulations take precedence for IB subject components.

8. Academic Integrity and Assessment

Assessment is conducted in accordance with the School's Academic Integrity Policy.

Pupils are expected to:

- submit work that is their own
- acknowledge sources appropriately
- comply with examination regulations

Breaches of academic integrity are addressed in line with established procedures.

9. Standardisation and Moderation

Departments engage in regular standardisation to ensure consistency in marking and grading.

This may include:

- shared marking of sample scripts
- moderation meetings
- review of grade boundaries

- cross-checking of internally assessed components

Assessment design and grading decisions are quality assured within departments and overseen by Senior Leadership to maintain consistency and credibility.

Senior Leadership oversees examination results analysis to identify trends and inform school improvement.

Assessment outcomes are used to inform departmental review, curriculum refinement, and whole-school improvement planning.

10. Tracking and Use of Data

The School maintains systems for tracking attainment and progress over time.

Attainment refers to the standard currently achieved. Progress refers to development over time relative to prior attainment and expected trajectories.

Assessment data is used to:

- identify pupils requiring additional support or additional challenge
- inform curriculum review
- monitor cohort performance
- support strategic planning

Assessment data also informs timely academic and pastoral intervention where concerns arise.

Data is handled responsibly and in accordance with data protection principles.

11. Roles and Responsibilities

Assessment is a shared responsibility.

Teachers

- design and deliver appropriate assessments
- provide meaningful feedback
- maintain accurate records of attainment and progress

Heads of Department

- oversee assessment practices within subject areas
- ensure alignment with curriculum standards
- coordinate moderation and standardisation

Senior Leadership

- monitor whole-school assessment practice
- review attainment and progress data
- ensure compliance with external examination regulations

Pupils

- engage honestly and responsibly with assessment
- act on feedback
- take ownership of their learning

Governors

- receive appropriate oversight reports on attainment and standards

12. Review

This policy is reviewed annually and updated as necessary to reflect changes in curriculum frameworks, examination requirements, regulatory expectations, and School provision.