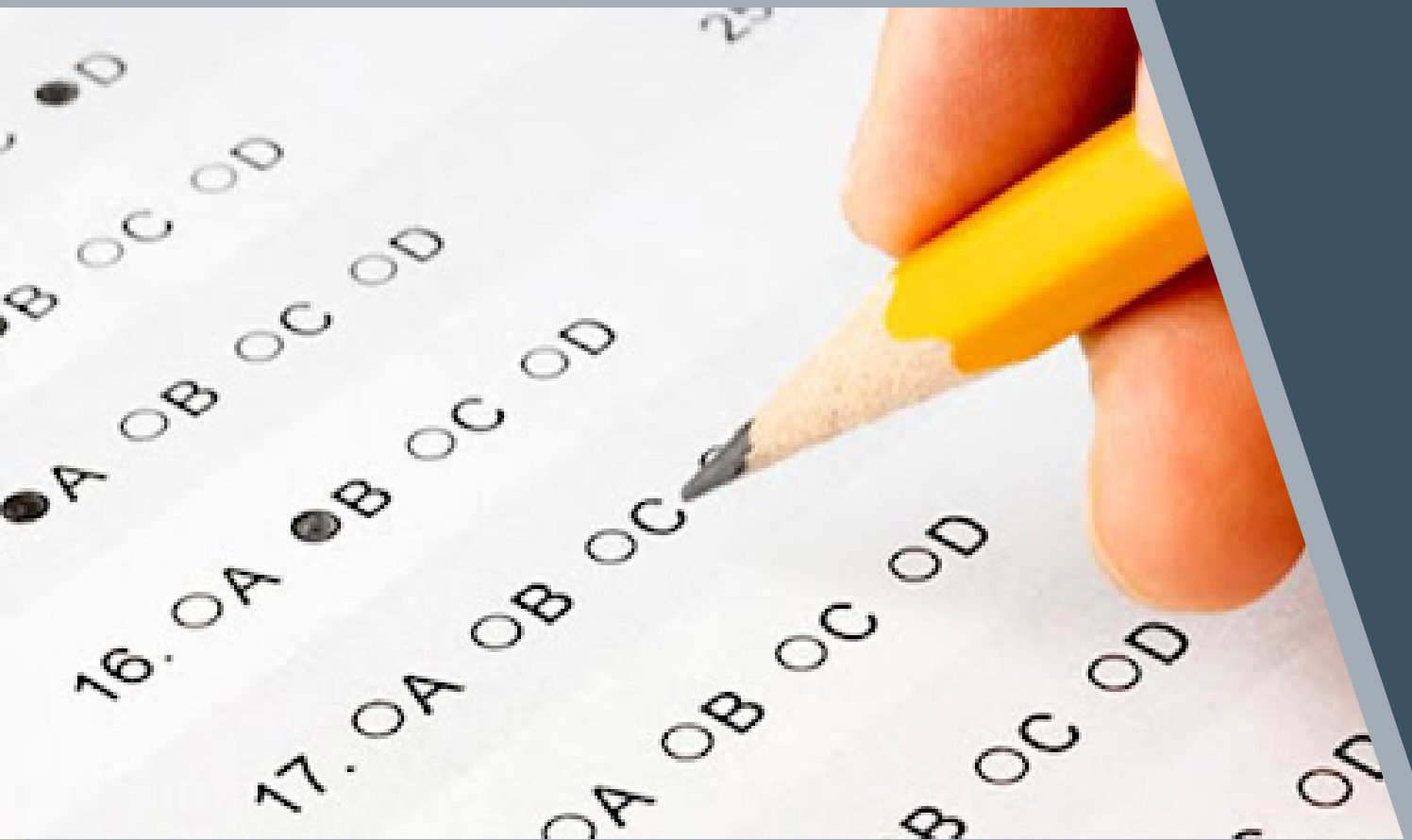


Policy:

Assessments & Examinations



**St Edward's
College**
Founded 1929

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Who we are

Mission Statement

At St Edward's College we strive to create exemplary citizens in this increasingly globalised and technological world, placing strong emphasis on character formation, genuine intercultural understanding and leadership skills which will assist them to contribute to the well-being of society. We aim to achieve these goals by providing our students with an exceptional education reflecting the highest international standards enabling us to identify and develop their best qualities and characteristics within a Catholic School environment.

Rationale

At St Edward's College, our assessment philosophy and methodologies support the school's mission to create exemplary citizens in an increasingly globalised and technological world. In line with this mission, assessment is designed not only to reinforce academic learning but also to promote responsibility, independence, and effective learning. This policy aims to ensure consistency, balance, and best practice in assessment across the College.

Assessment Philosophy

The philosophy at St Edward's College is driven by our approach to learning. TUL. We do not want a student to simply Learn, before learning the student must Understand, to understand the student must Think – TUL, Think Understand Learn.

With the above as a basis, assessment at St Edward's serves the dual purposes of supporting each student's growth and the achievement of their individual potential. This keeping in mind developmental progress and curricular goals as set out by the national curriculum requirements as well as local and foreign examination boards.

All assessments play an important role in the learning process. Student learning, in which students actively engage in the learning process, reflect and take responsibility for their own learning, requires feedback. The circle, learning, assessment, reflection which then informs both teaching and learning, is a powerful tool for improvement of understanding and a progression of learning.

Definitions

TUL – Think, Understand, Learn

MATSEC – Matriculation and Secondary Education Certificate

LOF – Learning Outcomes Framework

LJs- Learning Journals

KG- Kindergarten

IGCSE – International General Certificate of Secondary Education

IBDP – International Baccalaureate Diploma Programme

IA – Internal Assessment

EE – Extended Essay

External assessment – these are usually examinations (written or oral or performance-based) set by an external board like MATSEC or IGCSE. These are usually done at the end of Year 11.

Course work – internal assessments used for VET subjects which are moderated by MATSEC. These are held throughout the three years of Senior School.

Controlled assessment – used for externally verified exams by MATSEC. These are held throughout the three years of Senior School in the case of VET subjects.

Controlled assessment – used for externally verified exams by MATSEC. These are held throughout the three years of Senior School in the case of VET subjects.

School-based assessment (SBA) – assessments recorded for MATSEC assessment purposes. These carry 30% of the whole MATSEC assessment (10% in each of the three years of Senior School). This mark is valid for 5 years if the student sits for supplementary sessions.

Continuous assessment – assessments carried out throughout the year, including a variety of forms like homework, tests, lab reports, orals. These may be graded qualitatively or quantitatively.

Formative Assessment – assessments that are utilized to improve student learning. This usually entails completing an assessment, receiving feedback and given the opportunity to improve.

Summative Assessment – assessments used to inform of student progress, consisting of giving a task and providing a mark.



EARLY YEARS

Early Years (Nursery to Year 2) assessment is based on continuous observation, documentation of learning, and strong parent partnership, with practices adapted to the developmental stage of each year group. Across all Early Years levels, assessment focuses on identifying students' strengths, areas for development, and learning progress through natural classroom experiences.

At **Nursery level**, assessment emphasises observation and parental engagement. During Term 1 and Term 2, parents/guardians are invited to participate in Parent/Guardian and Student Activity Days, where adults experience their child's learning environment firsthand and gain insight into the daily routines and learning experiences at Nursery. These sessions are supported by informal conversations between teachers and each parent/guardian separately, allowing teachers to share observations regarding the child's development and early learning behaviours. Following these experiences, Nursery then aligns with the Early Years Learning Journals assessment documentation, ensuring continuity in assessment practices as children progress through the Early Years.

At **Kindergarten levels**, teachers carry out continuous observations throughout the school day as children participate in activities and learning experiences both through planned and spontaneous learning opportunities. These observations allow teachers to identify each child's strengths and areas for development and to monitor their social, emotional, and cognitive progress. Progress is communicated to parents through three key stages during the year: an individual parent meeting in November to discuss how the child has settled and early observations, a second-term digital Learning Journal, and a final end-of-year Learning Journal portfolio sent home in June together with a short progress description shared through MySchool.

In **Year 1 and Year 2**, assessment remains formative and observation-based, while gradually incorporating students' written work as additional evidence of learning. Teachers observe students during daily classroom tasks to identify strengths and areas for development, and students' work helps consolidate these observations. Progress is communicated through a first term MySchool

Overview outlining how the student has settled and adapted to classroom expectations, a second-term digital Learning Journal together with subject based comments through MySchool, and a final end-of-year Learning Journal portfolio, accompanied by a short progress note and subject teacher comments shared through MySchool.

Throughout the Early Years, no numerical marks are assigned, as descriptive feedback and developmental observations are considered more appropriate indicators of progress.

Homework

Nursery and Kindergarten students will not be assigned homework. Homework starts in a gradual manner as of Year 1.

Assessment Tools

Assessment within the Early Years is aligned with the National Learning Outcomes Framework, which guides holistic development through five key outcomes: Developing a Strong Sense of Identity, Fostering a Positive Self-image, Building Social Competence, Supporting Effective Communication, and Nurturing Positive Attitudes towards Learning and Becoming Confident Learners.

Reporting

Across the Early Years, the Learning Journal forms a central part of the assessment process. The journal documents each child's learning journey throughout the year by highlighting significant learning outcomes and moments, collective and personal goals, and the development of knowledge, skills, and attitudes. It includes photographs, teacher observations, and sometimes even samples of work, all dated to show progression throughout the scholastic year. This documentation supports both teachers and parents/guardians in understanding a child's development, strengths, and emerging learning needs.



JUNIOR SCHOOL

Homework

Homework is an integral part of the learning process at the College, designed to reinforce classroom learning and develop independent study habits.

- **Recording & Communication:** All assignments are recorded by the student in their diary. This is checked by the teacher. The assignment is also uploaded on MySchool in a timely manner. MySchool serves as the primary communication channel between teachers and parents regarding academic tasks.
- **Time Allocation:** The following guidelines indicate the approximate daily duration students should dedicate to homework and revision. These times may fluctuate based on the student's pace and the complexity of the tasks:
 - Years 3–4: 45 minutes – 1 hour (including weekends)
 - Years 5–6: Up to 1½ hours (including weekends)
- **Planning:** For long-term projects or substantial assignments, students will be provided with adequate notice to facilitate effective time management.
- **Student Responsibility:** While the College endeavors to coordinate deadlines to prevent overloading, the rigors of the curriculum may occasionally result in higher workloads. Students are expected to take increasing ownership of their schedules, ensuring all work is submitted punctually.



Assessment Tools

A diverse range of assessment tools are employed to provide a comprehensive overview of student progress. We emphasize a balance between Formative Assessment (assessment for learning) and Summative Assessment (assessment of learning).

Assessment methods include, but are not limited to:

- Written tests and examinations
- Quizzes and short knowledge checks
- Essays and extended written responses
- Projects and research assignments
- Oral presentations
- Practical work, experiments, and performances
- Coursework
- Problem-solving tasks
- Classwork and homework tasks
- Peer and self-assessment activities
- Observations and informal formative assessments during lessons

Exams and Assessments

Year 3

Year 3 students do not sit for exams. Instead, the following assessments take place:

English

- Spelling: once a week
- Reading: once a week
- Creative writing pieces: 2 per term
- Comprehension: 2 per term
- Grammar: 1 per term

Mathematics

- 4 assessments per term, based on the review activity at the end of each chapter.
- Other subjects are at the discretion of the teacher. This approach was reviewed and will change in the academic year 26/27 to include other subjects

Years 4 - 6

During the first term, teachers begin collecting data through continuous assessments. These assessments contribute towards the second term mid-year and third term end of year reports. For each subject (Mathematics, English, Maltese & MFF, Religion, Science and Social Studies), the continuous assessment mark is divided into four components, each carrying a weighting of 25%:

- Component 1: Classwork and homework
- Component 2: Behaviour
- Component 3: Task 1 (fieldwork, tests, quizzes and/or projects)
- Component 4: Task 2 (fieldwork, tests, quizzes and/or projects)

Exams: Years 4-6

In June, students sit for formal end-of-year examinations. The final subject mark is calculated as follows:

- 70% examination mark
- 30% continuous assessment

Academic Integrity

St Edward's College is committed to fostering exemplary citizens. In an era of instant information, we uphold the highest standards of academic honesty to ensure the validity of our assessments.

- **Originality:** All work submitted must be the student's own. Proper citation and referencing of external sources are mandatory.
- **Malpractice:** Cheating, collusion, or plagiarism (including the unacknowledged use of AI or copying from peers/the internet) is strictly prohibited.
- **Artificial Intelligence (AI):** Tools such as ChatGPT may be used as a "consultant" for research or brainstorming. However, AI must not be used to generate work that is submitted as the student's own. Any information sourced via AI must be corroborated against St Edward's College secondary sources and explicitly cited.
- **Supervision:** To ensure integrity, the majority of high-stakes assessments will be conducted under supervised conditions within the school.
- **Consequences of Dishonesty:** Proved cases of malpractice may result in:
 - A mark of zero for the assessment.
 - A mandatory viva voce (oral examination) to verify understanding.
 - Requirement to redo the task under strict supervision.
 - Formal disciplinary action, including detention or suspension.

Reporting

- **Continuous Feedback:** Marks and qualitative feedback are regularly updated on MySchool. This allows parents and students to monitor "Continuous Assessment" marks throughout the year.
- **Formal Reports:** The College issues three formal reports per academic year:
 - **First Term Report:** Published at the end of Term 1.
 - **Second Term Report:** Published during Term 2.
 - **Final Report:** Published in July, including end-of-year exam results.
- Reports include numerical grades, behavioral indicators, and developmental comments from teachers.



MIDDLE SCHOOL

Homework

Homework is an integral part of the learning process at the College, designed to reinforce classroom learning and develop independent study habits.

- **Recording & Communication:** All assignments are recorded on MySchool in a timely manner. MySchool serves as the primary communication channel between teachers and parents regarding academic tasks. While students are encouraged to maintain a physical diary as a backup, they must regularly consult MySchool to manage their deadlines.
- **Time Allocation:** The following guidelines indicate the approximate daily duration students should dedicate to homework and revision. These times may fluctuate based on the student's pace and the complexity of the tasks:
 - Year 7: Approximately 2 hours per day.
 - Year 8: Approximately 2 hours per day.
- **Planning:** For long-term projects or substantial assignments, students will be provided with adequate notice to facilitate effective time management.
- **Student Responsibility:** While the College endeavors to coordinate deadlines to prevent overloading, the rigors of the curriculum may occasionally result in higher workloads. Students are expected to take increasing ownership of their schedules, ensuring all work is submitted punctually.

Assessment Tools

A diverse range of assessment tools are employed to provide a comprehensive overview of student progress. We emphasize a balance between Formative Assessment (assessment for learning) and Summative Assessment (assessment of learning).

Assessment methods include, but are not limited to:

- Written tests and examinations
- Quizzes and short knowledge checks
- Essays and extended written responses
- Projects and research assignments
- Oral presentations and debates
- Practical work, experiments, and performances

- Coursework
- Problem-solving tasks and case studies
- Classwork and homework tasks
- Peer and self-assessment activities
- Observations and informal formative assessments during lessons

Digital platforms may be utilized to provide real-time feedback and track longitudinal progress.

Exams

- Annual Session: A formal examination session is held annually in June. Papers are generally 90 minutes to 2 hours in duration.
- Quality Assurance: All examination papers are authored by subject teachers and undergo a rigorous vetting process by Heads of Department before being finalized by the Examinations Officer.
- ICT C3 Exams: The ICT C3 examination dates and protocols are mandated by the Ministry for Education. These dates are fixed and cannot be altered by the College.
- Reporting: Results for the June examinations are published in the comprehensive end-of-year report issued in July.



Academic Integrity

St Edward's College is committed to fostering exemplary citizens. In an era of instant information, we uphold the highest standards of academic honesty to ensure the validity of our assessments.

- **Originality:** All work submitted must be the student's own. Proper citation and referencing of external sources are mandatory.
- **Malpractice:** Cheating, collusion, or plagiarism (including the unacknowledged use of AI or copying from peers/the internet) is strictly prohibited.
- **Artificial Intelligence (AI):** Tools such as ChatGPT may be used as a "consultant" for research or brainstorming. However, AI must not be used to generate work that is submitted as the student's own. Any information sourced via AI must be corroborated against secondary sources and explicitly cited.
- **Supervision:** To ensure integrity, the majority of high-stakes assessments will be conducted under supervised conditions within the school.
- **Consequences of Dishonesty:** Proved cases of malpractice may result in:
 - A mark of zero for the assessment.
 - A mandatory viva voce (oral examination) to verify understanding.
 - Requirement to redo the task under strict supervision.
 - Formal disciplinary action, including detention or suspension.

Reporting

- **Continuous Feedback:** Marks and qualitative feedback are regularly updated on MySchool. This allows parents and students to monitor "Continuous Assessment" marks throughout the year.
- **Formal Reports:** The College issues three formal reports per academic year:
 - **First Term Report:** Published at the end of Term 1.
 - **St Edward's College end Term Report:** Published during Term 2.
 - **Final Report:** Published in July, including end-of-year exam results.
- Reports include numerical grades, behavioral indicators, and developmental comments from teachers.

Abseteeism and late work

- **Legitimate Absence:** Students absent for a scheduled assessment due to illness must provide a valid medical certificate. In such cases, the student may be permitted to sit for the assessment upon their return.
- **Unjustified Absence:** Students absent for school exams without a valid medical reason will be marked as 'N/A' (Absent) in the formal report.

- Late Work: Work submitted after the deadline without prior approval, or a valid justification may be marked as "Not Handed In" (0 mark) or "Handed in Late." Teachers reserve the right to decline the correction of work that does not meet the required academic standard or is submitted excessively late.
- ICT C3 Absences: As per Ministry regulations, students absent for the ICT C3 exam may only have the opportunity to recuperate the component in Year 11, subject to Government scheduling.



SENIOR SCHOOL

Homework

All assignments are recorded on MySchool. The assignments will be recorded in a timely manner to allow students sufficient time to complete assignments. MySchool is the primary form of communication between parent and teachers. Students may use a diary as a backup.

The following guidelines indicate the total daily time students are expected to spend on homework. These times are approximate and may vary according to individual needs:

- Year 9: Approximately 2 hours or more per day
- Year 10: Approximately 3 hours or more per day

For substantial assignments or long-term projects, students should be given adequate notice to support effective planning and time management.

Students in Senior School will typically receive homework from most subjects. Tasks may range from short exercises to extended projects and revision. While teachers make efforts to coordinate deadlines and avoid overloading, the demands of examination programmes may make this challenging. Students are therefore expected to allocate sufficient time daily for homework and study, use diaries and MySchool effectively, take increasing responsibility for managing deadlines.



Assessment Tools

A range of assessment tools will be used in the Senior School to gather evidence of student learning, progress, and achievement. Teachers are encouraged to use a variety of assessment methods to ensure that students have multiple opportunities to demonstrate their understanding and skills.

Assessment tools may include, but are not limited to:

- Written tests and examinations
- Quizzes and short knowledge checks
- Essays and extended written responses
- Projects and research assignments
- Oral presentations and debates
- Practical work, experiments, and performances
- Coursework
- Problem-solving tasks and case studies
- Classwork and homework tasks
- Peer and self-assessment activities
- Observations and informal formative assessments during lessons

Teachers should select assessment tools that are appropriate to the learning objectives of the subject and the age and stage of the students. A balance of formative and summative assessment should be used to support learning, monitor progress, and inform teaching.

Where appropriate, digital platforms and tools may also be used to support assessment, provide timely feedback, and track student progress.

Exams

There are two main examination periods during the school year. The first period is held in the second term and is only taken by students in Year 11. These exams will serve as a Mock Exam in preparation for their external examinations. Each examination will be two hours long and is prepared by the teacher concerned. Heads of department vet the examination papers prior to passing on to the Examinations Officer for further processing.

The second examination period is held at the end of June and exams in this session are taken by students in Years 9 and 10. These examinations are two hours long and prepared by the teacher concerned. Heads of department vet the examination papers prior to passing on to the Examinations Officer for further processing.

All exam results are posted in the reports issued in March (for the Mocks) and July (for the End-of-Year examinations).

Academic Integrity

At St. Edward's, we want to create exemplary citizens, especially in our age of technology where knowledge can be found at the touch of a screen. We emphasize assessment integrity to ensure the validity and fairness of the assessment results. While providing students with all the help necessary to develop new skills, we are committed to ensure academic honesty in all assessment processes.

Assessments are monitored to prevent cheating in any form, employing a variety of strategies such as invigilation and seating arrangements to deter cheating. Accommodation and support are provided to students requiring them to ensure impartial access to assessment opportunities and success.

Instances of academic dishonesty or malpractice will be addressed severely. Such cases may include cheating in an assessment, copying another student's work or plagiarising content from external sources such as books or the Internet.

Students are expected to maintain the highest standards of honesty and integrity in all their work. Disruptions or misbehaviour during formal assessments is strictly prohibited and may result in a student being awarded a zero for that assessment. All work must be original and produced independently unless specified by the teacher concerned. Where necessary, proper citation and acknowledgement of sources must be applied.

Artificial Intelligence (AI) refers to any software platforms or services including: ChatGPT. These technologies may be a useful tool in teaching and learning as long as integrity is affirmed. While students may use AI as a consultant or a source to assist their learning journeys, it must NOT be used directly without editing. Its use will require a citation and any information obtained from AI should be corroborated. In other words, AI should be a support system rather than a human replacement. An example of an ethical use of AI may include starting research by asking an AI tool about the topic. The student should then check this information using other sources, and add the AI tool to their references.

Most assessments will be held in school in order for teachers to monitor their students and ensure that no malpractice takes place.

Consequences for cheating or plagiarism may include (but are not limited to):

- Receiving a reduced grade for the assessment and/or course
- Receiving a zero for the assessment and/or course
- Being required to redo the assessment under supervision
- Being required to sit for a viva voce
- Disciplinary measures including detention suspension

Malpractice during a MATSEC SBA may result in sanctions, including the loss of marks for an assignment.

Grading

Grading and reporting at St Edward's Senior School are designed to reflect student progress and provide clear communication to all relevant stakeholders.

Assessments made by teachers will be varied and marks assigned accordingly. A teacher may use a numerical marking assessment and/or provide qualitative feedback to support the student's learning process. Marks and comments may be entered into MySchool as a Continuous Assessment mark to establish communication with parents as well as students regarding a student's progress.

In some cases, teachers may follow a rubric or assessment criteria aligned with curriculum outcomes.

For any work that will be included in the student's SBA grade, the teacher will provide a rubric ahead of the assessment. The grade will be entered in MySchool as SBA.

Absenteeism and Late work

Students and parents are informed via MySchool of deadlines for work submitted. Students who are absent for a legitimate reason e.g. medical with a doctor's certificate may be allowed to sit for the assessment upon return to school.

Late work or assessments not handed in without legitimate justification may be awarded N/A (not awarded) or N/P (not presented). This includes SBAs.

Confirmation by the Head of School is required before any changes to these grades are made.

Students requiring an extension for SBAs must submit a formal request via email ahead of time to the Head of Section and teacher concerned detailing the reasons for the extension and proposed new deadline. Such requests will be considered on a case-by-case basis, taking into account any special circumstances.

Students joining the school after Year 9

The SBA grade for MATSEC examinations must be issued every year throughout Year 9 to 11. 10% of the overall grade is provided by Y9 work, 10% by Y10 work and another 10% by Y11 work. Students joining the school in Y10 or Y11 from schools outside Malta will only be able to sit for MATSEC as a private candidate, in which case they do not need to provide any SBA grades but will sit for a second exam instead. Such students will still need to do the work assigned as part of the class they are in. Students joining College from other local schools may transfer their SBA grades in the subjects they are continuing at St Edward's.

Reporting

Grades for individual tasks and assignments will be published on MySchool throughout the academic year to ensure that students and parents can monitor progress on an ongoing basis.

The College will publish three formal reports during the academic year. The first report will be issued towards the end of the first term, the second report during the St Edward's second term, and the final report in July.

Reports will include term grades, current or final School-Based Assessment (SBA) grades where applicable, as well as behaviour indicators and teacher comments.

Further Information on SBAs (taken from MATSEC Code of Practice)

The assessment of non-vocational syllabi for school candidates shall be based on two components:

- a. School-based assessment (SBA) (Paper I) and
- b. Controlled assessment (Paper II).

The SBA carries 30% of the whole assessment. Private candidates will not have an SBA but will have two papers Paper I and II.

The SBA is any type of assessment of a candidate made by the school relevant to the respective SEC syllabus contributing to the final level awarded in the subject. The Controlled assessment is comprised of a two-hour written exam set at the end of the programme (and assessed externally by MATSEC).

The SBA mark should reflect the assessment of different skills using different assessment tools; SBAs should assess skills and abilities as opposed to outright knowledge.

The SBA should be a formative assessment (for learning) as opposed to a summative one (of learning).

The mark for any SBA should be out of 100. It will be set at either Level 1-2 only or Level 1-2-3.

It is recommended that all work for any cohort should be planned before/at the start of the course.

SBAs must be discussed ahead of time with the students. [Parents and students should be informed of deadlines and rubrics using MySchool.]

Teachers may help the candidates understand and access the work, without being too prescriptive or overriding the candidate's autonomy.

Teachers are to keep an appropriate record of all submitted work. Submitted work may not be modified and resubmitted.

Once marks are submitted to MATSEC, there is no opportunity for change. Teachers are, therefore, asked to check all submissions of SBA marks prior to exporting the data to MATSEC.

Candidates may seek feedback and support from their teachers as long as feedback is verbal (candidate may take down notes), detailed indications of errors are not given, a draft version is not collected for marking. The teacher's feedback should help students improve their learning and guide them towards better future SBAs.

Teachers should not be related to any candidates by consanguinity or affinity up to the third degree. Where this is not possible the Head of School should take measures to ensure such candidates are assessed fairly.

When results are published, any candidate who is not satisfied with the grade awarded may request a review. Complaints about the SBA will be directed to the school. Any complaints should ideally be settled during the three-year course before submission of marks to MATSEC.

IBDP - SIXTH FORM

Homework

Students are assessed by teachers constantly in a formative manner through in-class questioning and a mixture of class and homework tasks.

Homework tasks are scheduled frequently and uploaded on MySchool. Teachers will give regular feedback visible to both students and parents on tasks via the MySchool platform.

Even when no homework is assigned students should be continually revising content covered during classes.

Assessment Tools

A range of assessment tools will be used in the 6th Form to gather evidence of student learning, progress, and achievement. Teachers are encouraged to use a variety of assessment methods to ensure that students have multiple opportunities to demonstrate their understanding and skills.

- Assessment tools may include, but are not limited to:
- Written tests and examinations
- Quizzes and short knowledge checks
- Essays and extended written responses
- Projects and research assignments
- Oral presentations and debates
- Practical work, experiments, and performances
- Coursework
- Problem-solving tasks and case studies
- Classwork and homework tasks
- Peer and self-assessment activities
- Observations and informal formative assessments during lessons
- Portfolios
- Scientific and mathematical investigations
- Fieldwork projects

Teachers should select assessment tools that are appropriate to the learning objectives of the subject and the age and stage of the students. A balance of formative and summative assessment should be used to support learning, monitor progress, and inform teaching.

Where appropriate, digital platforms and tools may also be used to support assessment, provide timely feedback, and track student progress.

Exams

There are two main examination periods during the school year. The first period is held in the second term. These exams are taken by both year 12 and 13 students. For Year 12 students these exams are two hours long. They should be the same standard as IB exams so that students get used to the level required. For year 13 these will serve as a Mock Exam in preparation for their external examinations. Each examination will mirror the final format of the IB examinations. All exams are prepared by the teacher concerned. Heads of department vet the examination papers prior to passing on to the Examinations Officer for further processing.

The second examination period is held at the end of June and exams in this session are taken by students in Year 12. These examinations are two hours long and prepared by the teacher concerned. Heads of department vet the examination papers prior to passing on to the Examinations Officer for further processing.

All exam results are posted in the reports issued in March (for the Mocks) and July (for the End-of-Year examinations).

Academic Integrity

St Edward's College takes any instances of academic misconduct very seriously and expects all students to behave in a manner which upholds the principles of academic honesty. By definition, 'academic honesty' refers to a student not gaining an unfair advantage over another student, and giving full credit for any other people's contributions to personal own achievements. Academic honesty is fundamental to the values promoted by St Edward's College and no student should be allowed to obtain for him/herself, or for another candidate, an unfair advantage as a result of academic dishonesty.

For full definitions on what constitutes good practice, academic misconduct and roles and responsibilities of stakeholders please consult the [IB Academic Honesty Policy](#).

Reporting

Grades for individual tasks and assignments will be published on MySchool throughout the academic year to ensure that students and parents can monitor progress on an ongoing basis.

The College will publish three formal reports during the academic year. The first report will be issued towards the end of the first term, the second report during the second term, and the final report in July.

Reports will include term grades, current IB grades where applicable, as well as behaviour indicators and teacher comments.

The Ib grades are calculated based on the rubric below. The boundaries are taken from averages of final IB subject grade boundaries.

	Grade Boundaries						
	7	6	5	4	3	2	1
English Language & Literature	80%	67%	55%	42%	30%	17%	0%
Self-taught Literature A	85%	70%	60%	45%	30%	15%	0%
Language B	85%	70%	60%	45%	30%	15%	0%
Language B Ab Initio	85%	70%	60%	45%	30%	15%	0%
Psychology	70%	58%	45%	33%	20%	10%	0%
Philosophy	80%	67%	55%	42%	30%	17%	0%
Business & Management	70%	60%	50%	40%	30%	20%	0%
Economics	70%	60%	50%	40%	30%	20%	0%
ESS	65%	55%	45%	35%	25%	15%	0%
Computer Science	70%	60%	50%	40%	30%	20%	0%
Physics	70%	60%	50%	40%	30%	20%	0%
Chemistry	75%	65%	55%	45%	35%	25%	0%
Biology	75%	65%	55%	45%	35%	25%	0%
Mathematics	75%	63%	50%	37%	25%	15%	0%
Visual Arts	85%	70%	60%	45%	30%	15%	0%

Predicted Grades

Students will be issued predicted grades based on their projected performance in the final exams. These projections will be informed by the students' performance in assessments and examination sessions up to that point

Internal Assessments and Extended Essays

IAs and EEs are large assessments that are completed over a significant amount of time. These often include a draft, feedback and final submission. It is the responsibility of the teacher to authenticate that the work is in line with the academic honesty policy. Due to the complex nature of these assessments, it is important that enough time, is given for students adhere to the stipulated deadlines.

If students miss a deadline during the draft stage, they may miss out on vital feedback. If students miss the final deadline students may be suspended until the work is completed or run the risk of the final works not being submitted.

The school will not be held responsible for students failing their Diploma due to coursework which is not submitted on time.

SEN Students

As part of our ongoing commitment to improving the educational experience at St Edward's College; for students not sitting for mainstream examinations, the end of year report will be based on the LOFs and not an exam paper. This is done to provide a better reflection on students progress.

This approach allows us to:

- Provide clearer feedback on the skills and concepts your child has successfully mastered.
- Highlight areas they are currently developing, so you can better understand where support may still be beneficial.
- Indicate new skills or concepts they are beginning to explore, giving a fuller picture of their learning trajectory.
- Offer a more personalised and fair representation of their progress over the entire academic year, rather than relying on a single exam score.

This approach provides a transparent and supportive assessment process, enabling parents and guardians to better follow and celebrate their child's achievements. It also guides teachers in planning and providing targeted support to ensure each learner continues to grow and thrive.

Responsibilities

Below is a list of the responsibilities by the different stakeholders

Students

Where applicable:

- Complete all assessments required
- Ask teachers for clarification if needed
- Respect each deadline
- Pay attention to the format, timing, etc of their assessments
- Record upcoming assessments and set timelines for completion
- Daily checking of MySchool for any updates
- Reflect on feedback given
- Proactively catch up on any missing work when absent
- Use the rubrics to guide their work
- Maintain orderly files and/or exercise books
- Maintain files for future reference

Parents and Guardians

- Provide support by encouraging their child
- Provide the school with updated documentation for access arrangements, where necessary
- Supply any resources required
- Create a study environment at home
- Encourage their child to allocate enough time for assigned work; planning ahead is essential
- Follow school correspondence, progress reports, including emails and MySchool updates
- Attend parent-teacher meetings

Educators

Where applicable:

- Design fair and meaningful assessments, involving different methods and types of assessment
- Report grades and/or progress on MySchool
- Incorporate, where necessary, any access arrangements
- Advising students on assessment formats, methods and timelines in a timely manner
- Inform students if work will be taken into account for assessments
- Provide rubrics and feedback

Heads of Department

- Familiarise themselves with assessment practices and requirements of all sections
- Monitor to ensure that assessment practices being used are in line with the school's philosophy and external requirements
- Ensure continuity of assessment practices throughout college
- Vetting of exam papers
- Guide new teachers in the colleges assessment policy and practices

Senior Leadership Team

- Provide necessary resources and training
- Set guidelines
- Provide the latest information regarding curricula and student access arrangements
- Monitor to ensure that assessment practices being used are in line with the school's philosophy and external requirements
- Collecting and Reporting of assessment marks where required

Examinations Officer

- Ensure the school abides by all external requirements for assessment
- Submit any required data to the relevant authorities
- Coordinate internal school exams with support from Curriculum and Logistics coordinator

INCO

- Ensure students' documentation related to access arrangements is up to date and compliant with external requirements
- Share IEP and EAA requirements with teachers



APPENDIX

References

[MATSEC Assessment Code of Practice 2025](#)

[MATSEC Assessment Code of Practice 2027](#)

Ministry for Education, Sport, Youth, Research and Innovation (MEYR). National Homework Policy.

Learning outcomes Framework:

- Learning Outcomes Framework (official site) — in English / Maltese [schoolslearningoutcomes.edu.mt+2schoolslearningoutcomes.edu.mt+2](#)
- LOF — Maltese language subject (example outcomes) [schoolslearningoutcomes.edu.mt](#)
- Educators' guide: "Using a Learning Outcomes Approach" (Maltese as a foreign language) [schoolslearningoutcomes.edu.mt](#)
- LOF + assessment: Information Technology [schoolslearningoutcomes.edu.mt](#)
- Research on LOF implementation in Malta's primary schools [mje.ife.edu.mt](#)

IBDP: Assessment principles and practices—Quality assessments in a digital age

IBDP: Guidelines for developing a school assessment policy in the Diploma Programme

Contact Us

If you have any queries, your main point of contact should be to the Section Heads

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KEEP CALM

THE EXAMS ARE OVER