



**Nord Anglia International School Abu Dhabi**

# EXAMINATION POLICY



## Examination Policy

Date	Review Date	Lead Policy Writer/s	Leader Responsible
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### 1. Introduction

This Examination Policy outlines the principles, procedures, and responsibilities for the administration of internal and external assessments within the school. It ensures compliance with the requirements set by the Abu Dhabi Department of Education and Knowledge (ADEK) and the Joint Council for Qualifications (JCQ), promoting integrity, fairness, and transparency in all examination processes. The policy aims to safeguard the credibility of assessments, support students in achieving their best outcomes, and uphold the highest standards of academic conduct.

This policy sets out how the school plans, conducts, and quality-assures all internal and external examinations and assessments. It safeguards the integrity of assessment; ensures fairness, equity, and consistency; and aligns practice with recognised education-authority policies and awarding-body regulations. It applies to all staff involved in examinations (SLT, Exams Officer, invigilators, teachers, SENCo/Head of Inclusion, Data Team) and to all students sitting formal assessments.

### 2. Aims & Objectives

The purpose of this Examination Policy is to ensure the highest standards of integrity, fairness, and consistency in all internal and external assessments, in compliance with national education authority requirements and international examination regulations. The policy aims to:

- **Integrity & fairness:** Maintain secure, transparent exam processes; prevent misconduct; and handle suspected malpractice consistently and lawfully.
- **Standards-aligned grading:** Ensure grades reflect demonstrated achievement against curriculum standards; exclude non-academic factors from academic grades; and prevent grade inflation through robust moderation.
- **Holistic evidence base:** Use summative assessments as one of multiple data points—alongside formative evidence, standardised benchmarks, teacher professional judgement, and external exam results—to inform a fair, holistic view of achievement and progress.
- **Data-driven support:** Systematically analyse internal and external data, triangulate findings, and deliver timely interventions—especially for students with additional learning needs.
- **Stakeholder engagement:** Publish assessment calendars, communicate expectations clearly, and provide parents with training and guidance to support student success.
- **Regulatory compliance:** Operate examinations in accordance with current awarding-body instructions and inspection requirements, including secure storage, invigilation ratios, and timing protocols.



### 3. Roles and Responsibilities

- **Head of Centre (Principal):** Accountable to awarding bodies for compliance with published regulations and the security/integrity of exams; ensures staff follow official instructions and cooperates with inspections.
- **SLT & Data Lead (Policy Owner):** Owns the policy; oversees assessment integrity systems, moderation, and data analysis; coordinates interventions and reporting.
- **Exams Officer:** Implements secure storage and handling of confidential materials; manages timetables, seating, attendance, packing/despatch, and incident logs.
- **SEnCo/Head of Inclusion:** Coordinates access arrangements; ensures adjustments reflect normal way of working and comply with awarding-body rules.
- **Invigilators:** Conduct exams according to official instructions; uphold integrity; prevent malpractice; and maintain accurate records.
- **Teachers:** Use standardised rubrics, participate in moderation, and provide evidence for holistic grading; do not invigilate their own subject papers.

### 4. Integrity, Security, and Misconduct

#### 4.1 Secure materials and venues

- Question papers and other confidential materials are stored at the registered address in a secure room with a locked secure storage facility ("box within a box") accessible only to 2–6 authorized keyholders.
- Movement, checking, and opening of packets follow the "second-pair-of-eyes" and timing requirements; papers are never left unattended.

#### 4.2 Invigilation

- Minimum ratio: at least 1 invigilator per 30 candidates (written exams) and 1 per 20 for timed Art/Science practicals; invigilators must be trained and vigilant throughout.
- Unauthorized items (e.g., mobile phones, watches) prohibited; required JCQ posters displayed prominently outside examination rooms.

#### 4.3 Misconduct handling



- Preventive education on academic honesty; clear reporting routes; proportionate disciplinary responses.
- All suspected malpractice (candidates or staff) is reported immediately using the awarding-body procedures (e.g., Form M1 from JCQ) and packed scripts are despatched as normal.

## **5. Examination Conduct (Key Procedures)**

### **5.1 Timings**

- Published UK session times are 09:00 (AM) and 13:30 (PM); as a centre outside the UK, we adjust local start times to begin simultaneously with UK centres; candidates must receive the full time allowed.

### **5.2 Identification and attendance**

- Invigilators establish candidate identity (photo ID for external candidates/transfers) and complete attendance registers during the examination; seating plans are retained.

### **5.3 Late arrival & supervision**

- “Very late” is defined by awarding-body rules; centres submit required reports (e.g., JCQ/VLA) for very late admissions and warn candidates the script may not be accepted.
- Candidates leaving temporarily are accompanied; those finishing early hand in all materials before leaving.

### **5.4 Emergencies**

- Written evacuation procedures are in place; invigilators stop work, evacuate calmly, supervise candidates, and report incidents to awarding bodies.

### **5.5 End of exam: scripts & despatch**

- Invigilators collect all scripts and materials before anyone leaves; scripts are packed using awarding-body envelopes and despatched same day (or no later than next working day).

## **6. Access Arrangements (Inclusion)**

- Arrangements (e.g., word processors with spellcheck disabled, bilingual dictionaries where permitted, separate invigilation) must reflect the candidate’s normal way of working and comply with awarding-body rules; appropriate cover sheets are completed.

## **7. Grading, Moderation, and Holistic Evidence**

### **7.1 What counts in academic grades**

- Academic achievement only. Final grades reflect attainment against curriculum standards/learning outcomes. Non-academic elements (attendance, behaviour, attitude, participation/engagement, etc.) are reported separately and not included in academic grades.

### **7.2 Rubrics, moderation, and inflation control**

- Teachers use rubrics aligned to standards; students learn to use the same rubrics for self-reflection and peer feedback; regular, documented moderation sessions ensure consistent grading and mitigate grade inflation.

### **7.3 Holistic judgments & summative role**

- Summative examinations (at least three points annually where applicable) contribute one strand of evidence among multiple data sources (formative assessments, standardised benchmarks, external exam performance, and teacher professional judgement) used to determine holistic grades and progress narratives.

### **7.4 Internal grading scales (school practice)**

- Years 6–8 (internal summative reporting): numerical scale 1+ to 4, aligned to school performance descriptors and mapped to exam-board equivalences (see Appendix 1).
- Years 8–11: 9–1 scale (GCSE numerical grading).
- Years 12–13: *A–U\** scale (A Level standards).

## **8. Data Analysis, Triangulation, and Intervention**

- Leaders and teachers analyse and triangulate internal/external assessment data (including standardised benchmarks) to identify trends, attainment gaps, and discrepancies between internal grades and external outcomes; targeted interventions are planned, tracked, and reviewed, with particular attention to students with additional learning needs.

## **9. Administrative Requirements & Parent Engagement**

### **9.1 Assessment calendar**

- A yearly assessment calendar is submitted required assessment information to the education authority in line with governance/operations policies. The school also maintains an internal assessment calendar to track assessment across different year groups.

## 9.2 Parent engagement

- The school offering training/information sessions (e.g., understanding grading, rubrics, exams conduct, and how to support study routines) and maintaining clear communication channels (handbook, agreements).

## 9.3 Fees and study leave (Cycle 3, Years 10–13)

- All eligible Cycle 3 students are registered for board examinations; board-exam fees are charged with administrative fees.
- Students are granted four weeks of study leave in preparation for board examinations, with study support sessions organised by departments.

## 10. Examination Room Standards

- **As per the JCQ policy, the school follows the following requirements in preparation for board examinations:**
  - Room setup: Appropriate heating/lighting/ventilation; clear clocks showing actual time; board showing centre number, subject, paper, start/finish times and date; minimum 1.25m spacing; seating plans maintained.
  - Posters: Display Warning to Candidates and Unauthorised Items notices outside each exam room .
  - Calculators/resources: Only as permitted on the paper/specification; restrictions apply (e.g., no communicative devices, no stored text/formulae).
  - Contingency planning: As a centre we maintain written contingency plans for disruptions and liaise with awarding bodies if national/local issues impact security or candidate performance.

## 11. Addressing Internal–External Discrepancies

As per the JCQ policy, where internal grades differ significantly from external examination performance, the department:

1. Reviews the evidence base (formative, summative, SBA data, mock scripts, moderation notes).
2. Audits rubric alignment and moderation fidelity.
3. Identifies instructional or assessment design adjustments.
4. Implements targeted support (revision clinics, feedback cycles, adaptive tasks).

5. Reports findings to SLT and communicates action steps to parents/students.

## **12. Communication, Records, and Retention**

- As per the JCQ policy, the school retains seating plans, attendance registers, invigilation records, incident logs and training record until post-results deadlines pass (or longer if appeals/malpractice cases are ongoing).
- The school maintains strict rules around confidentiality of scripts. A consent form for the centre to download the script is sent to candidate. Upon parent signature and approval, the centre downloads the script to share with the candidate and relevant department in the case of remarks. All staff also receive training in cyber security yearly.
- This policy is reviewed annually or upon regulatory change. Staff receive training and updates. Compliance is monitored via internal QA and external inspections.



## Policy Evaluation

Points to be considered	Yes	No	N/A	Evidence
• Policy annually reviewed				
• Policy in line with current legislation and/or KHDA requirements				
• Lead person in place				
• Lead person carries out role effectively				
• School personnel aware of this policy				
• School personnel comply with this policy				
• Students aware of this policy				
• Parents aware of this policy				
• Necessary resources in place				
• Policy referred to the School Handbook				
• Policy available from the school administration				
• Policy available from the school website				
• All stakeholders including students involved in further development of this policy				
• All associated training in place				
• All outlined procedures complied with				
• Links made between this and other policies in place				
• Associated policies in place and up to date				