

Assessment Policy

Aim of this policy

This policy establishes how School-Based Assessment (SBA) is planned, delivered, authenticated, moderated, recorded and reported at Handaq Secondary in alignment with:

- MATSEC SEC Regulations (current edition) and MATSEC Assessment Code of Practice.
- MEYR/Directorate guidelines on assessment, reporting and quality assurance.
- National Quality Standards in Education (3–16).

The policy applies to all educators and students in Years 9–11 and to parents/guardians as assessment partners. It complements, and does not replace, subject syllabi and MATSEC regulations.

This Policy aims to

- **To support student learning**

Assessment should provide constructive, timely, and meaningful feedback that enables students to understand their achievements, identify areas for improvement, and take responsibility for their own progress.

- **To inform teaching**

Assessment outcomes should guide teachers in planning lessons, differentiating instruction, and adapting strategies to meet the diverse learning needs of students.

- **To promote achievement**

Assessment should encourage high expectations, celebrate progress, and ensure that every student has the opportunity to reach their full potential in a supportive environment.

- **To ensure fairness, consistency, and inclusivity**

Assessment practices should be transparent, applied consistently across subjects and year groups, and accessible to all learners regardless of ability, background, or learning needs.

- **To communicate progress effectively**

Assessment should provide clear, accurate, and regular information about student learning to students, parents/guardians, teachers, and other stakeholders, strengthening the partnership between home and school.

- **To prepare students for future learning and opportunities**

Assessment should equip students with the knowledge, skills, and confidence required for external examinations, further education, employment, and lifelong learning.

- **To support school development**

Assessment data should be used to evaluate and enhance teaching practices, inform curriculum development, monitor whole-school performance, and drive continuous school improvement.

What is Assessment?

Assessment is an essential part of teaching and learning. It allows teachers to understand students' progress, provide feedback that supports improvement, and ensure that every learner is given the opportunity to succeed. Through assessment, students are encouraged to take responsibility for their own learning, while parents and guardians are kept informed about their child's development. The policy sets out how assessment is used in our school to support learning, raise achievement, and guide school improvement.

There are different types of assessment:

- Formative assessment – ongoing checks during learning, such as quizzes, classwork, or teacher feedback, which help students improve step by step.
- Summative assessment – tests, exams, or projects at the end of a topic or school year that show what students have achieved.
- Informal assessment – everyday methods such as asking questions, observing group work, or discussions, which guide teaching and learning.

School-Based Assessment (SBA) in Malta

School-Based Assessment (SBA) in Malta refers to the evaluation of students' learning carried out by schools over a period of time, rather than relying solely on final examinations. SBA includes a variety of tasks such as class tests, projects, presentations, and practical work, reflecting the students' day-to-day learning and skills.

In line with the **National Curriculum Framework (NCF)** and the **Learning Outcomes Framework**, SBA is designed to measure not only knowledge but also skills, competences, and attitudes. It contributes a portion of the final grade for the Secondary Education Certificate (SEC), currently up to **30%**, with the remaining 70% assessed through the MATSEC examination.

SBA is carried out according to MATSEC guidelines, ensuring fairness, consistency, and alignment with national standards. Results from SBA are combined with examination scores to provide a complete picture of student achievement, supporting learning, informing teaching, and guiding students towards future success.

School-Based Assessment (SBA) is assessment set by schools and marked by teachers (or as specified in the syllabus) that contributes to the final SEC result alongside the written examination. SBA tasks are grounded in the official MATSEC syllabi and are conducted under conditions that ensure validity, reliability, equity and integrity.

Guiding Principles of Assessment

Assessment in our school is designed primarily to support learning. It helps students understand their progress, identify strengths and areas for improvement, and develop responsibility for their own learning. All assessment practices are applied fairly, consistently, and inclusively, ensuring that every student has equal opportunities to succeed.

Assessments are valid and reliable, measuring what they are intended to assess and producing trustworthy results. A variety of methods, including formative, summative, practical, oral, and written assessments, are used to capture the full range of student knowledge, skills, and attitudes. All assessment activities are aligned with the curriculum and learning outcomes, ensuring that students are evaluated on what they are expected to know and be able to do.

Feedback is a key component of assessment, providing constructive guidance that encourages students to improve their learning and develop self-reflection skills. Transparency and clear communication are essential: students, parents, and teachers are informed about assessment methods, criteria, and expectations. Assessment is continuous and systematic, forming an integral part of daily learning rather than being limited to exams or single events.

Finally, assessment data is used to inform teaching strategies, plan interventions, and support whole-school improvement. By embedding these principles, our assessment policy aims to create a fair, meaningful, and effective system that promotes learning, achievement, and growth for all students. Finally, assessments should be:

- **Fair, transparent and inclusive** for all learners
- **Aligned to stated learning outcomes** and assessment criteria.
- Uses **a range** of task types (investigations, practicals, portfolios, performances, controlled assessments, oral tasks, etc.) that suit the subject and level.(Use guidelines set by the syllabus on the number of assessments which are to be given
- Feedback is timely, developmental and accessible.
- Evidence is authenticated and stored securely with respect for data-protection obligations.

Roles and Responsibilities in Assessment

Teachers play a central role in assessment by designing, implementing, and evaluating a variety of assessment tasks that reflect the curriculum and learning outcomes. They are responsible for providing clear instructions, fair and consistent marking, and timely, constructive feedback that helps students understand their progress and areas for improvement. Teachers also use assessment data to inform their planning, adapt teaching strategies, and provide targeted support to meet the diverse learning needs of their students.

Students are expected to engage actively in all assessment activities, approach tasks honestly, and take responsibility for their own learning. They should use feedback from teachers to reflect on their progress, set personal goals, and work towards achieving their potential. Students are encouraged to develop self-awareness and learning skills that will help them succeed both within school and beyond.

Parents and guardians have an important role in supporting learning and assessment. They are encouraged to take an interest in their child's progress, maintain open communication with

teachers, and provide encouragement and support at home. By understanding assessment practices and feedback, parents can help reinforce learning, motivate their children, and contribute to a positive learning environment that promotes achievement and growth.

References

- MATSEC SEC Regulations (2025 edition).
- MATSEC Assessment Code of Practice
- Revised Model (2025). - MATSEC Assessment Code of Practice
- Revised Model (2027). - National Quality Standards in Education (3–16) (2024).
- Educational Assessment Unit: Assessment of Learning (Summative).
- Eurydice: Assessment in General Lower Secondary Education - Malta (2025).
- Eurydice: National Reforms in School Education — Malta: SBA rollout (2025).
- TVM News (2025): “MATSEC SEC assessment is set to change” (70% exam/30% SBA).