

A decorative vertical bar on the left side of the page, featuring a rainbow gradient of colors (blue, green, yellow, orange, red, purple) and a black base.

# Examination Policy

2025 – 2026

## Riffa Views International School (RVIS) - Examination Policy

### Prepared By SLT:

Michael Donaldson - School Principal

Noora Al Khalifa - Head of Secondary

Tanya Surawski - Head of Primary

Zahi Wehbbe - Head of *Innovation Hub*

Jason Russell - Head of Pastoral Care

DOCUMENT CONTROL	
Policy Reference	Examination Policy - RVIS -25-010
Date Adopted	August 2025
Last Review Date	August 2025
Next Scheduled Revision (yearly)	April 2026

## Table of Contents

<b>1. Purpose</b>	<b>2</b>
<b>2. Exam Administration Responsibilities</b>	<b>3</b>
2.1 Programme Coordinators	3
2.2 Examinations Officer / Administrative Designee	4
2.3 Subject Coordinators	4
2.4 Teachers	5
2.5 Learners	6
2.6 Parents or Legal Guardians	7
<b>3. Academic Integrity and Exam Conduct</b>	<b>7</b>
3.1 General Conduct During Examination	8
3.2 Prohibited Items	8
3.3 Academic Misconduct and Consequences	8
3.4 Reporting Appeals	9
<b>4. Access and Inclusion Arrangements</b>	<b>9</b>
4.1 Definition and Purpose	10
4.2 Eligibility and Documentation	10
4.3 Application Procedures	10
4.4 Implementation	11
4.5 Temporary Access Arrangements	11
<b>5. Absences, Illness, and Special Circumstances</b>	<b>11</b>
5.1 Expectations for Attendance	12
5.2 Valid Reasons for Absence	12
5.3 Notification and Documentation	12
5.4 Make-Up Examinations and Rescheduling	13
5.5 During-Exam Illness or Disruption	13
5.6 Special Consideration for IB Examinations	13
<b>6. Exam Logistics and Security</b>	<b>14</b>
6.1 Examination Timetabling and Scheduling	14
6.2 Examination Venue Setup	14
6.3 Entry and Conduct in the Exam Venue	15
6.4 Exam Supervision and Invigilation	15
6.5 Secure Storage of Examination Materials	15
<b>7. Results and Reporting</b>	<b>16</b>
<b>8. Policy Review and Communication</b>	<b>16</b>
8.1 Policy Review Cycle	16
8.2 Communication of the Policy	17
8.3 Policy Accessibility and Implementation	17



## 1. Purpose

The purpose of this policy is to articulate the principles, structures, and expectations that govern the administration of formal assessments and examinations at Riffa Views International School (RVIS). It ensures alignment with the educational philosophy of the International Baccalaureate (IB), the school's internal diploma framework, and national and international academic standards. This policy is to be read and implemented in **conjunction with the RVIS Language Policy, Academic Integrity Policy, Inclusion Policy, and Assessment Policy** which collectively ensure a coherent and ethical approach to assessment that is inclusive, linguistically responsive, and aligned with the values of the IB Learner Profile.

Assessment and examinations are essential components of the learning process, serving to evaluate learner understanding, provide feedback to inform teaching, and contribute to decisions regarding progression, graduation, and post-secondary access. This policy defines the procedures and responsibilities that guide the planning, conduct, and reporting of assessments and examinations for learners enrolled in the Middle Years Programme (MYP), the RVIS High School Diploma pathway, and the IB Diploma Programme (DP).

RVIS recognizes the diverse academic pathways offered in Grades 9–12 and acknowledges the distinct assessment structures within each. This policy therefore provides a unified framework that encompasses:

- The MYP assessment model, which is criterion-referenced and school-based, with an emphasis on concept-driven inquiry and the development of Approaches to Learning (ATL) skills;
- The RVIS High School Diploma, which includes internal assessments and standardized examinations such as the SAT, aligned with university admissions requirements and international expectations;
- The IB Diploma Programme, which includes internal and external assessments governed by strict IB protocols, including formal examination sessions, coursework deadlines, predicted grades, and academic honesty standards.

This policy applies to all formal assessments and examination-related activities conducted at RVIS, including but not limited to:

- Internal school-based examinations for MYP, RVIS Diploma learners, Certificate, and DP learners;

- IB DP mock and final examinations administered during the May session;
- Coursework and internal assessments (IAs) submitted to the IB for moderation;
- eAssessments and the Personal Project in MYP Year 5 (Grade 10);
- School-administered standardized tests such as the PSAT.

In addition, this policy sets expectations for learners, teachers, programme coordinators, examination officers, and parents, ensuring that all stakeholders understand their roles in upholding academic integrity, assessment fairness, and logistical compliance. It also establishes protocols for access arrangements, exam security, illness or absence, misconduct, and the management of results and appeals.

By establishing a clear and consistent set of expectations, this policy supports RVIS's mission to empower learners through rigorous academic engagement, ethical conduct, and preparation for life beyond school.

## 2. Exam Administration Responsibilities

To ensure the secure, consistent, and equitable administration of formal assessments and examinations at RVIS, clear roles and responsibilities are established for all stakeholders involved in the process. These responsibilities are aligned with IB assessment regulations (MYP and DP), the expectations for RVIS Diploma learners, and the school's commitment to high standards of academic conduct.

### 2.1 Programme Coordinators

Each academic programme (MYP and DP) must be overseen by a designated IB Programme Coordinator. The coordinators are responsible for:

- Ensuring the implementation of all IB assessment procedures and guidelines, including submission deadlines, moderation protocols, and access arrangement requests;
- Overseeing the internal school-based exam calendar and ensuring it aligns with the academic calendar and IB deadlines;

- Coordinating with teachers and exam officers to ensure all exam content, materials, and logistics are prepared in a timely and secure manner;
- Communicating expectations, schedules, and procedures to learners, staff, and parents;
- Ensuring the academic integrity of all internal and external assessments;
- Being physically present and available during official IB examination sessions (May) and when IB results are released;
- Supporting learners in understanding examination protocols and responding to exam-related inquiries or concerns.

## 2.2 Examinations Officer / Administrative Designee

The designated Examinations Officer (or equivalent administrative designee) is responsible for:

- Organizing the secure receipt, storage, and return of all IB and school-based examination materials;
- Preparing examination venues to meet IB regulations for spacing, environment, signage, and supervision;
- Coordinating invigilators, ensuring they are trained and briefed on exam procedures, roles, and emergency protocols;
- Ensuring that exam materials are opened, distributed, and collected in accordance with IB and school-specific protocols;
- Managing attendance records, exam seating plans, and incident reporting forms;
- Notifying the IB immediately of any breaches in exam security or irregularities, and cooperating fully with any subsequent investigations.

## 2.3 Subject Coordinators

Subject Coordinators at RVIS play a critical quality assurance role in the preparation and administration of internal examinations across the MYP, RVIS Diploma, and DP pathways. Their oversight ensures that all assessments are curriculum-aligned, appropriately rigorous, and securely managed prior to administration.

### 2.3.1 Reviewing Internal Exams:

All internal examination papers (midterm, final, mock, or other formal assessments) must be submitted to the Subject Coordinator for review and approval before any duplication or distribution. The review must ensure that:

- The content aligns with the school's curriculum map, scope and sequence, and relevant learning outcomes (MYP objectives, DP specifications, or RVIS diploma standards);
- The exam demonstrates appropriate level of cognitive demand, balance of question types, and academic rigour suitable for the grade level;
- The structure, instructions, and marking scheme are clear, consistent, and free from errors.

### 2.3.2 Sign-Off and Documentation:

Subject Coordinators must complete a formal sign-off form for each exam paper, confirming that the assessment meets academic and procedural expectations. No exam may be photocopied or distributed without this documented approval.

### 2.3.3 Secure Submission to Secondary Administration Office:

Once approved, the finalized exam paper must be submitted in both soft and hard copy formats to the Secondary Administration Office. The administrative office is responsible for storing all exams in a locked and restricted-access location until the scheduled date of administration.

### 2.3.4 Teacher Support and Feedback:

Subject Coordinators may provide feedback to teachers regarding question design, assessment balance, or curriculum coverage to support professional development and ongoing improvement in assessment practice.

## 2.4 Teachers

All subject teachers involved in preparing learners for formal assessments are expected to:

- Prepare and submit assessment materials in accordance with curriculum and exam requirements;
- Ensure that learners are familiar with the format and expectations of both internal and external examinations;
- Support the implementation of mock examinations, school-based assessments, and IB Internal Assessments (IAs);
- Uphold and model academic integrity standards and report any suspected cases of malpractice;
- Collaborate with the Exams Officer and Programme Coordinators regarding access arrangements, special considerations, or modified assessment needs.

## 2.5 Learners

All RVIS learners are required to take responsibility for their conduct during examination periods. The school holds high expectations for attendance, integrity, and full compliance with exam procedures. Any failure to meet these expectations will be recorded as a breach of policy and may result in academic and disciplinary consequences.

Learners must:

- Attend all scheduled examinations. Unauthorized absences, regardless of whether a learner is on campus or chooses to leave, will be treated as academic misconduct and may result in a failing grade for the examination concerned. Walking out of, missing, or refusing to attend a scheduled exam without formal approval is unacceptable and will trigger disciplinary follow-up;
- Arrive on time and fully prepared, with all permitted materials and in proper school dress code, as specified by the examination regulations;
- Remain in the examination venue for the entire duration of the exam unless excused for medical or emergency reasons approved by a senior administrator;



- Follow all instructions from invigilators and staff members without argument or disruption;
- Adhere to the school's Academic Integrity Policy, including refraining from all forms of cheating, plagiarism, unauthorized assistance, or possession of restricted items (e.g., phones, smartwatches);
- Review and confirm their personal exam schedules in advance, and promptly raise any concerns or conflicts with the appropriate staff member (Programme Coordinator or Exams Officer).
- Non-compliance with any of the above may result in loss of exam privileges, zero credit for the exam, a disciplinary referral, and, where applicable, ineligibility for promotion or graduation.

## 2.6 Parents or Legal Guardians

Parents and legal guardians are essential partners in supporting a structured and respectful examination environment. They are expected to uphold school policies and ensure their child meets all academic obligations related to examinations.

Parents and guardians must:

- Ensure their child attends all scheduled exams, arrives on time, and is prepared with the correct materials. Repeated absences or tardiness will be addressed formally with the family and may affect the learner's academic standing;
- Monitor and support learner attendance and wellbeing, particularly during exam weeks, and reinforce the importance of full participation in all assessments;
- Avoid scheduling vacations, appointments, or other activities that conflict with the published examination schedule. These will not be considered valid reasons for absence;
- Provide official documentation (e.g., medical certificate or legal evidence) on the day of the absence in the case of illness or emergency. Failure to do so will result in the exam being marked as unexcused with a grade of zero;  
Reinforce the importance of academic integrity, responsible behavior, and respect for exam procedures at home.

- The school reserves the right to escalate repeated or serious breaches to the Head of Secondary or the School Director, and where applicable, deny access to final transcripts or the RVIS diploma until all academic obligations are met.

### 3. Academic Integrity and Exam Conduct

This section is to be read in conjunction with the RVIS Academic Integrity Policy, which outlines the school's expectations, definitions, procedures, and consequences related to academic misconduct. Together, these policies ensure that the administration of all assessments, internal and external, is conducted in a manner that upholds the principles of fairness, honesty, and responsibility that define academic integrity at RVIS.

All learners are expected to adhere to the highest standards of ethical behavior during examinations. Any violation of these standards will be managed according to the protocols set forth in both this policy and the Academic Integrity Policy, and may result in academic penalties, loss of privileges, or disciplinary action.

#### 3.1 General Conduct During Examination

Learners are expected to:

- Arrive on time, fully prepared, and follow instructions without disruption;
- Enter and remain in the exam room silently, and stay seated until dismissed;
- Submit only their own original work unless the task explicitly permits collaboration;
- Follow all exam day procedures and behave respectfully toward invigilators and peers.
- Leaving the examination venue without permission, arriving late without valid cause, or disrupting the session in any way is a violation of exam conduct protocols and will be reported immediately.

#### 3.2 Prohibited Items

Unless explicitly authorized, learners must not bring the following into the exam room:

- Mobile phones, smartwatches, Bluetooth-enabled devices, or any electronic gadgets;

- Notes, unauthorized papers, or reference materials;
- Bags, pencil cases, or food (except water in a clear, label-free bottle).
- Learners found with any prohibited items, whether or not used, will be referred for academic misconduct. The possession of such items during examinations is considered a serious breach.

### 3.3 Academic Misconduct and Consequences

Misconduct includes, but is not limited to:

- Cheating or copying from others;
- Possession or use of unauthorized materials;
- Disruptive behavior or communication during the exam;
- Leaving the venue without authorization;
- Submitting inauthentic or plagiarized work.

Confirmed cases will result in:

- A grade of zero on the assessment in question;
- A formal disciplinary record;

For DP candidates, submission of a report to the IB, which may result in the withdrawal of subject grades or disqualification from the IB Diploma.

All decisions and consequences will be communicated in writing to the learner and their legal guardian, and recorded on the learner's file.

### 3.4 Reporting Appeals

Learners who believe they have been mistakenly accused of misconduct may appeal in writing to the Head of Secondary within three school days. Appeals must be evidence-based and comply with the procedures outlined in the RVIS Academic Integrity Policy. Appeals related to official IB assessments must follow the IB's appeals process, and the school has no authority to overturn IB decisions.

## 4. Access and Inclusion Arrangements

This section is to be read and implemented **in conjunction with the RVIS Inclusion Policy**, which outlines the school's commitment to supporting diverse learning needs and removing barriers to equitable access. Together, these policies ensure that all learners have a fair opportunity to demonstrate their knowledge and skills during examinations, without compromising the integrity of the assessment process.

RVIS is committed to creating an inclusive examination environment that reflects the principles of fairness, consistency, and dignity for all learners. The school recognizes that some learners may require specific access arrangements due to diagnosed learning differences, physical or sensory conditions, mental health needs, or temporary impairments.

### 4.1 Definition and Purpose

Access arrangements are pre-approved modifications to standard exam conditions that support learners in overcoming barriers to assessment. These arrangements allow learners to demonstrate their learning without giving unfair advantage.

Examples of permitted arrangements include:

- Extra time
- Use of a reader or scribe
- Quiet or separate room
- Assistive technology
- Modified exam formats (e.g., enlarged print)

- Supervised breaks for medical needs

All access arrangements are based on demonstrated need, not preference or convenience.

## 4.2 Eligibility and Documentation

To qualify for access arrangements, learners must:

- Provide **official documentation** of a diagnosed condition (e.g., educational psychology report, medical certificate);
- Demonstrate a **history of classroom accommodations** consistent with the requested exam arrangement;
- Be supported by the **Learning Support Team**, who will determine if the request is reasonable, appropriate, and in line with IB and school policies.
- Requests made without documentation, or without evidence of ongoing classroom use, will not be accepted.

## 4.3 Application Procedures

- For IB assessments (e.g., MYP eAssessment, DP examinations), requests requiring IB approval (e.g., extended time over 25%, use of a scribe) must be submitted by the IB Coordinator through the IB Access and Inclusion platform by the IB's stated deadlines (typically by November 15 for May sessions).
- For internal school examinations, access requests must be submitted in writing to the Learning Support Coordinator at least four weeks prior to the exam period. Supporting documentation must be attached.
- All requests are reviewed by the Learning Support Coordinator, Programme Coordinator, and Head of Secondary.

## 4.4

Once approved:

- Arrangements are documented and shared with all relevant staff, including invigilators and the Exams Officer;
- learners are briefed on what to expect during the exam;
- All arrangements are implemented consistently and confidentially, in accordance with IB and school guidelines;
- For external assessments, arrangements are subject to final confirmation by the IB.

#### 4.5 Temporary Access Arrangements

Learners experiencing a temporary condition, such as injury, illness, or emotional trauma, may be eligible for short-term access arrangements. These must be requested promptly with supporting documentation and will be reviewed by the Head of Secondary and the Learning Support Coordinator on a case-by-case basis.

#### 4.6 Appeals

If an access request is denied, the learner or legal guardian may appeal in writing to the Head of Secondary or Head of School within five school days of notification. Appeals will be reviewed independently, and a decision will be communicated in writing within seven school days.

### 5. Absences, Illness, and Special Circumstances

RVIS upholds high expectations for attendance during all formal assessments and examinations. Learners are expected to sit for exams as scheduled unless prevented by legitimate, documented circumstances. This section outlines the procedures for managing absences and disruptions due to illness or exceptional events, and clarifies the conditions under which alternative arrangements may be considered.

#### 5.1 Expectations for Attendance

- All learners are required to attend their scheduled examinations.
- Unexcused absences from an exam will result in a grade of zero and may affect course completion, promotion, or graduation eligibility.

- Learners may not leave the school campus on an exam day without completing their scheduled assessments. Walking out or skipping an exam is considered academic misconduct and will be addressed accordingly.

## 5.2 Valid Reasons for Absence

Acceptable reasons for missing an exam include:

- Medical illness that is sudden, significant, and certified by a licensed healthcare provider;
- Family emergency, such as death or serious illness of an immediate family member;
- Religious obligations, when communicated in advance;
- Approved school representation, such as academic competitions or athletic commitments authorized by the Head of School.
- Personal travel, minor discomforts, test anxiety, or non-essential appointments do not constitute valid reasons for rescheduling exams.

## 5.3 Notification and Documentation

In the event of a valid absence:

- Parents/legal guardians must notify the school by 8:00 a.m. on the day of the exam via email or phone to the Secondary Office;
- A written explanation and supporting documentation (e.g., medical certificate, legal document) must be submitted within 48 hours of the missed exam;
- Failure to provide timely documentation will result in the exam being marked unexcused.

## 5.4 Make-Up Examinations and Rescheduling

- Make-up exams are not automatic and will be arranged only at the discretion of the Head of Secondary in consultation with the Exams Officer and Programme Coordinator;
- Rescheduled exams must take place the assigned make-up days, unless otherwise approved;

- In cases where an exam cannot be rescheduled (e.g., IB external exams), the school will follow IB protocol, which may include submitting predicted grades or requesting special consideration, depending on the circumstances.

### 5.5 During-Exam Illness or Disruption

- If a Learner becomes ill during an exam, they must inform the invigilator immediately. A member of the Secondary Administration will be called to assess the situation;
- If the learner is unable to continue, the exam will be paused or discontinued, and the case will be reviewed for eligibility for a rescheduled sitting;
- The school reserves the right to request medical documentation for any illness that interrupts an examination.

### 5.6 Special Consideration for IB Examinations

In cases of serious illness, trauma, or other exceptional circumstances during or shortly before an IB examination session, the school may submit a request for special consideration to the IB Assessment Division, in line with official IB regulations. This process is only pursued when:

- The learner has completed all other required components;
- The event was unforeseen and outside the learner's control;
- Full supporting documentation is provided within the IB's specified deadlines.
- Requests for special consideration are reviewed and approved by the IB and not guaranteed by the school.

## 6. Exam Logistics and Security

RVIS is committed to ensuring that all examinations, internal and external, are conducted under secure, standardized, and professionally managed conditions. This section outlines the logistical procedures and security measures required to safeguard the integrity of the examination process, from storage to administration, across all academic pathways: MYP, RVIS Diploma, and IB Diploma Programme (DP).



## 6.1 Examination Timetabling and Scheduling

- The Exams Officer, in coordination with Programme Coordinators and the Head of Secondary, is responsible for developing the examination timetable and ensuring minimal scheduling conflicts.
- Final examination schedules will be published and communicated to learners and parents at least four weeks prior to the exam period.
- Learners are expected to check their individual timetables and report any conflicts immediately.

## 6.2 Examination Venue Setup

- All examination venues must be arranged to meet appropriate spacing and seating regulations, in accordance with IB and school-specific guidelines.
- Desks must be clearly numbered and spaced to prevent visual contact between candidates.
- Exam papers and permitted materials are to be placed on desks before learner entry under the supervision of the invigilator.
- A working clock, visible to all candidates, must be displayed in the room.

## 6.3 Entry and Conduct in the Exam Venue

- Learners must report to the exam venue 15 minutes before the scheduled start time.
- Entry is permitted only with the required materials and learner ID.
- All unauthorized materials and personal items (including mobile phones, smartwatches, bags, and notes) must be stored in a designated area outside the examination room.
- Once the examination has begun, learners may not leave the room except in cases of illness or emergency and only under staff supervision.

#### 6.4 Exam Supervision and Invigilation

- Only trained staff designated as invigilators may supervise examinations.
- Invigilators are responsible for:
  - Taking attendance and ensuring the correct distribution of exam papers;
  - Monitoring learner behavior and enforcing silence;
  - Managing timekeeping and announcements;
  - Reporting any irregularities or suspected misconduct using the school's official incident report form.

A minimum of one invigilator per 20 learners must be maintained.

#### 6.5 Secure Storage of Examination Materials

All examination materials must be handled with the highest level of confidentiality and security. This includes internal school exams, MYP eAssessments, and IB Diploma Programme examinations.

- All internal examination papers must be submitted by teachers to the Secondary Administration Office following Subject Coordinator approval and sign-off. These papers will be stored in locked, access-controlled cabinets within the designated school exam storage area.
- For IB examinations:
  - The IB Coordinator is solely responsible for ensuring compliance with all IB protocols regarding the receipt, storage, and handling of examination materials;

- All IB examination papers, USBs, and confidential assessment materials must be stored in the official IB-designated secure storage room, which must meet IB facility requirements;
- Access to the IB storage room is strictly limited to the IB Coordinator and authorized personnel;
- IB examination materials must remain sealed until the authorized opening time and must not be photocopied, reviewed, or shared by any teacher unless explicitly permitted by the IB.

Any breach in exam security, whether involving internal or IB examinations, must be reported immediately to the Head of Secondary. For IB exams, the IB Coordinator must notify IB Answers and cooperate fully with any required investigation or reporting procedures.

## 7. Results and Reporting

For all grading scales, assessment criteria, and feedback principles, please refer to the RVIS Assessment Policy.

## 8. Policy Review and Communication

The RVIS Exam Policy is a living document that reflects the school's evolving academic structure, regulatory obligations, and commitment to high standards of assessment administration. It is subject to **annual review** to ensure alignment with current International Baccalaureate (IB) regulations, the RVIS Assessment Policy, national education requirements, and internal operational needs

### 8.1 Policy Review Cycle

- The policy will be formally reviewed once per academic year by the Exam Policy Review Committee, which includes:
  - The Head of Secondary

- IB MYP and DP Coordinators
- Exams Officer
- Learning Support Coordinator
- Subject Coordinator representatives
- Amendments may also be made mid-year in response to significant changes in IB regulations, school structure, or Ministry of Education directives.
- All changes must be approved by the Senior Leadership Team (SLT) and documented in the policy revision log.

## 8.2 Communication of the Policy

- The current version of the RVIS Exam Policy will be published on the school's internal staff portal and shared with all relevant stakeholders at the beginning of each academic year.
- Key procedures (e.g., exam conduct expectations, absence protocols, academic integrity guidelines) will be reviewed with learners during exam readiness briefings and parent information sessions.
- Staff will receive policy updates during designated professional development days or department meetings.

## 8.3 Policy Accessibility and Implementation

- A learner- and parent-friendly version of key procedures will be distributed prior to each major exam cycle (e.g., MYP final exams, DP mocks, IB May session).
- The Exams Officer and Programme Coordinators are responsible for ensuring that policy implementation is consistent and that all exam-related staff receive annual training in relevant procedures.