

POLICIES AND PROCEDURES

ASSESSMENT POLICY

Assessment is an integral part of learning and teaching, it helps to provide a picture of a young person's progress and attainment and perhaps more importantly to identify next steps in learning in order to achieve meaningful progression.

“We use the general term ‘assessment’ to refer to all those activities undertaken by teachers – and by their students in assessing themselves – that provide information to be used as feedback to modify teaching and learning activities. This can be both summative and formative.

Assessment information will be shared and discussed with the learner, parents, other staff as appropriate, and partners involved in supporting learning. Learners should be engaged in all aspects of assessment processes and should be provided with success criteria /learning intentions so they know how to achieve the intended outcomes. As learners move through the curriculum and the school, they will experience a range of approaches to assessment.

The school will continue to critically reflect upon and evaluate our approaches to assessment and conduct moderation and quality assurance.

1.1 Assessment in Primary (Early Years)

At ISCS, we use a range of strategies to gather information about the children's learning and development and use this information to ensure that our planning meets the needs of all learners and that this is shared on a weekly basis with their parents. Careers as part of our parents as partners initiative. During child-initiated activities, practitioners make observations on and record these on Tapestry.

From the first half of the Autumn term onwards, the Early Years teachers use their knowledge of each child to decide which band of 'Development Matters' they are working on in each area of the curriculum. This allows learning opportunities to be pitched appropriately and provides a baseline of the children's attainment. This information is closely monitored through classroom monitoring and their learning journals to ensure that all children are making good progress.

Each term, practitioners consider the 17 ELGS (Early Learning Goals) in the EYFS Profile to decide whether each child is working at the expected levels, exceeding the levels or have not yet met the levels. Judgements against the ELGs are based on ongoing observation; all relevant records; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

The results of the Profile are shared with parents and/or carers, and there are opportunities each term for them to meet their child's class teacher to discuss this information.

1.2 Assessment in Primary (Key Stages 1 and 2)

In Primary School we recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject.

Assessment for learning (formative assessment)

Assessment for Learning is based on five principles:

1. Making the learning objective clear by using LO- (Learning Objective)
2. Sharing context and success criteria (steps for success)
3. Peer/self evaluation
4. Pupil feedback
5. Effective questioning

Assessment of learning (summative assessment)

Summative assessment will be measured through a number of data capture points:

1. October- All pupils from Year 1-Year 6 will take internal Baseline Assessments
2. December- end of term internal assessments
3. February- end of half term assessment
4. March/April – end of term internal assessments
5. June – end of term/year assessments, Year 6 students internally complete checkpoint 1 for Primary.

Further summative assessments occur throughout the terms based on individual subject needs and teacher discretion.

Marking and Feedback in Primary

At ISCS, we recognise that effective marking and feedback, in a variety of forms, enables children to make significant progress in their learning journey.

Aims:

The purpose of marking and feedback is to:

- Show children that we value their work, encourage them to do the same and celebrate their achievements;
- Let pupils know the extent to which they have met the learning intention and success criteria;
- Evidence clearly how far children have come in their learning journey and clarify what their next steps are;
- Promote self-assessment and self-editing, whereby pupils critically evaluate their own learning and are proactive in improving their work;
- Promote peer-assessment, whereby children collaborate to evaluate and improve the work of others and thereby enhance their ability to evaluate their own work;
- Provide a basis both for summative and formative assessment;
- Provide on-going assessment, which informs future lesson-planning; and
- Demonstrate clear, measurable progress and individual/class attainment against national age related expectations.

Marking/Code Key:

Symbol	Meaning
Purple pen	Used by the children to make corrections
0	Punctuation error (circle error)
-----	Spelling error
VF	Verbal feedback
I	Independent work
S	Supported
G	Group work
P	Partner work
✓	Correct
⊙	Incorrect

Success Criteria (SC)

- SC is stuck into a child's book at the start of a unit, usually each week.
- Before pupils begin a new concept, the Class Teacher will go through the SC with the class to ensure:
 - All technical and grammatical vocabulary is understood;
 - Children understand each success criteria point within the texts and concepts they are examining; and
 - They have an oversight of the 'big picture' - where they should be by the end of their learning journey in that unit.
 - Throughout teaching, the SC will be referred to as appropriate.

Self & Peer Assessment

- After writing, pupils will sometimes be given the opportunity to self and peer assess.
- Self assessment is done in green. They tick (achieved) or dot (not achieved). Children will be encouraged to go back and improve their work, taking into account anything that they, or their partner, have identified is missing from their work, e.g. putting in missing fronted adverbials.

Adult Marking

- On some pieces of writing, quality self & peer assessment (along with verbal feedback), will be sufficient to enable children to take the next steps. Therefore, adult marking will be unnecessary.
- When adult marking does take place, it will be against the SC stick-in. If the child is still working toward the success criteria it will be left with a dot.

Identifying and correcting child's mistakes

If a SC is unmarked, does this mean the teacher will correct the error made in its entirety every time?

No. When it is unmarked on the stick-in for the unit- it generally shows they have not achieved it because they have not done it, not because it is wrong. When it is unmarked on their work for the day it may be because they have missed something eg. a full stop. If it is wrong in their maths we leave it unmarked- sometimes correcting the answer. However we promote independence and this means leaving areas of improvement unmarked and then giving dedicated time for children to go back and check their answers, and have a go at redoing them.

If achieved/doing well does this mean the child has everything correct or does it mean for that pupil he or she has at least performed as expected?

A tick on the SC means they understand the concept and have demonstrated it more than once. We acknowledge that sometimes children will understand the concept but will still make mistakes on occasion- they would still get a tick. Children need to be able to show they can do it independently- if they can do the criteria but need support we would use the S to show they were supported and not yet able to achieve it independently. If a child gets most questions correct, has attempted a challenge or mastery question and achieved it independently we would tick it.

Guidance for adults providing marking and feedback

Since the SC provides the developmental/constructive feedback, written comments should be short and praise based.

Who marks?

Any adult that works with the children may mark against the SC.

Does every piece of work need to be marked?

In some format the work needs to be marked. Marking can take a variety of forms.

- Hard marked against the success criteria
- Verbal Feedback (marked as VF in books)
- Whole Class marking and feedback (green pen)
- Self marked against the success criteria

Tracking

- Students' progress will be internally tracked against the learning objectives within each subject by each subject teacher. It is the teachers responsibility to update the record and keep it current.

- Half termly, staff in the Key Stages will meet to ensure all data is up to date and they will analyse and plan for the future accordingly.

- Using both summative and formative data, teachers will meet on a termly basis with the Head of Primary to discuss pupil progress. At this meeting, teachers should have available a completed pupil progress report which will then be reviewed at each subsequent meeting. After the completion of Pupil Progress Meetings, the Pupil Progress reports will then be shared with the SLT and intervention will be planned to ensure all Pupil Progress at their maximum potential.

Recording

- Assessment grades from all subjects are recorded on the schools internal assessment document. Certain assessment grades will be shared on the School Platform of ClickEdu, in order to keep parents informed of progress and attainment.
- We take the objectives of each subject from the broad learning objectives within the school's curriculum plan. These in turn reflect the demands of the National Curriculum.
- Our teachers record the progress of each child for English, Reading, Maths, Science, Global Perspectives, ICT, PE, German and Art. This allows us to monitor the progress of each child.

1.3 Assessment in Middle and High School (KS3, 4 and 5)

In Middle and High School we recognise various methods of assessing a child's learning. The type of assessment varies from subject to subject depending on the objectives. Students' academic progress is monitored and assessed both through formative and summative assessments.

Formative

Ongoing formative assessment will take place in class throughout the school year and will typically be short quizzes, projects, or presentations. Formative assessment will contribute to the grade given in each school report.

The goal of formative assessment is to *monitor student learning* to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessment:

- help students identify their strengths and weaknesses and target areas that need work
- help faculty recognise where students are struggling and address problems immediately

This can be done in a number of ways, including, but not limited to:

- Verbal and/or written feedback during lessons. Verbal or written feedback on homework and other written assignments should be mostly formative and positive in its nature.
- Checking of workbooks, folders, and other pupil's work produced against criteria
- Evaluation of their own work and that of their peers to develop self-awareness of the progress of learning.
- Setting own learning targets, both short and long term.
- Other in class activities such as presentations and discussions.

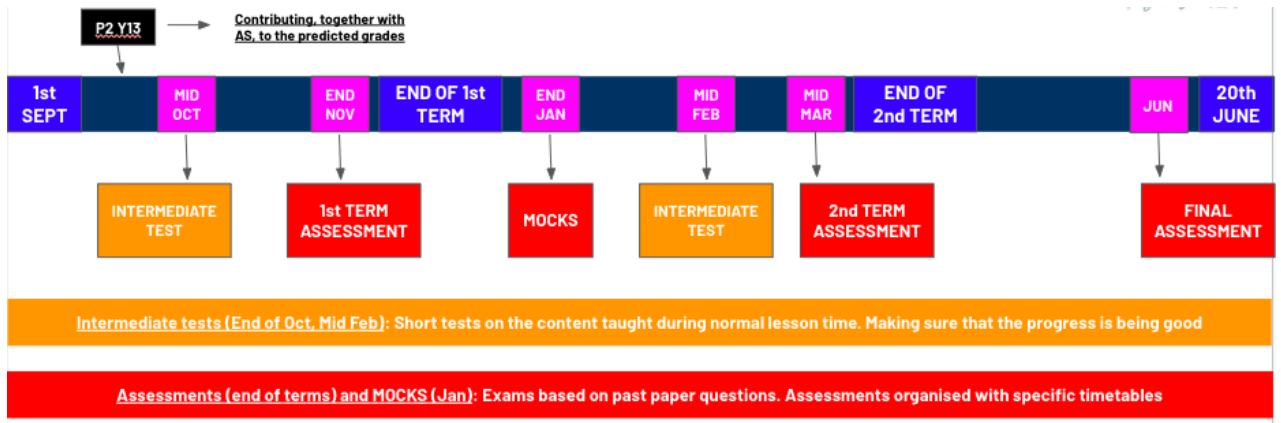
Summative

Summative assessments take place five times per year and will form the majority of the grade given in each school report.

The goal of summative assessment is to *evaluate student learning* at the end of an instructional unit by comparing it against the curriculum framework.

Please note that Year 11 to Year 13 will take their Mock exams in place of the mid-February assessment.

Summative assessment points



Year 7 to Year 10 Grading Structure

The grades given in Year 7 to Year 10 are made up of both formative and summative assessment results and weighted in the following manner:

Term 1 (Aug to Dec): 40% termly formative assessment to 60% summative assessment

Term 2 (Jan to Apr): 30% termly formative assessment to 70% summative assessment

Term 3: (Apr to Jun): Year 7 to Year 9: 20% yearly formative assessment to 80% summative assessment. Year 10: 100% summative assessment

Letter grades will be awarded in each report using the following conversions:

Grade	Qualitative Meaning	Percentage %
A*	Advanced	90-100
A	Excellent	80-89
B	Good	70-79
C	Fair	60-69
D	Satisfactory	50-59
E	Below expectations	40-49
F	Academic concern	30-39
G	Significant academic concern	20-29
U	Insufficient evidence to award grade	0-19

Year 11 to Year 13 Grading Structure

As our Year 11 to Year 13 students are preparing for the external examinations, their grades for each term will be based solely on the summative assessments. The assessments will consist of past examination questions that will be marked in accordance with the office mark schemes from the Cambridge exam board. To most accurately reflect the grading structure of the exam board, in each subject area grade boundaries will vary per subject. To calculate the boundaries of each subject area we use an average of the boundaries used in official Cambridge examinations from the previous four years.

Assessment Folders and Exercise Books

Students will have two exercise books and an assessment folder in each subject.

One exercise book will be for general note taking and completing class tasks that **do not require teacher marking**. There should, however, be times at which students are given comments through other means of feedback, such as verbal feedback, self-assessment, peer-assessment or whole class feedback. Where students mark their own work or the work of other students, this should be in another colour than green, blue and black. Students are responsible for keeping their exercise book neat with clear presentation.

The other exercise book will be for work that **is to be assessed by the subject teacher** in green pen and given a mark/grade along with comments (including what went well and an area for development) against the success criteria for the task. This should take place at least every two weeks and this book will be kept in/with the assessment folder. Where students take an assessment or exam on paper, this should be kept in the assessment folder. Where an assignment for teacher assessment is submitted on Google Classroom, this should be printed and kept in the student's assessment folder with the comments.

Additionally, students will keep an ongoing record of their progress by using a tracker that is kept and maintained in their assessment folder. It will contain the topic/task/question, the date, the mark/grade and the comments.

Reporting to Parents

We have a range of strategies that keep parents fully informed of their child's progress in school. We also encourage parents to contact the school if they have concerns about any aspect of their child's work.

Grades for formative and summative assessments will be uploaded to each subject on to Clickedu. Each assessment will be marked within the next two working weeks after the assessment was completed.

Written reports are electronically sent to parents at the end of each half term- October, December, February, March/April and June.