



Secondary Assessment Policy

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Rationale for Assessment

Assessment is the process of collecting and organising information from purposeful activities to draw inferences about teaching and learning, as well as about persons, often making comparisons against established criteria (Lamprianou & Athanasou, 2009).

Assessment is fundamental to extending and challenging students' learning so that they can reach their full potential. Assessment should be incorporated systematically into teaching strategies and is only effective if a regular review is communicated and acted upon at all levels. The assessment policy is a living document that teachers, HODs and SLT use to improve the assessment and feedback at ISB. For this reason, assessment policy is prepared collaboratively and examined annually.

Terms

Formative Assessment: assessment that takes place during teaching to make adjustments to the teaching process.

Summative Assessment: assessment at the end of a unit or term to convey student progress.

All assessments in the Secondary School at ISB will:

- be the result of a variety of approaches and a range of evidence to fit our learning profile;
- enable teachers to plan effectively;
- happen as part of ongoing learning and teaching, periodically and at transitions;
- be underpinned by the confidence that every student can improve;
- enable parents and partners to be involved in their child's progress;
- help all students to demonstrate what they know, understand and are able to do;
- acknowledge and celebrate learners' accomplishments through success celebrations, achievement profiling, certification, and accreditation;
- provide teachers with the necessary information to assess their teaching effectiveness and establish relevant targets for the school, class, and individual students;
- support learning through the sharing of learning outcomes and success criteria as well as high-quality feedback;

- promote learner engagement. Involve learners in reflection, setting learning goals and planned personalised next steps, self and peer assessment, enable all learners to meet personal potential;
- ensure appropriate support. Fair, personalised and inclusive planning, assessing, tracking, and monitoring will enable success, despite any barriers to learning;
- be developed from sound judgement through sharing standards and moderation, data collection, analysis and reliable evidence;
- inform self-evaluation for improvement, enabling the monitoring of standards over time.

Assessment Strategies Employed

- We use a variety of assessment approaches to allow learners to demonstrate a range of understanding, skills, abilities and capabilities in different contexts across the curriculum.
- Progress is evaluated at an individual level.
- Our assessment and monitoring approaches are integral to our planning, learning and teaching.
- We gather valid evidence to support all assessments, resulting in reliable future planning and improvement data.
- Assessments provide evidence to support reporting to parents/carers on progress.
- Learning outcomes are shared with students.
- Formal tests are used to assess learning as appropriate.
- Formative assessment is used to assess understanding as the lesson happens.
- Teachers use differentiated teaching strategies to meet students' needs in class and provide personalised content.
- We use opportunities to peer & self-assess.
- Homework is set to link learning to home and consolidate learning.

Baseline Testing and Tracking

The school uses the GL Education cognitive ability tests to develop baseline and predictive data. CAT4 is a diagnostic test and provides an accurate and reliable indication of students' academic strengths and weaknesses. We do not have a gifted and talented program, but we keep an eye on the 125+ scores to encourage them to

reach their full potential. It is essential to highlight that baseline test scores are the starting point for measuring student progress. Still, we also use professional judgment based on students' academic performance during the year and our knowledge of them as individuals.

Teachers will ensure they are familiar with the baseline data for each of their students and will differentiate their material to help students achieve the best possible results. Departments will be provided with the test results to make evidence-based decisions. HODs will use baseline data to measure value-added and assess the effectiveness of the teaching strategies and methods employed.

Parents also receive the CAT4 test results and a detailed appendix explaining the tests in more detail.

Recording

Departments are free to develop and implement systems for recording progress and assessment data and providing students with regular feedback.

Assessments are regularly recorded using the school's information management system (MyEducare) in the agreed style and format.

Assessments should use Cambridge assessment criteria in KS3 and KS4 and IB assessment criteria in the Sixth Form, performance indicators, and grade boundaries wherever possible. Hence, they accurately reflect the student's ability and progress.

Departments are also required to use Google Classroom for all teachers. The platform is used to keep track of all department-related documents, such as long-term plans, short-term plans, minutes of department meetings, etc.

Reporting and Grading

Teachers are expected to communicate regular updates explaining progress made, comment on good work and raise concerns via MyEducare.

Grades will be recorded on MyEducare at regular intervals, and progress towards target grades will be monitored closely. By the end of each half-term, teachers will give at least one mark for assessment, classwork, and effort.

In December and June, full detailed reports will be written and issued. All subject teachers are required to write comments reflecting students' learning progress. Students progress during Enrichment activities will be recognised with a certificate of participation.

ISB Grade Descriptors

ISB Grade	Year 7 to 9 explanation	Years 10 and 11 (IGCSE) equivalence	Years 12 and 13 (IB Diploma) equivalence
7	Outstanding	A*	7
6	Very Good	A	6
5	Above Average	B	5
4	Average	C	4
3	Pass	D	3
2	Fail (Poor)	E	2
1	Fail (Very poor)	F	1

Admissions and assessment

All secondary school applicants are required to take the CAT4 test. Based on their age and test performance, students are placed into appropriate year groups. If a student's vocabulary score is low or their English proficiency is a concern, they are enrolled in the ESL program. Applicants to the IBDP must undergo an interview with the IBDP coordinator. For further details, please refer to the admissions policy.

Academic Integrity

At ISB, we strive to cultivate in students the skills required to demonstrate integrity when completing assessments. Students are explicitly taught to be principled and honest about their work while formally acknowledging the work of others. We encourage teachers to design assessments that lead students to produce original and authentic work. More information can be found in the academic honesty policy.

Parent Meetings

Regularly scheduled parent meetings take place each term, with dates clearly indicated in the academic calendar. These meetings typically occur after school hours, and students are encouraged to attend alongside their parents. Discussions will prioritize strategies for future improvement rather than revisiting past performance. Additionally, the school plans to incorporate student-led conferences as part of the 2020-2025 strategic plan.

HONESTY

EMPATHY

RESPONSIBILITY

OPEN-MINDEDNESS

Assessment in the Sixth Form

IB Diploma Programme

ISB students follow the International Baccalaureate Diploma Programme (IBDP) curriculum in year 12 and 13. IBDP is a “rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring but also caring and compassionate” (IBO, 2020).

IBDP students are required to choose six subjects, one from each of the six different subject groups. They make the subject selection at the end of Year 11. During the subject selection process, the career guidance team supports students, and their IGCSE results are also considered.

Assessment

It is crucial to use assessment to judge what constitutes progression as well as to measure the success or otherwise of outcomes produced by students.

Why assess?

- To measure what students have learnt and to what extent
- To identify students’ strengths and weaknesses
- To diagnose the appropriate next steps for progressing their learning
- To evaluate the effectiveness of the teaching programme
- To provide feedback on progress to the learner and other stakeholders

Although not every piece of work across the year needs to be formally assessed and recorded, learning will be evaluated continuously. Identifying the learning objectives and assessment criteria for each unit of work enables the students’ progress to be carefully planned. It reduces the risk of over-assessment or under-assessment of skills and/or knowledge.

The purpose of assessment within the Sixth Form is to aid students in developing their capability and to acknowledge how capable they have become. Capable students can:

- demonstrate knowledge and understanding of concepts within each subject as outlined in each subject guide;
- explain the relationship between the concepts that they have been taught and their real-world applications;

- purposefully bring to bear appropriate concepts and skills relating to the processes in which they are engaged;
- be reflective about what they are doing and how they are doing it, as well as taking action to improve their performance;
- combine practical action with deepening understanding.

Good assessment practices will build on practice in KS3 and 4 and will involve:

- sharing learning goals with pupils;
- helping students to know and recognise the standards to aim for;
- providing feedback that helps pupils to identify how to improve;
- believing that every student can improve in comparison to previous achievements;
- both the teacher and students review and reflect on students' performance and progress.
- students developing self-assessment techniques to discover areas in which they need to improve.
- recognising that both motivation and self-esteem, crucial for effective learning and progress, can be increased by effective assessment techniques.

In practice, the key features of this are:

- sharing learning goals;
- discussing the Aims, Objectives and Assessment Criteria with the students at the start of every assignment;
- making examples of other student's work available;
- using marking and feedback strategies;
- assessing work timeously and regularly;
- constructive feedback comments being delivered appropriately;
- use of peer and self-assessment.