



## Assessment Policy (Secondary)

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## 1. Rationale

Accurate use of assessment should be utilised to enable every student to achieve their full academic potential. Assessment tools allow teachers and students to gather evidence for the purpose of improving learning and teaching (formative), and provide evidence for the purpose of making a judgement about student progress and competence (summative).

Please read this policy in conjunction with the Secondary Reports Handbook [HERE](#)

## 2. Responsibilities

The staff identified below are responsible for the implementation of this policy:

### 2.1 School Principals and Deputy Principals:

- Have oversight of all matters relating to Assessment
- Implement this policy in relation to their respective schools.
- Monitor the implementation of this policy and report to the Headmaster regarding progress.
- Ensure that school culture and working practices characterise and reflect the sentiment held within this policy.
- Report and respond to concerns, complaints or contraventions relating to this policy.
- Delegate leadership to the Deputy Principals to manage systems and processes which coordinate and schedule all aspects of school assessment, recording, and reporting procedures in liaison with colleagues as necessary

### 2.2 Teaching Staff:

- Fulfil assessment and reporting requirements of a teacher at BISP to the agreed standard as defined in the relevant Job Description.
- Implement this policy by planning for a wide range of assessment opportunities.
- Actively seek to reflect on their practice and engage with new assessment strategies and initiatives as appropriate.
- Input data required to track and report student attainment and holistic progress.
- Work collaboratively with colleagues to share best practice to improve assessment outcomes for students.

## 3. Content

### 3.1 What is assessed?

The integration of assessment within teaching and learning at BISP provides us with information to effectively inform instruction, measure progress, identify learning gaps, support differentiation, evaluate teaching effectiveness, and promote accountability.

Students are assessed on their **academic attainment** and **attitudes towards learning** (currently known as Effort Grade), so as to tailor instruction, address individual needs, and make data-driven decisions to differentiate teaching and improve student learning and outcomes.

### 3.2 Assessment Format

Assessment should not be confused solely with standardised 'testing' which refers specifically to evaluating students' knowledge or skills through formalised examinations, often with predetermined questions and grading criteria.

A variety of assessment methods as described below, engage student learning and develop multiple competencies. Assessments should be developed and planned for units of work, so that students experience a range of assessment forms during a course/term. Our definitions of assessment types is important in minimising the 'high stakes' stigma of assessment with parents and students as follows.

#### 3.21 Assessment examples (by an individual or in a group)

Written Assessment	In class assessment done in silence and individually which contributes towards the examination or report grade. This is something students are made aware of and how much it is 'worth'
Oral Assessment	In class assessment which will be a presentation/discussion set up by the teacher individually or in groups which contributes to the final examination or report grade. This is something students are made aware of and how much it is 'worth'
Quiz	In class quiz which provides the teacher with key information regarding progress or learning. The result does not contribute to the overall report grade specifically but informs future teaching. These are given at teachers' discretion and can be advised in advance or used in class to assess understanding.
Test	In class test of 30 minutes or longer which provides the teacher with key information regarding progress or learning. The result does not contribute to the overall report grade specifically but informs future teaching and it is expected that students will have had time to revise or prepare
Presentation	Presentation in class or videos which students produce. The result does not contribute to the overall report grade specifically but informs future teaching and it is expected that students will have had time to revise or prepare
Project Checkpoint	This is a submission deadline for a section of a longer project based piece of work. Non completion will result in sanctions being put in place for completion
Project Deadline	This is an end-of-project submission deadline for project based work after which school assessment procedure applies with regards missed deadlines for Internal Assessment. It will have been shared in advance with students and applies to longer term projects the results of which contribute to a final report grade.
Coursework: Draft Deadline	Tasks required by the examination board which students must complete as part of their iGCSE. Non completion on the deadline date will result in assessment procedures for External Assessment.
Coursework: Final Deadline	Tasks required by the examination board which students must complete as part of their iGCSE. Non completion on the deadline date will result in assessment procedures for External Assessment.

IA: Draft Deadline	Internal Assessments which are required by the examination board which students must complete as part of their IB. Non completion on the deadline date will result in assessment procedures for External Assessment.
IA: Final Deadline	Internal Assessments which are required by the examination board which students must complete as part of their IB. Non completion on the deadline date will result in assessment procedures for External Assessment.
Exam	Scheduled assessment, all students will take at the same time, which is normally scheduled by the Key Stage Coordinator. This contributes significantly towards the examination and/or report grade. Students should be aware of how much it is 'worth'
Practical Assessment	In class assessment which will be a practical demonstration and/or application of skills.

### 3.3 Assessment Facilitation

Assessment can be conducted by:

- The student (Self-assessment)
- A peer (Peer-assessment)
- The teacher (Teacher Assessment)

Summative assessment used for reporting purposes can only be conducted by the teacher (Teacher Assessment). During the year, students in a subject must have the opportunity to undertake and receive self, peer and teacher assessment.

It is recognised that developing a student's self-assessment abilities is critical to becoming a lifelong learner and regular opportunities will be provided to develop students skills in this.

### 3.4 Formative and Summative Assessment

An assessment can be both formative and summative, or one of the two. The determining factor as to whether an assessment is formative or summative is not the type of assessment used, but how teachers and students use the information gathered to improve teaching and learning

#### 3.41 Formative assessment

Formative assessment is the ongoing evaluation of student learning that facilitates feedback to better understand and aid the development of knowledge, skills and abilities without passing any final judgement (via recorded grade) on the level of learning.

Formative Assessment is designed and used to help a student improve their learning by:

- building a clear picture of each student's skills, knowledge, understanding and approaches to learning
- evaluating the progress that each student is making over time
- identifying each student's strengths and areas of development for their future learning
- providing information through feedback of sufficient detail to pinpoint specific problems, such as misunderstandings
- helping identify "next steps" for each student through feedback that can be expressed as clear learning objectives

- providing opportunities for students to develop the skills necessary to monitor their own and others learning through self and peer assessment.

Formative Assessment is also designed and used to help a teacher improve their teaching provision by:

- assessing the effectiveness of lessons through identifying the progress made by students in individual lessons or series of lessons;
- evaluating and improving the differentiated teaching strategies used by the teacher to meet student needs
- evaluating and improving the curriculum taught by the teacher, and at a wider level, by the faculty
- ensuring that future work is set to meet the students needs.

### 3.42 Summative (performance) assessment

Summative assessment is data that is collected and collated at assessment points which evidences student progress, or the value added from baseline starting points.

Summative Assessment is:

- Used in determining the grades and levels of students for reporting purposes - these are recorded in the teacher and/or faculty mark books.
- Conducted according to standard test conduct protocols when the summative assessment is a 'test/exam'
- Designed so that all grades are accessible to students in all assessments
- Occurring on a regular basis (minimum 6 times for Yr 10-12).
- Conducted by the class teacher when used for reporting purposes (not peer or self assessment).
- Linked to clearly defined assessment criteria which is shared and discussed with students before the task commences and after the grade has been awarded (visible on Google Classroom)
- Students should be given at least one week's notice for the submission/completion date of any summative assessment (including tests) and be fully aware the assessment is summative.

## 3.5 Frequency of Assessment and Record Keeping

Formative assessment should be a regular, constant and an ongoing process throughout the academic year. Summative assessment is planned for at regular intervals, to provide evidence of a student's grade profile throughout the year. This data is particularly important to draw upon when there is dispute or scrutiny with regards to a student's academic progress, or to plan bespoke intervention.

For each reporting period a number of summative assessments must be recorded for use in helping to determine a report level or grade as follows:

- In **Years 7-9** the average number of summative assessments across the year should be 5-6 however in subjects where students are taught for 1 hour per week, then the frequency may

be less. The teacher must record the outcome of these assessments in their individual markbook, or may choose to do so centrally using ISAM Grade Book.

- The minimum requirement for **Years 10-13** is 6 summative assessments (two per term) which must be recorded centrally on ISAMs Grade Book (this requirement begins in 2023/24 for Year 10 and 12 only). ISAMs Gradebooks will be monitored by the Head of Faculty and Deputy Principal.

Planning for summative assessments is the responsibility of the faculty and must be published in advance on the central [Assessment Calendar](#). Teachers or HOF's should put in appropriate assessments **2 weeks** in advance of the assessment and any later submission should be negotiated with the Deputy Principal who is responsible for scrutinising and publishing the Assessment Calendar.

Summative assessment of all Attitudes Towards Learning (currently known as Effort Descriptor) must occur once during a reporting period, but may occur more.

Teachers should keep a record of any significant formative assessments. Markbooks of any kind are not a private document and can be viewed by Heads of Faculty and Senior Leadership.

### 3.6 Construction of Attainment Grades

When constructing a grade from a singular summative assessment staff should ensure:

- The assessment aligns well with the learning outcomes of the course
- The assessment method is tailored to the individual needs of all learners. For example, AEN and ELA accommodations
- The assessment method and content is consistent across the Faculty (between similar classes)
- The assessment allows students to demonstrate their understanding appropriate to the stage of course in which they are at.
- Assessment criteria are shared prior to the assessment.
- The grade should be recorded as a fair and accurate outcome of the assessment.

### 3.7 Report Grades

Teachers should use their professional judgement to construct report grades in consideration of the specific course. Multiple sources of data may contribute towards a valid and reliable attainment grade which reflects the students '**working at**' level eg

- Student performance across a range of multiple assessments (self-assessment, peer-assessment & other formative assessments)
- Summative assessments scheduled throughout the year.

End of Year assessments/examinations should not contribute more than 50% of overall attainment grade reported for the year, and appropriate accommodations should be made where courses require a high coursework component.

Exit Grades (Yr 11 and 13) are reported, and are the latest and fullest of all attainment evidence as they complete their IGCSE/IB courses

University Predicted Grades (Yr 13) are reported, and are a teacher's professional judgement forecasting/anticipating the grade a student will achieve after completing a two year IB Diploma course

Report Grade descriptors (attainment and effort grade) are communicated with parents at the point of issue.

### 3.8 Attitudes to Learning (Effort Grade)

BISP integrates the assessment of 'Attitudes to Learning' currently known as 'Effort Grades' into the principles and practices of assessment, recording, and reporting.

The Attitude to Learning assessment (Effort Grade) has significant value in that it provides insights into students' mindset, motivation, and approach to learning, which are crucial factors in academic success. By assessing students' attitudes and effort, we can identify areas where students may need support or intervention to enhance their learning experience.

This assessment helps in fostering a positive learning environment by promoting self-awareness and a growth mindset among our students - especially around the core competencies of communication, collaboration, creativity and critical thinking identified in our Teaching and Learning Policy. Assessment in this way also assists staff in tailoring their instructional strategies to meet the diverse learning needs of students, ensuring effective teaching and learning outcomes.

We report on each students' attitude towards learning (Effort Grade) 3 times per year.

### 3.9 Benchmark/Baseline Assessment

CEM baseline assessments are taken in Term 1 of Year 7-13 and compared with prior benchmarks to highlight any deviation/variation. These assessments are additional to language assessments that may have been taken as part of the admissions procedure.

The scores from baseline tests are maintained in professional confidence, since they are statistical probabilities and form only part of the picture of any student's potential aptitude. Taken wrongly or misunderstood, the scores could limit or depress a student's belief in themselves and adversely impact upon progress and self-esteem.

The data is particularly helpful in identifying any patterns at individual or subject-area level of under-performance against reasonable, normalised expectations. Similarly, the data can indicate where learning has been significantly effective, beyond reasonable expectations.

CEM test results are reported as individual scores per test, as well as an overall score, which is standardised to have a national mean of 100 and standard deviation of 15 (Standard Age Score – SAS). For ease of translation we convert and publish raw scores to percentiles (scores out of 100) and colour code them according to a traffic light pattern (green is high percentile and red is low)

Score correlations:



<b>Verbal Score</b>	Correlates well with subjects such as English, History and MFL amongst others. <u>Note</u> - for a student whose English is not their first language they may score disproportionately poorly on this section.
<b>Mathematics Score</b>	Correlates well with Maths, Physics and Chemistry
<b>Non-Verbal Score</b>	Correlates well with Maths, Geography, Art, Drama, Science and Technology based subjects
<b>Skills Score</b>	Is non-language specific and may confirm; or indicate otherwise unidentified; intellectual ability in a more general sense.
<b>Overall Score</b>	Is standardised to have a national mean of 100 and standard deviation of 15 (Standard Age Score – SAS)

Heads of Faculty will co-construct reasonable aspirational benchmarks with teachers using CEM benchmark data and prior attainment knowledge.

### 3.10 Ensuring the accuracy of assessment and access arrangements

It is required that standardisation occurs throughout the year to ensure staff understand the standards and expectations of attainment that each level or grade demands. The standardisation process is an essential precursor to summary assessments being made. It involves teachers establishing together whether their views of what constitutes attainment in relation to levels/grades are accurate and reliable.

Moderation must occur with all summative assessments. It is a process which helps teachers to be confident that they are applying standards consistently and allows for any differences to be resolved. This ensures that teacher assessments are fair to students and provides an accurate picture of progress for parents and offers information so that they can evaluate progress made. Moderation is essential in developing confidence in teacher assessment, both within the profession and externally. It ensures that accurate and consistent judgements are made which inform planning for progression.

Where appropriate, assessments should be differentiated in terms of language and layout to allow equal access to the assessment task for all students.

Students who receive AEN support will need to be provided with the necessary access arrangements for all summative assessments as outlined in their Individual Education Plan (Student Information Sheet)

### 3.11 Tracking

In Years 7-9 the Head of Middle School refers to data from progress reports, teacher markbooks, CEM raw scores etc, to identify and monitor academic progress and outlying patterns that may require intervention. Weekly consultation meetings utilise this data to track patterns of student underachievement or concern.

In Years 10-13 (beginning for Yr 10 and 12 only, in 2023/24) student grades are compared internally against their IGCSE and IB CEM predictions respectively. On ISAMs Gradebook grades are colour coded against their CEM benchmark to facilitate the visual tracking of student performance. Heads of Faculty with teachers, monitor progress and attainment within their subjects and are accountable to the Deputy Principal and Principal

### 3.12 Internal Exams (Mocks, Midcourse or End of Year)

What Internal Exams will be Undertaken:

- Year 11 and 13 will undertake Internal Mock exams in each subject they study
- Year 10 and 12 will undertake a “mid course” internal assessment in each subject they study
- Years 7 to 9 will undertake end of year internal assessments in most subjects

Internal exam grades will also be calculated into the EoY attainment grade (for transcript purposes) and be proportionately weighted.

Head of Faculty must ensure that internal exams:

1. Clearly define the exam's purpose - why are students sitting the exam?
2. Ensure classes are given equal planning and preparation time before the exam period, and have common guidance on how to approach the exam (including common academic honesty guidelines)
3. Design appropriate exam questions and assessment criteria relevant to content/skills already covered.
4. Consider individual learning needs that require accommodations or modifications.

### 3.13 Marking and Feedback (as formative assessment)

Feedback from marking should actively engage students within the learning process, through encouraging them to identify areas of strength within their work, areas for improvement and how to make the required learning gains. Research shows high quality formative assessment has significant impact on learning, progress and attainment of students. Comment marking/feedback is designed to move students forward and requires them to respond to the qualitative feedback given. Where possible active reflection time should be available in lessons.

Formative marking and feedback should have the following characteristics:

1. A positive and developmental comment which suggests strategies for improvement. For example: “what went well” (www) comments; “even better if” (ebi); or “in order to improve” (ioti) comments.
2. Feedback (written, audio or verbal) is given as an integral part of classroom practice.
3. It informs the short-term planning cycle.
4. It informs teachers about the progress of students.
5. It links success and improvement to success criteria.
6. It allows time for the learner to respond to the comments by improving the work within designated time.

### 3.131 Involving Students in Formative Feedback

A variety of strategies can be used to ensure that students are part of the formative assessment/marking process such as:

1. **Verbal Feedback** – between the teacher and student; this is a valuable form of formative feedback. Some departments may use this type of feedback more frequently due to the nature of their subject. For example in art, music and physical education the most effective feedback may be often verbal. It involves frequent use of open and probing questions and an ongoing dialogue as work progresses towards the learning intention/success criteria.
2. **Feedback to Feedforward** – there is an expectation that students transfer any developmental feedback from staff on a particular piece of work, to the start of the next piece of relevant work, so the feedback forms a focus of improvement for the student.
3. **Self and Peer Assessment** – Students are given clear and agreed success criteria/mark schemes. This allows students to gain a better understanding of where they are, where they need to be and what they need to do to get there. Any student marking should be done in a different colour pen to highlight it is as student marking and not teacher marking. The teacher would obviously check any self or peer assessed work, and is advised to initial this as evidence.
4. **Protected Time for Student Follow-Up** – this can be anything from 2 to 15 minutes in a given lesson. It is protected time within the lesson to allow students to make corrections to marked work, and to read, act and reflect on the formative feedback given; it is also a time to feedforward relevant feedback for future work.

### 3.132 Marking of summative assessments

Each Faculty should agree upon a consistent range of clear mark schemes, according to the tasks being marked (e.g. a single number scale or a grade for open-ended tasks, a score for closed tasks etc.). Students need to understand their attainment against transparent criteria, in order to inform their on-going progress.

For summative tests/exams, Heads of Faculty should ensure:

1. A mark scheme is applied consistently by all staff within the faculty.
2. The mark scheme is clearly understood by students and published on Google Classroom
3. Where appropriate, students' work in preparation for external examinations are marked using the specification marking criteria.
4. Progress and attainment checks for lengthy project-based activities are completed regularly (not just at the completion of the project)
5. Students are encouraged to complete corrections, and guidance is given as to which corrections are the most essential.
6. Ensure that the faculty expectations/policy are adhered to by all staff, which includes appropriate monitoring processes eg as part of lesson observations; work scrutinies etc.

### 3.133 Frequency

Marking and Feedback is expected to be given to students at regular intervals in all subjects so that progress can be accurately monitored. The Head of Faculty will establish which frequencies are appropriate to the faculty and guidelines should be included in faculty policies. The minimum requirement is no less than once a month.