



El Alsson
British & American International School



DEVELOPING SUCCESSFUL 21st CENTURY CITIZENS

ASSESSMENT AND REPORTING POLICY

DATE OF POLICY REVIEW

April 2017

British Secondary School Assessment & Reporting Policy 2016/7

OVERVIEW

El Alsson British International School recognises that teaching, learning and assessment of that learning are fundamentally interdependent. Learning outcomes, which include knowledge and understanding of a subject as well as cognitive, personal and academic skills, should be explicitly stated for each unit of work/assignment/course, and these should be the pivot around which the whole course is developed.

AIMS

Every student in the El Alsson community will achieve personal academic success at every stage of their school career, regardless of their circumstances, age, gender, background or ability. The students' progress will be regularly communicated to their parent/guardian in academic reports (issued as per the school calendar).

We believe that assessment

- Monitors the progress of learning and achievement;
- Produces coherent feedback for learners, parents and external institutions; and
- Informs curriculum and assessment review
- Measures what students understand, what they can do and what they know
- Is both formative (to assist students in building understanding, skills and knowledge) and summative (to assess students' acquired understanding, skills and knowledge);
- Allows students to evaluate their progress and set targets for improvement

We recognise that students

- Have differing learning styles & preferences;
- Have different expectations and needs
- Perform differently according to the context of learning
- Need to know their achievements and areas for improvement in the learning process
- Should receive feedback that is positive and constructive

OBJECTIVES

- All students are expected to attend at least 80% of lessons in a subject (in line with Ministry requirements), as anything less than this will impact directly on their learning and therefore the validity of any assessment.
- Where applicable, all KS3 students will be awarded NC Levels in order to track their personal progress
- KS4/5 students will be awarded grades/numbers in line with the relevant examination awarding body
- Formative assessment should be taking place regularly within lessons to facilitate the progress of each student as an individual (potentially feedback based rather than graded)
- Students should be using self and peer assessment on a regular basis to ensure that they understand both the learning objectives and the assessment criteria

Student-Centered Practices

- Complete all assessment tasks described in the subject assessment requirements to the best of their ability.
- Ensure that all work put forward for assessment (formative or summative) is entirely of their own production
- Maintain a good record of attendance (minimum 80%), conduct and progress
- Follow all exam protocol as dictated by the school, the British Council or the Examining Body (for external assessments).

Teacher-Centered Practices

- Provide students with a course outline and subject assessment requirements at the commencement of the subject/course.
- Teachers should help students understand what is required of them to fulfill the criteria for a particular piece of assessed work.
- Feedback to students should be prompt (within 7 school days of work being submitted/assessment being completed) and supportive.
- Teachers must keep a clear and accurate record of all assessment activities (in line with departmental policies).

- Ensure that both formative and summative assessments have taken place within a single reporting session (to ensure that students have been given 'tools' to facilitate progress assessed summatively).
- Ensure that both formative and summative assessments feed into the planning of subsequent lessons
- Use external assessment data (Edexcel, CIE, GL Assessments) to inform future planning.
- Value students' own work and act upon any suspicion of malpractice by a student (e.g. cheating, plagiarism etc)
- Ensure that assessments are fair, valid and reliable.
- Store key assessments securely.
- Monitor the progress of all students and keep HoD/AH informed at all times of students who are not making the expected level of progress. Maintain accurate records of student achievement and assessment.
- Meet school and external timeframes for assessment and reporting.
- Inform students and parents of academic progress via the whole school reporting system (see below).

School-Centered Practices

- HoDs are responsible for the tracking of student assessment data within their department and should highlight students causing concern to the relevant AH for further action.
- All assessment pieces (samples of, where appropriate) should be moderated within the department to ensure consistency and standardisation. This should take place on a termly basis minimum. This will be facilitated by the HoD.
- Follow all guidance and protocols as dictated by The British Council and/or examining bodies.
- Examinations Officer will provide HoDs with all external assessment data.
- Data Coordinator will ensure that all 'whole-school' data is analysed.

Malpractice

- Where a student is believed to have cheated or submitted work which is not their own, the teacher must follow the behaviour policy. Whether or not the student is awarded a level/grade subsequently is at the discretion of the HoD/AH.
- Suspected malpractice in an external examination (including controlled assessment) will be taken very seriously and investigated by the Examinations Officer.

Reporting to Parents

- Reports are issued to students/parents regularly, as per the whole school calendar and are generated by the school MIS (3sys).
- Each report will indicate a student's performance in terms of NC level/Grade currently being achieved, their target level/grade for the year, Effort, Homework and Behaviour
- Long reports will allow teachers to discuss more fully the student's achievements and give specific targets for future progress.
- Reports should be constructive, individualised and based upon evidence which the teacher has collected in that reporting session/academic year.
- Teachers must ensure that all deadlines for the writing of reports are met
- HoD/Subject coordinators are responsible for the proof reading of reports.
- Parents' meetings take place according to the whole school calendar and are a forum for teachers to discuss more fully the progress made by each individual student.

Written by: Wendy Spence (Assistant Head of Teaching and Learning)

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Next Review: May 2017