



# ACS (International) Assessment, Recording and Reporting Policy

## Assessment Procedures

### Background Philosophy

ACS (International) believes that assessment is an integral part of teaching and learning that should identify students' strengths, weaknesses and gaps in understanding and, as a consequence, inform teachers' planning and enable students to make good progress.

Therefore, ongoing formative assessment should be evident in students' assessed work and the use of assessment information should be evident in planning.

Diagnostic assessments should take place at the end of a unit of work whilst major summative assessments will occur at least once each academic year.

### Main Purposes of Assessment

**Formative** – ongoing assessment of students' progress

- to recognise a student's positive achievements
- to communicate required improvements and how to improve
- to communicate levels of attainment
- to inform future planning of work

**Diagnostic** – diagnosing learning difficulties

- to identify a student's strengths, weaknesses and areas for improvement
- to inform planning

**Summative** – recording the overall achievement of each student in a systematic way to provide a summative level or grade of achievement.

The assessment policy is designed to support and extend student learning and to enable students to develop confidence. The School believes that the planning of the curriculum, assessment of students' progress and the recording and reporting of students' attainment and achievement are all inter-dependent.

Good planning is a vital element in effective teaching. It is important that the teacher knows what students have learned and which concepts have been understood. Regular assessment not only enables teachers to make sound judgements about students' attainment but also informs future planning.

Record keeping and reporting acknowledge attainment and achievement, indicate targets for the future and ensure progression and continuity in learning.

## **Aims**

Our principal aims are:

- To provide each student with continuity and progression in learning and the opportunity for maximum achievement through clear guidelines and encouragement
- To enable every student to be aware of his/her capabilities and areas for improvement
- To involve and motivate students through clear and consistent assessment information
- To maintain manageable and helpful records and so aid the continuity of learning from class to class
- To provide clear and accurate information for parents, BOM and external agencies (e.g. IBO, CIS) about curriculum achievement
- To provide a basis for planning future teaching and learning
- To support teachers in evaluating the effectiveness of their teaching

Teachers use assessment approaches that allow for different learning styles. They ensure that students are given the opportunity and encouragement to demonstrate their competence and attainment through appropriate means including homework.

Staff will have a clear awareness of their assessment objectives, and will make use of a variety of assessment activities which will provide evidence of attainment. Opportunities for assessment will be included in lesson plans. These activities will take account of differing abilities within each teaching group and the varying requirements of each subject.

The aims of any piece of work are linked to the programmes of study as set down in departmental schemes of work.

Staff will use feedback from assessment activities, including self and peer-group assessment, to plan future activities with the aim of improving individual standards of work.

Students are given a clear explanation of what the lesson is trying to achieve and how they are being assessed. Criteria will be made clear to students.

Staff keep manageable records of each student's progress, in accordance with departmental policy to enable accurate assessments to be made and reports to be written.

Where appropriate, in accordance with the relevant assessment criteria, pieces of work will be identified to provide evidence of achievement.

Work should also be kept to provide evidence of consistency of marking and standards in the form of a portfolio.

Work is marked in accordance with the relevant assessment criteria, agreed in departments, and relating to IGCSE and IB criteria. Students understand what the marks/grades/levels mean and that they indicate attainment, not merely coverage.

Parents and students will be provided with clear information on assessment criteria.

Staff provide quick and useful feedback to students on the quality of their work with clear targets for improvement which are achievable and fully understood by students. These can be verbal or written, as appropriate.

Targets are regularly monitored by staff.

Students will have regular opportunities to assess performance and to evaluate their progress and to respond to all types of assessment.

### **Departmental Assessment and Marking Procedures**

Departments will draw up their own departmental assessment and marking procedures to ensure consistent procedures across the department. Departments are expected to ensure that their own departmental procedures conform to the school policy and guidelines and to the school homework policy.

### **Assessment by the subject teacher**

Teachers should use assessment as a part of their everyday work to monitor student progress and adapt their approaches if necessary.

Assessment, according to type used, should:

- Be ongoing throughout the year
- Apply to class work and homework and be based upon a variety of evidence
- Allow students to demonstrate what they know, understand and can do
- Allow for differentiated tasks or outcomes
- Show a variety of assessment techniques, both formal and informal
- Be fair, accurate and consistent and, as far as possible, objective
- Recognise effort and perseverance as well as attainment

Strategies for assessment will include:

- Assessing students' contributions to lessons (e.g. their questions and their answers to questions)
- Discussing with students as individuals and/or in groups
- Marking/examining students' day to day work
- Setting tests, assignments or coursework
- Considering the results of practical work or fieldwork

Teachers should use information about students' prior attainment and information gathered from assessment:

- To communicate learning objectives to students
- To set well-grounded expectations for students
- To set challenging but realistic targets for students
- To vary teaching and learning strategies to motivate different students
- To provide targeted support for students in order to help and encourage them to overcome difficulties
- To make effective use of homework
- To provide clear and positive feedback to students
- To monitor student progress against examination specification criteria and against short term targets.

The Role of the Head of Faculty:

The Head of Faculty has a key role to play in establishing and monitoring the quality of assessment within the department:

- By identifying intended learning outcomes for units of work
- By establishing a common set of unit tests or assessment tasks
- By periodic checking on teachers' adherence to departmental schemes of work and policies (lesson plans, assessment, marking, homework)
- By maintaining portfolios of assessed work to exemplify standards
- By ensuring the collation of departmental assessment data
- By regular review and evaluation of student progress and departmental performance

Practical measures for promoting consistency in assessment could include:

- Pairing teachers for regular comparison of assessments
- Cross-marking of the same work
- Lesson observations
- Sampling of students' work/assessments
- Departmental moderation and standardisation
- Common Tests/assessments

During the academic year, there should be some unit tests or assessment tasks within a subject which are common across a year group. These should be identified within departmental schemes of work.

Special Educational Needs

Early identification of students with special educational needs is a priority and regular assessment aids the process. Subject teachers should report at the earliest possible opportunity to

both the relevant CCO and the SENCO those students who are believed to have genuine special learning needs if not already identified upon admission.

The SENCO maintains a register of students deemed to have special educational needs. The CCO and Housemaster / Housemistress should also be informed of behavioural problems which are restricting the progress of individual students. The CCO and the SENCO will also be responsible for carrying out or arranging more detailed assessments and diagnostic testing for students with learning difficulties. Support will then be requested from external agencies should more expertise in testing or assessing be required.

Teachers' Planning:

Teachers are expected to plan and record their lessons using the *School's lesson plan proforma*. Lesson plans should be informed by the assessment of student progress and should be differentiated in learning outcome and task to meet the needs of all learners. Teachers' lesson plans must be made available upon request by the Head of Faculty, Vice Principal (A) or Principal.

## **Recording Procedures**

Main objectives

- To monitor and track progress and inform staff when intervention is required
- To assist progression and continuity when a student moves from one year to another
- To provide evidence for summative reports

Individual Teacher Records

Teachers are expected to record marks and grades in their mark books, any common departmental / Faculty recording scheme or in iSAMS. They must make their records available to the Head of Faculty, Vice Principal (Academic) or Principal upon request.

School Records

The School uses the iSAMS system to manage data. Student information other than assessment data is entered into the system by academic, pastoral, administrative staff or by VP Pastoral / HSMs on occasion. Staff record assessment data via OAS.

Interim progress checks are made during the year. Teachers are informed and keep track of individual students' progress through centralised records in iSAMS, and via CCOs if there are cases for concern.

CCOs, in consultation with VP(A), house tutors and subject staff, are involved in the identification of outstanding progress or causes of concern. Informal contact is encouraged between CCOs, house tutors and subject staff at all times in order to discuss students' progress.

## Reporting Procedures

A full written report on a student's achievements and progress will be sent to parents and students once a year. These reports are accessible on iSAMS but are also issued to students in hard copy booklet format. Shorter grade reports are issued twice a term via iSAMS in the following manner:

Mid Term 1\*: Effort grades

End Term 1\*: Effort and Achievement grades

Mid Term 2\*: Effort and Achievement grades

End Term 2: Effort and Achievement grades + full comments in each subject.

Mid Term 3\*: Effort and Achievement grades

End Term 3\*: Effort and Achievement grades

Mid Term 4\*: Effort and Achievement grades

\* Any grade of 3 or below for effort or achievement must carry an explanatory comment.

End Term 4: End of year report (report with full comments)

This report must include the following:

- a comment on relative strengths
- a comment on relative weaknesses
- suggestions for improvement
- unauthorised and authorised absences
- CCA report and grades
- Record of Merits and Demerits

Parent Teacher Meetings are held twice a year at the end of terms 2 and 4. All teachers are required to attend however, in the event that a teacher be unable to attend, they must make alternative arrangements to consult with parents.

Arrangements to discuss student progress with parents and / or guardians may be made at any time throughout the year and especially in cases highlighted by the CCO where a student may be underperforming.

CCOs, subject teachers, HSMs and HTs are also encouraged to maintain open contact with students' parents and guardians.

## Main Purposes of Reporting

- to provide parents with accurate and realistic information about their child's progress – achievements, weaknesses and targets
- to provide information on required improvements

- to provide thorough and relevant information to a school or institution receiving a student subsequently

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