

Student Assessment Policy

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'College' refers to Bristol International College; 'parents' refers to parents, guardians and carers.

CONTENTS

1.	Central Purpose of Assessment.....	2
2.	Roles.....	2
3.	Purposes of assessment.....	2
4.	Forms of assessment and outcomes arising	2

1. Central Purpose of Assessment

- 1.1. The key purpose of assessment is to promote Learning and student involvement is fundamental
- 1.2. Assessment criteria is a communal concept and should be shared openly between all interested parties
- 1.3. Students should be able to assess their own work and the work of others.
- 1.4. Marking should provide feedback that positively acknowledges achievement and identifies targets for improvement

2. Roles

- 2.1. The involvement of students in the marking and assessment process is important and staff ensure that:
- 2.2. Students are prepared and ready for their involvement in the process;
- 2.3. Students have the correct resources required;
- 2.4. Students understand the necessity of assessment of learning and are resilient in their response to it;
- 2.5. Students demonstrate and understand the necessary responsibility required in self and peer assessment;
- 2.6. Students are guided to reflect on their performance and their targets for the future and to implement the recommended improvements;
- 2.7. Suitably challenging targets are set;
- 2.8. There is a clear marking & assessment policy in place to ensure consistency for students;
- 2.9. The aims and purposes of marking & assessment are communicated to students.

3. Purposes of assessment

- 3.1. Feedback on Performance: Regular assessment provides feedback to both the teacher and the pupil
- 3.2. about the pupils" performance. This feedback can then be used in a variety of ways:
- 3.3. to help pupils be aware of their progress and, where appropriate, improve the quality of their work. Effective feedback covers the strengths in pupils" work, areas in which improvements can be made and specific ways in which they can develop in the future
- 3.4. to provide information to parents on the child's progress.
- 3.5. to help teachers make decisions about teaching strategies and the content of the curriculum. The results obtained from the process of assessment can be helpful for teaching staff to evaluate their own approach and to make the appropriate changes.
- 3.6. to provide information on the work of the school.

4. Forms of assessment and outcomes arising

- 4.1. Target-setting
 - 4.1.1. During the first half of the Autumn Term, two weeks will be set aside for the discussion of targets. The conversation between teacher and pupil is an important part of this process as it gives the teacher the opportunity to encourage pupils to consider what level they are currently working at and what they need to do to improve their performance so that they can achieve the grade that they aspire to. The target grade itself is an agreed grade (between teacher and pupil) based on the average projections given by the baseline data (e.g. MidYIS) and the professional judgement of the teacher.
- 4.2. Assessment, marking and feedback
 - 4.2.1. Tasks should be set work regularly to be completed during study time.
 - 4.2.2. Tasks should be recorded by students (either in their planners or in their phones, at the discretion of the teacher) and by teachers on the MIS.
 - 4.2.3. Each teacher must set and mark one piece of formally marked work every 2-3 weeks
 - 4.2.4. It is the responsibility of each teacher to:
 - 4.2.5. Provide feedback to students as quickly as possible. As far as possible, work should be marked for the next lesson.
 - 4.2.6. Give effective feedback on student work covering the strengths of work, areas in which improvements can be made and specific ways in which they can develop in the future.
 - 4.2.7. Record their marks in a mark book (either physical or electronic)
 - 4.2.8. Teachers should use a range of assessment strategies to develop pupils' understanding of the success/exam criteria. There should be some element of Assessment for Learning.
 - 4.2.9. Some form of common assessment (i.e. an assessment across a year group within a subject) should take place once every half term to track pupil progress and highlight areas of concern. Provision for these should be made in the Scheme of Work. Teachers should; collate the marks for this; highlight pupils causing concern with the relevant HM/tutor and their line manager; and state what will be done to support those pupils causing concern (and save within a results spreadsheet).
- 4.3. Reporting Structure
 - 4.3.1. The reporting cycle, using the College calendar, will be designed to include a number of information points (gradings, summary reports, full reports and parents' meetings) spread throughout the year to allow the school to monitor pupil progress and to give pupils and parents a clear picture of how the pupil is progressing and how they might improve further.
- 4.4. Gradings meetings
 - 4.4.1. Gradings meetings will take place after each set of gradings. This will be chaired by the Principal and attended by all teaching staff. (Additional concerns can be raised at any time to discuss individual pupils.)

- 4.4.2. The aim of these meetings will be to allow discussion of pupils following a gradings; for high-achieving and under-achieving pupils to be highlighted; for actions to be agreed to reward and/or support these pupils to improve progress further.

NB: The exact nature of grades (i.e. how effort and achievement will be determined and classified) will be established once academic staff have been appointed to the College.

4.5. Types of report

Achievement

	Teacher	Tutor	Tutor	What happened to it
Grading	Effort and achievement	N/A	N/A	Published on ManageBac
Summary Report	Effort and achievement grades plus short comment	Report on progress (focusing on academic) highlighting successes	Report on progress (focusing on pastoral and co-curricular)	Published on ManageBac
Full Report	Full report, including stock comment on what has been covered, progress and specific targets for development	Report on progress (focusing on academic) highlighting success and areas for development	Report on progress (focusing on pastoral and co-curricular) highlighting success and areas for development	Published on ManageBac and a hard copy sent home
Mock Exam Report	This should contain a grade, percentage score and comments on the exam performance offering targets for improvements	N/A	N/A	Published on ManageBac
Farewell Report	An opportunity to wish a student all the best for the future as well as a brief comment on performance	An opportunity to wish a student all the best for the future and reflect on their development	An opportunity to wish a student all the best for the future and reflect on their development	Published on ManageBac

Work Scrutiny

This form clarifies what a line manager expects and is looking for when conducting a scrutiny of pupils' work (either exercise books or folders), either as part of a work scrutiny within the department or within a departmental review.

It is good practice to look at a range of books/folders within a set.

Completed by:

Date:

Year Group:

Teacher: Subject:	Pupil 1	Pupil 2	Pupil 3
Effective planning and differentiation for the individual			
Is there evidence of success / exam criteria?			
Is the amount of work produced appropriate to the child's age and ability?			
Is there evidence of differentiated learning to ensure PROGRESS? (e.g. scaffolds/extension work)			
Work is marked in line with Assessment Policy			
Is marking regular?			
Does the marking facilitate progress to be made? i.e. are teacher comments meaningful, motivational and specific to the learning (rather than just effort)?			
Where applicable, are the correct achievement grades being used?			
Evidence pupils respond to marking			
Is there evidence of pupil engagement with feedback and reflections on progress and improvements?			
Is there evidence of targets being regularly checked and updated?			
Is there evidence of improvements and progress?			