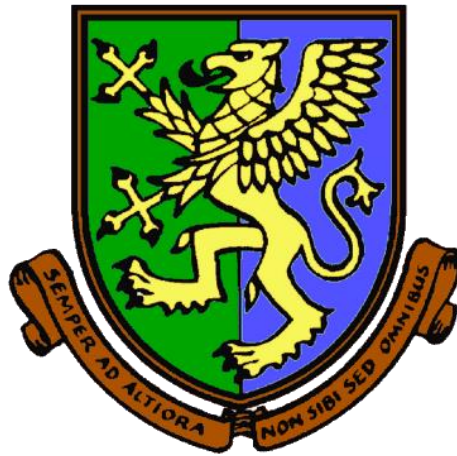


COWLEY INTERNATIONAL



COLLEGE

Assessment Policy

2023-2024

Status	NON-STATUTORY
Delegated to	Principal
Responsible Person	Deputy Head (TLC)
Review Date	
Ratified Date	

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Links to College aims

- to raise the standards of achievement for all students at Cowley International College.
- to extend all students to the limit of their individual ability.
- to enhance the quality of teaching and Learning in all areas.

Links to College Improvement Plan

- to improve student achievement and performance at all levels.
- to develop strategies to engage students in knowing how to, and wanting to, make progress.
- to establish student monitoring and evaluation meetings, with feedback.
- to develop strategies to ensure all students understand the target setting process and their present performance.
- to have clear assessment procedures in place to ensure feedback to students.

Links to teachers' standards (DfE 2012)

A teacher must:

- guide students to reflect on the progress they have made and their emerging needs.
- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- make use of formative and summative assessment to secure pupils' progress.
- give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to the feedback.

Assessment policy

1. Introduction

All internal assessment is 'for learning' and is therefore fundamental to high quality teaching. It serves two purposes:

- To provide students, teaching/support staff and parents with summative and formative information about individual student progress; enabling next steps to be planned.
- To provide students, teaching/support staff, parents, senior leaders and stakeholders with information about the effectiveness of teaching and learning in all curriculum areas within school, and between all groups of students; enabling next steps to be planned.

The College Assessment policy should be read in conjunction with the College Marking policy.

2. Basic Principles

As advised in Assessment Principles (DfE, April 2014), the assessment systems at Cowley:

2.1 Provide reliable information to parents about how their child, and the College, is performing.

- Enable meaningful tracking of students towards end of year and key stage expectations in the curriculum.
- Provide information which is easily understood and is both qualitative and quantitative.
- Differentiates attainment between students of different abilities and gives early recognition of those who are falling behind and those who are excelling.
- Are reliable and free from bias.

2.2 Drive improvement for students and teachers.

- Are closely linked to improving the quality of teaching.
- Ensure feedback to pupils contributes to improved learning.
- Produce recordable measures which reflect progress over time.

2.3 Ensure that the College takes account of external best practice and innovation.

3. Quality assurance

To ensure that assessment procedures are consistent with our aims and principles:

- Staff are regularly trained in our approach to assessment.
- A data manager coordinates data input, analysis and evaluation.
- Assessment practices are reviewed annually

4. Approach to Assessment

- To have high expectations of students and to set aspirational targets
- To use a range of detailed formative and summative assessment methods to ensure that students, teachers and parents know if a student is achieving the expected standard or if they need to catch up.
- To ensure that pupils make the progress their teachers expect and that more able pupils do work that deepens their knowledge and understanding.
- To ensure that all assessment is constructive and contributes to students' learning
- To ensure that assessment information is used by teachers to identify students who are falling behind in their learning or who need additional support to reach their full potential, including the most able.

5. Assessment Procedures

- i. Students are assessed against criteria which are derived from the National Curriculum. They are short, discrete, qualitative and concrete descriptions of what students are expected to know and be able to do.

- ii. Assessment criteria for periodic assessment are arranged into a hierarchy, setting out what students are normally expected to have mastered by the end of each session. The achievement of each student is assessed against all the relevant criteria at appropriate times of the school year.
- iii. Each pupil is assessed as either not yet meeting (3), meeting (2) or exceeding (1) each relevant criterion contained in our expectations for that year. This is presented to students as a RAGG* colour and internally reduced to either a numerical figure at KS3, or a GCSE/BTEC grade at KS4.
- iv. Assessment judgements are recorded and backed by a body of evidence; observations, records of work and testing.
- v. Assessment judgements are moderated by colleagues in school and by colleagues in other schools to make sure assessments are fair, reliable and valid.

*See Appendix 1

6. Target Setting

Progress Grids, designed by each department to concentrate on the “big ideas” of the National Curriculum, are used at KS3. (These are available on the college website: <http://www.cowley.st-helens.sch.uk/index.php/assessment-and-tracking-at-ks3/>) GCSE/BTEC grades are used at KS4.

End of Year targets are set in-line with minimum expected progress from the starting point determined on entry in Year 7.

Starting Points are determined using:

- i. KS2 scaled scores achieved in National Curriculum Tests (often referred to as SATs) during the Summer Term in Year 6.
- ii. TA Levels achieved during the Summer Term in Year 6.
- iii. CAT data collected during the Summer Term in Year 6.

7. Assessment Cycles

There are three main assessment cycles; Autumn 1, Spring 1 and Summer 1.

Core Subjects include an additional three cycles; Autumn 2, Spring 2 and Summer 2.

Within each Assessment Cycle there is a:

- i. **Revision** week; formal revision is carried out during lessons, and is set for homework
- ii. **Assessment** week; a variety of methods used to assess progress is carried out by teaching staff
- iii. **Study/Improvement week**; where staff carry out analysis and retesting of pupils based on assessment performance
- iv. **Data Input** week; a data-drop in which the following details are recorded centrally
 - Current attainment*
 - Target attainment*
 - Whether a student is on track (RAGG)*
 - End of course predicted attainment (KS4)
 - Points of praise
 - Points of concern

8. Evaluations

The following evaluations take place after each Assessment Cycle

- i. KS2 NC Tests / CAT tests – Head of Lower School
- ii. English / Mathematics Baseline tests – Head of English/Mathematics
- iii. Reading/Writing Tests – HOD/Coordinator for English
- iv. RAGG Criteria – HOD/HOA/HOS
- v. GCSE Grades – HOD/HOA/HOS
- vi. G&T/SEN attainment and progress – G&T coordinator/SENCO
- vii. LAC/PP attainment and progress – LAC coordinator/Pupil Premium Champion

Teachers identify and plan actions/interventions to remedy where pupils do not demonstrate knowledge or understanding of a key element of the curriculum

Teachers use the outcomes of assessment to summarise and analyse attainment and progress for their pupils and classes.

Teachers use data to plan the learning for every student to ensure they meet or exceed expectations, and to ensure that students identified as **vulnerable** or **at risk** are making appropriate progress, and that all pupils are suitably stretched.

9. Department Pupil Data Meetings

Each department holds a Pupil Data Meeting following each Assessment Cycle.

During the meeting the current picture at each Year Group is shared by HODs, with particular focus on:

- General student progress evidenced by work completed.
- Progress of all vulnerable groups of students.
- Within department variation.

Departmental priorities and actions are identified and shared.

10. Year Group Pupil Progress Meetings

Aim

To monitor and evaluate departmental and year team procedures to ensure that students are supported and challenged through early targeted intervention (with a particular focus on Pupil Premium students).

Outcomes:

- Intervention is reviewed
- Targeted students are sampled
- Students make expected progress
- Good practice is shared

Staff involved:

- Head of English
- Assistant Headteacher – Head of Maths
- Assistant Headteacher – Head of Upper School (Y9, 10&11 meetings)
- Assistant Headteacher – Head of lower School (Y7& 8 Meetings)
- Head of Achievement for year group discussed (chair)
- Key stage representative for English and Maths
- Assistant Headteacher – Care Guidance and support
- English and Maths Teacher – Opportunity for staff to ‘shadow’ the procedure

Procedure:

Timing of the meetings

The meetings take place once every half term linking to Assessment schedules and Departmental Data meetings. Year 11 will take place on a separate evening to other year groups and Y7-10 will run simultaneously in upper/lower school meetings.

Before the meeting

- English and Maths staff will analyse data to explore patterns with classes, underachievement with targeted students.
- English and Maths coordinators to collect evidence for particular year group.
- HOA and HOS will select 5 Pupil Premium students to be explored in detail during the meeting.
- English and Maths coordinators to collect student books, work and assessments

The Sample

HOA and HOS will select 5 students in total from a range of classes. The students will either be underachieving in Maths, English or both.

During the meeting

The meeting is a very 'business-like' solution focused conversation with no anecdotal chat about the child. The meeting is not to plan interventions, but to explore and evaluate systems and procedures through the sampling of students. Detailed notes are not required from the meeting, however, bullet points of any actions agreed should be taken and circulated.

The conversation will take the following format:

1. Summary presentation of English and Maths data by the English and Maths coordinators
2. Exploration of individual students. Here the group will explore the student's books and other information provided by the department.

After the meeting

HODs and coordinators to share findings, recommendations to department and individual staff.

11. Form Time Target Setting

After each assessment cycle students, during form time evaluate their progress, attendance and behaviour and set targets for the next term/cycle. The form tutor reviews the targets and guides each student through the process of evaluation.

12. Reporting to Parents

Ensuring parents and Carers have clear and accurate information on pupil attainment and achievement is essential. The College meets the statutory requirements of reporting to all parents throughout an academic year. The profile (summative) is distributed three times a year and the end of college report (formative) is once a year. The profile and written reports are specific to each subject and show parents how the student is progress in line with the end of year target and their 'flight path'. There is also a summative assessment on their behaviour and attitudes to learning.

The college has one parents' evening per year for parents/carers to meet with all subject teachers. Year groups also plan additional 'special' parents' evenings at specific points throughout the year to target cohorts of students.

Audit

Criteria	Comments
Schools should review their assessment practice against the principles and checklist set out in this report. Staff should be involved in the evaluation of existing practice and the development of a new, rigorous assessment system and procedures to enable the school to promote high quality teaching and learning.	
All schools should have clear assessment principles and practices to which all staff are committed and which are implemented. These principles should be supported by school governors and accessible to parents, other stakeholders and the wider school community.	
Assessment should be part of all school development plans and should be reviewed regularly. This review process should involve every school identifying its own learning and development needs for assessment. Schools should allocate specific time and resources for professional development in this area and should monitor how the identified needs are being met.	
Pupils should be assessed against objective and agreed criteria rather than ranked against each other.	
Pupil progress and achievement should be communicated in terms of descriptive profiles rather than condensed to numerical summaries (although schools may wish to use numerical data for internal purposes).	
External moderation is an essential element in producing teacher assessment that is reliable and comparable over time, and all schools should take part in such moderation. Schools should be prepared to submit their assessment to external moderators, who should have the right to provide a written report to the head teacher and governors setting out a judgement on the quality and reliability of assessment in the school, on which the school should act. The Commission is of the view that at least some external moderation should be undertaken by moderators with no vested interest in the outcomes of the school's assessment. This will avoid any conflicts of interest and provide objective scrutiny and broader alignment of standards across schools.	

Appendix 1

KS3 RAGG Criteria

Gold – Exceeding expectations

Green – Meeting expectations

Amber – Not yet meeting expectations

Red – Cause for concern

Appendix 2: Additional Notes regarding Assessment for the IB Diploma

1. The specific characteristics and use of the use of DP assessment criteria

Assessment for the IB Diploma's Mandarin B Standard Level course is different in many respects to the GCSE and A level courses that are typically run at Cowley. For convenience, the main differences are listed below:

- a. Mandarin B (SL) has a compulsory coursework element, called internal assessment. This counts for 25% of the overall Mandarin B (SL) score and is assessed using an oral conversation between the teacher and the student. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Considerable practice opportunities need to be built into the course to ensure that students are ready and able to succeed on this component. The Individual oral assessment comprises of a conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. In total, there are 30 marks available for the internal assessment.
- b. External assessment is where students taken written examinations. There are 3 written papers for the Mandarin B (SL) course. Paper 1 is a 1 hour 15 minute exam on productive skills (writing). This exam is worth 25% (30 marks). Immediately after this exam, students then take the Paper 2 (Reading) exam – this lasts for a further hour and is worth 25% (40 marks). The following day students take the Paper 2 (Listening) exam. This lasts for a final 45 minutes, is also worth 25% (25 marks), bringing the total time for external assessment for Mandarin B (SL) up to 3 hours.
- c. The exam papers, mark bands and mark schemes for Papers 1 and 2 are broadly similar to those produced for GCSE and A Level. Likewise, the format and recording of the internal assessment of the Mandarin B (SL) course is broadly similar to that required for the oral assessments at A Level and GCSE.
- d. Students are not allowed to use dictionaries at any point during papers 1 and 2.
- e. Paper 1 is based on the five themes: identities, experiences, human ingenuity, social organization, sharing the planet. Paper 1 assesses the degree to which students are able to: communicate clearly and effectively in a range of contexts and for a variety of purposes; understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences; understand and use language to express and respond to a range of ideas with fluency and accuracy and identify, organise and present ideas on a range of topics.
- f. Paper 2 is also based on the five themes: identities, experiences, human ingenuity, social organization, sharing the planet. It is divided into two separate sections: listening (3 audio passages) and reading (3 written passages) covering different topics drawn from the five themes. The students' understanding of the six passages is assessed in this examination; it does not test the students' knowledge of any factual content of a specific topic. All audio and written passages are in the target language and all answers must be provided in the target language.

2. Processes for Recording and Reporting DP assessment

- a. The conduct of externally assessed IB work is broadly in line with requirements for all UK examinations (including GCSE and A Level).
- b. For the IB Mandarin B (SL) internal assessment (oral), visual stimuli are prepared for all students for each of the five themes. At Cowley there are likely to be less than 10 students in any particular year and as such it is appropriate that the same five stimuli are used for all candidates. If there are more than 10 students, additional stimuli will need to be prepared. Note that each candidate will only ever be presented with two of the stimuli.

- c. The internal assessment (oral) lasts for a maximum of 30 minutes – 15 minutes preparation time, and between 12 and 15 minutes to conduct the assessment: Part 1 Presentation (3-4 minutes), Part 2 Follow-up Discussion (4-5 minutes) and Part 3 General Discussion.
- d. Normal rules apply to the internal assessment – no phones etc
- e. Student work will be moderated by the IB – where the number of candidates is sufficient, a sample of the student’s work will be selected by the IB. In all cases the Exams Officer will need to send the sampled work to the IB as required.
- f. There are very specific rules regarding the conduct of this internal assessment – teachers will need to have successfully completed the IB Diploma Mandarin B (SL) training.

3. Processes for standardization of assessment of students' work

The individual oral assessment is internally set and internally assessed, but externally moderated. Assessment criteria are used to assess the individual oral assessment, and a “best-fit” model is used to determine the mark awarded for each of the criteria. The individual oral assessment is unlike traditional GCSE and A Level courses in as much that it does not attempt to specify the words and phrases a student must learn in order to pass – instead it assesses the candidate’s ability to verbally interact in Mandarin with a range of unseen scenarios. The candidate is also assessed on the ability to present an organized response to a stimulus.

4. Frequency of formative and summative assessment

Formative assessment is a tool or process that teachers can use to improve student learning; it is about assessment for learning, rather than simply assessment of learning. In the Mandarin classroom, there should be opportunities for both teacher-led formative and summative assessment as well as peer assessment and opportunities for students to reflect on their own learning and performance on assessments designed to develop their language skills.

An example interactive oral activity might be one in which students assess themselves and their peers on the degree to which their use of mandarin and active participation contributed to the successful fulfilment of the activity. For formative assessment purposes, the students also provide a reflection and strategy for improvement based on both the peer and self-assessment. Such activities should occur throughout the course, on a week by week, topic by topic basis. Summative assessment will occur less frequently but still regularly, as set out in the Calendar of Internal Deadlines for Mandarin.