



Assessment Policy

PREPARED BY: Janice Short

APPROVED BY: Principal: Janice Short December 2020

Regional Head of Schools: Karl Wilkinson January 2021

This Policy is to be reviewed every two years and updated as and when changes occur.



INTRODUCTION

Assessment is the process by which a learner's skills and knowledge are reviewed in order to evaluate what they have learnt or how they are performing against competencies they are required to demonstrate.

Assessment data serves three vital purposes:

- **identifying starting points**
 - providing a baseline for progress, action and intervention at all levels within a school;
 - enabling teachers to target their approaches according to students' levels of readiness and learning needs and to set appropriate stretch goals for further learning;
 - facilitating effective decision-making at all levels through an understanding of how different groups of learners are performing and how individual or class performances compare with performances in other places.
- **monitoring improvement**
 - tracking changes in what students know, understand and can do, directly establishing whether successful learning has occurred;
 - demonstrating progress and the amount of learning that has occurred over a period of time or course of study. A basic expectation should be that every student will make excellent progress in their learning, regardless of their starting point;
 - enabling school leaders and group leadership to judge whether standards are improving in the school and across the group.
- **evaluating effectiveness**
 - enables evaluation of the effectiveness of teaching strategies and interventions at all levels in terms of progress from the baseline and value added over time;
 - provides improvement measures which contribute to the evaluation of the curriculum, timetable and resources;
 - demonstrates the impact of school-wide and group-wide programmes and initiatives to raise achievement levels.

Learners should be fairly, accurately and regularly assessed in a consistent manner. Assessment should help them develop an understanding of their learning, recognise next steps and motivate them to take them.

Each means of assessment should demonstrate:

- **authenticity**

all assessment activity must have in place processes to ensure that the achievement is the learners own work;
- **validity**

the method of assessment and the evidence provided must be appropriate and capable of demonstrating the achievement of learning intentions, competencies or other related criteria at the appropriate level;



- **fitness for purpose**

the assessment strategy must be appropriate for the target group of learners in the correct context in which they are learning. The criteria and methods which are being used to judge the work must be clear to the learner;

- **reliability and consistency**

the assessment results should be standardised across levels and provision;

- **inclusiveness**

assessment should be based on learners' needs. It must allow all learners to demonstrate their achievements, regardless of individual circumstances.

ASSESSMENT IN ORBITAL SCHOOLS

As a group of schools, having a consistent approach to gathering, tracking, monitoring and reporting assessment data is essential if we are to support our learners to make the best progress they can. It enables a group-wide overview and aids the identification and sharing of information and best practice within and between our schools.

Assessment data will:

- evidence progress, achievement and value added over time;
- provide diagnostic information that assists staff to identify appropriate support strategies that will be required to enable achievement of the learning intentions;
- enable learners to monitor their own progress;
- facilitate dialogue between learners and staff to ensure optimal progression within the provision;
- guide staff in the review and development of lesson plans and schemes of work to most successfully achieve the intended learning outcomes;
- demonstrate the learner's achievement on qualification-based courses;
- recognise the range of each learner's achievements, not just those which are academic;
- inform parents about their child's progress and achievements in light of their abilities and in comparison with national/international expectations;
- enable group-wide analysis of student performance within and across the schools.

Learning and Teaching

Teachers and support staff require a good understanding of Assessment and must use it as a tool to assist and inform future planning. There is a direct reference to the school's marking policy that reflects the role of assessment through marking and the necessary actions that are taken as a result. Children are actively encouraged to be involved in self- assessment one element of this is marking their own work and, when directed, the marking of their peers.

Equal Access and Outcome

All children require their learning to be assessed and there needs to be opportunity for them to contribute to their own assessment by making judgements about their own performance and what targets they set for personal improvement.



ASSESSMENT FRAMEWORK

Assessment data gathered in school are a combination of internal and external measures of both potential and attainment.

Internal Assessment

At Baleares International College, Sant Agusti, we use Assessment For Learning as our primary tool for formative assessment as follows:

Principles of Assessment For Learning

Effective assessment for learning involves:

- a. **What do I need to know/understand?**
 - sharing of learning goals/intentions with students;
 - helping students know and recognise the criteria for success;
- b. **What do I presently know/understand?**
 - students learning self-assessment techniques to discover areas they need to improve;
 - the use of effective questioning to assess understanding;
 - applying marking criteria effectively to assess work
- c. **What must I do next in my learning to close the gap?**
 - providing feedback and marking that helps students to identify how to improve;
 - the teacher and/or students reviewing and reflecting on students' performance and progress and setting targets for improvement;

Key practices in support of Assessment for Learning

1. Sharing Learning Goals/Intentions
2. Clear success criteria-written or verbal
3. Using consistent feedback and marking strategies, with an emphasis on comment-based, informative marking
4. Pupil self-assessment and peer assessment
5. Using effective questioning
6. Target setting

1. Sharing learning goals/intentions (WALT)

Students will learn through guidance to recognise the difference between a task and its learning intention (separating what they have to do from what they will learn).

To involve students fully in understanding learning outcomes teachers may:

- explain clearly the reasons for the lesson or activity in terms of the learning objectives;
- share the specific assessment criteria with students-verbally or written;
- help students to understand what they have understood and what they need to develop;
- make explicit reference to links with previous learning and to the overall topic;
- involve students in reviewing and/or devising mark schemes/success criteria for tasks or work;



- set peer-marking and self-marking tasks, with feedback.

Looking at a range of other students' responses to the task set can help students understand how to use the assessment criteria to assess their own learning.

2. Clear success criteria - written or verbal

Success criteria may be evident in:

- planning
- written form, in students' books
- visual form, on a teacher's whiteboard/working wall
- a verbal explanation to a class/group/individual

Success criteria will link directly to the learning goal or intention - it is separate from the lesson content or activity; it relates more to the skills, concepts, knowledge of an activity.

3. Feedback and Marking

Giving feedback involves oral and written elements:

- **Oral** - making time to talk to students, and teaching them to be reflective about the learning objectives and about their work and learning in relation to these objectives.
- **Teacher-led comment-based marking** should outline the stages below, with the final stage possibly forming a short-term target:
 - what students have learned and understood/what their work represents of their knowledge and understanding;
 - how the above relates to the learning objectives and success criteria;
 - what they should work on next to improve, in discussion and with guidance from the teacher.

Feedback enables students to understand the strengths and weaknesses demonstrated in their work. Marking or oral feedback explain what the next steps should be. Students make progress by building on previous learning.

Teachers and support staff will mark according to the school's **Marking Policy**.

4. Self-assessment, peer-assessment and evaluation

Through the use of self-marking and peer-marking, students will be encouraged to make assessments and judgements on:

- what they have learned and understood, and what their work represents of their knowledge and understanding;
- how the above relates to the learning objectives and success criteria;
- what they should work on next to improve, in discussion and with guidance from the teacher.

Opportunities for self-assessment and peer-assessment and evaluation may be evident in planning or may be used during lessons when relevant. This may be written, verbal, or a homework task. Once students understand how to assess their current knowledge and the gaps in it, they will have a clearer idea of how they can help themselves to progress.

Students will be taught what they need to learn and why, and then actively assess their understanding, gaps in their own knowledge and areas they need to work on.



Peer assessment will be used when relevant. Students will be encouraged to clarify their own ideas and understanding of both the learning intention and the assessment criteria while marking other students' work.

5. Using effective questioning

Teachers may:

- use questions to find out what students know, understand and can do;
- use questioning to explore students' understanding of assumed underlying concepts;
- use questioning to broaden class involvement and to support peer assessment of each other's answers;
- use students' questions to each other and to the teacher to assess understanding.

6. Target Setting

Teachers and students may set targets relating to specific goals. Short-term and medium-term targets will emerge from the next steps in student learning, identified in how to fill the gap between current learning and the learning objectives.

Students will be encouraged to guide their own learning, with the teacher providing help where necessary or appropriate.

Students will be given opportunities to:

- reflect on their own work
- be supported to admit problems without risk to self-esteem
- be given time to work problems out.

External Assessment - Assessment of Learning

Early Years assessment systems use the Foundation Stage Early Learning Goals to evidence development and are just beginning to use a record of achievement called "Tapestry". KS1 and 2 teachers use a range of test information and teacher assessment to measure pupil progress and attainment. In KS1 and KS2, assessments are administered at the end of each unit; these may not necessarily be a piece of written work. Foundation subjects will be assessed using lesson objectives, taken from the medium term planning at the end of each unit of work.

External assessments provide a comparable frame of reference and support internal assessments in Years 2 to 6. These assessments may indicate potential (CAT4) or attainment (Progress Tests and examinations). The GL Assessments tests used each year are:

- CAT4, taken at the beginning of Years 3 and 5;
- Progress Tests in English and Maths, taken in May/June for Years 2-6;

Additionally, all new learners take CAT4 upon entry to establish a baseline.

RESPONSIBILITIES

- **Principal**
 - amend group policy for local context and ensure implementation;
 - establish data collection points in the school calendar that will meet group deadlines;



- include discussion of assessment data in appropriate meetings to maintain an overview of student progress and strategies for improvement;
 - hold staff accountable for accurate submission of data within deadlines and according to school/group policy;
 - provide Orbital Head Office with periodic reports and analysis of assessment data.
 - ensure policy and assessment strategies are developed and implemented in-line with school and group policy, monitoring their effectiveness and supporting colleagues in their implementation;
 - hold staff accountable for use of data in their planning and teaching and the accurate submission of required data within deadlines;
 - monitor learner performance across the full range of subjects within the section, with a focus on Mathematics and English as a priority;
 - identify under-performance of individuals and/or groups of learners and co-ordinate/ support appropriate intervention with the Middle Leaders and Teachers;
 - co-ordinate data capture, moderating consistency in the data input of staff and inconsistencies;
 - ensure analysis following each data capture, including an overview of each Key Stage, Year Group, subject or specific groups of learners (e.g. male/female, EAL, SEN, G&T, etc.) as appropriate, and that this analysis is shared and explored with staff.
- **Assessment Coordinator**
 - ensure Key Stage assessments are up-to-date and implemented in-line with school and group policy, monitoring their effectiveness and supporting colleagues in their implementation;
 - moderate and standardise levels of attainment across colleagues within the sub-section;
 - collect and analyse data relating to learner performance within each Key Stage
 - identify specific intervention required for individuals or groups of learners within the sub-section;
 - make alternative arrangements (after discussion with appropriate Middle Leaders) to gather and input into iSAMS pertinent assessment data in cases of learner absence.
- **Teachers**
 - mark learners' work as specified in the school's marking policy;
 - input assessment data into iSAMS;
 - analyse learner performance data within their classes and act upon assessment data to track progress and identify specific intervention required for individuals or groups of learners.
- **Orbital**
 - review and update group policy on a periodic basis, taking into account feedback from the schools and group leadership;



- establish group data collection deadlines and communicate these to the schools for inclusion in calendar planning;
- hold Principals accountable the effective management and use of data within their schools and for accurate submission of school data and analyses within deadlines;
- support schools, including through targeted professional development, to address identified needs to improve the assessment process;
- maintain an overview of student progress and strategies for improvement across the group's schools through periodic analysis of assessment data and reports.

ASSESSMENT DATA

On entering school children are assessed to establish a baseline so that the teacher can effectively plan learning at the appropriate pitch. Assessment data is recorded onto class trackers and Performance Indicators; this is used at the start of the year to group children and to determine their expected level of achievement.

External Assessment Data

The following data are recorded and available in iSAMS:

- benchmark data upon entry and at the start of each year;
- PTE/PTM scores;
- CAT4 scores;
- targets based on CAT4/Progress Test data;
- forecast numbers following internal assessments;
- summary internal assessment ratings at data capture points;
- benchmark data for the end of the school year and end of Key Stage;

Internal Assessment Data

Internal assessment data must be kept up-to-date, accurate, systematically compiled and based on a range of evidence. Teacher records/mark books should contain details of the learners'

- potential (CAT4);
- prior attainment/progress (Progress Test scores, baseline assessments, end of year/Key Stage results, examination results);
- targets;
- outcomes of internal assessment tasks.

This supports effective planning by enabling colleagues to remember what has been taught, the learners' participation in lessons and their attainment and progress.

Internal assessment tasks (teacher assessments) should be supported by an internal standardisation procedure, including regular work scrutinies.

For data capture and reporting, a summary of the outcomes of the internal assessment tasks is converted to group conventions according to the school's internal policy and processes.

All staff must complete data input before internal reporting deadlines set by the Principal (and shown on the school calendar) in order to meet group deadlines.

Class records must be passed on when there is a change of teacher.



RECORDING AND REPORTING

The terminology for data capture and reporting is based on that used for GL assessments. It is, therefore, consistent between schools and within schools throughout year groups and in all forms of assessment.

			Test Score
Threshold	5	Mastery	119 or above
	4	Exceeding	112 - 118
	3	Secure	97 - 111
	2	Developing	89 - 96
	1	Foundation	88 or below

Attainment	5	Working Well Above age-related expectation
	4	Working Above age-related expectation
	3	Working At age-related expectation
	2	Working Towards age-related expectation
	1	Working Below age-related expectations

Progress	5	Much Higher than expected
	4	Higher than expected
	3	Expected progress
	2	Lower than expected
	1	Much Lower than expected



Value Added Measures	2	Much Higher than expected
	1	Higher than expected
	0	Expected progress
	-1	Lower than expected
	-2	Much lower than expected

Gifted and Talented	120+ in any area
----------------------------	------------------

Reporting is the process of informing others, including Parents, the Principal, the child and the child's next teacher or school. Records of children's attainment and achievement are used for parent consultation. Recording of assessment can take many forms but it is essential to ensure that curriculum planning details actions needed to address the findings.

Records also develop into a comprehensive picture of the child and their learning needs and this information is then shared with the child, the child's parents and colleagues. It is not possible or sensible to attempt to record all the information collected and there are a number of methods currently employed.

A report is provided for parents and carers twice a year for each child. The report provides details of the progress, attainment and achievement in each of the subjects. The report details learned skills, concepts and knowledge learned and targets for improvement including an indication of which level the child is currently working.

Parents and carers have the opportunity to meet with the class teacher three times each year in formally held parent meetings. Parents also know that the teachers are available at the end of the school day should they wish to discuss their child in between formal parent meetings. There is also the facility to meet with the teacher before school should an issue demand immediate attention.

Recording Templates

To ensure the accurate recording and tracking of appropriate assessment and progress data, and to enable consistent review, analysis and reporting within and across all of the schools, a range of templates are used for tracking and/or reporting assessment data:

- *Key Stage tracking sheets (KS2, KS3 and KS4)*
- *All-through PT tracking sheet (KS1 to KS2)*
- *CAT4/Progress Test whole-school June summary sheet*
- *Report templates*

These templates will enable simple and effective transfer to the summative/archival reporting in iSAMS.



Group data reporting

Assessment data is reviewed and analysed by teachers and leaders at various points in the year as part of the normal teaching process. Data from previous years and baseline/CAT4 assessments enables the establishment of flight paths and targets for individual learners at the start of a year or course of study. Comparison of achievement at the end of one year against the previous year (or against baseline data from the start of the year) demonstrates the value added by the years' experience.

For each school's reporting to Orbital Head Office,

- data capture onto iSAMS will take place two times per year (in the middle and at the end of each year);
- CAT4 and Progress Test data should be uploaded onto iSAMS within 5 working days of the assessment being taken;
- a summary of notable observations from CAT4 assessments should be submitted to Orbital's Group Lead for Assessment at the end of October;
- a headline overview of Progress Test data should be submitted to Orbital's Group Lead for Assessment by 30th June;
- a whole-school analysis of Progress Test data will be submitted to Orbital Head Office by 31st August and added as an attachment to the August Monthly Report;
- Updated results and statistics should be uploaded to iSAMS and submitted to Orbital Head Office promptly if there are any changes as a result of Enquiries About Results.

MONITORING, EVALUATION and REVIEW

Middle and Senior Leaders monitor assessment, recording and reporting through their internal Quality Assurance procedures, including through Key Stage, work scrutiny, student interviews, lesson observations, statistical analysis, tracking and evaluation of data inputs and through line and performance management. A work scrutiny should be carried out at least once per term in order to ensure consistency in the quality of comments and style of reporting, and report on the outcomes to their line manager.

The effectiveness of this policy is monitored by the member of staff responsible for data, who reports to the Principal, and through Monthly Reports and discussions between the Principal and Regional Head of Schools. The reported effectiveness is verified during visits by the Regional Head of Schools.