ASSESSMENT POLICY

1. Aims

At CIS, we believe that the key aim of assessment is to support pupil achievement and progress. Through our assessment and reporting practice, we aim to:

- Enable students to understand what they have to do to reach the end of lesson, unit and academic year.
- Allow teachers to determine what a student can/cannot do and to help them plan future support to fill any gaps in knowledge and understanding.
- Help set targets and involve students in their own learning.
- Give parents a clear idea of what their child can do and what they need to do to progress.
- Evaluate teaching and learning practice.
- Enable all students to know what they have done well and what they need to improve by giving effective feedback.
- Enable all students, including students with Special Educational Needs and Disabilities (SEND), to make effective progress.

2. Assessment Data

New Students admitted into School will be assessed as part of the admissions process or within their first two weeks of starting. Baseline assessments include

teacher assessments, scores from the progress tests (PTE, PTM, PTS), CAT 4 data and subject specific assessments particularly for students joining CIS from other schools.

The Assessment Coordinator and Data Manager in conjunction with the Examinations Officer and designated members of the SLT must ensure that all relevant Student data, in the Whole School, is thoroughly correct and is with the correct Class/Subject Teachers and Specialist Teachers and, where applicable, made available to our SENCO, the Head of ALES. This team is responsible for managing the training and knowledge required by Class/Subject Teachers in order to administer, moderate and mark all assessments and examinations. The Examinations Officer is directly responsible for the management of all Examinations in the Senior School.

The Assessment Coordinator in conjunction with the Examinations Officer and designated members of the SLT will determine what and how assessment materials from Class/Form/Subject Teachers and Specialist Teachers will be shared with Parents during the School year.

3.   Assessment and Assessing Pupil Progress

3.1 APP – Assessing Pupil Progress

Students' progress is recorded and tracked electronically using spreadsheets.

Teachers take an average of the attainment grades to arrive at the students' final grade every Half Term. CIS Attainment Grades and the Effort grades should be used to record students' progress. Targets and next learning steps should be identified and discussed with the students (KS1 to KS4) and with the parents as early as possible. These are recorded in the students' notebooks and in the formal school reports, shared biannually.

Students in KS3 and KS4 (Senior School) are subject to a Baseline Assessment once in their time with us, usually at admissions entry. During Term 3 of their current academic year, Students from Reception to Year 9 will take another progress test – PTE, PTM, PTS.

At the start of each Key Stage, students from Year 1 to Year 5 will be subjected to a CAT assessment. The Parent Report for these assessment is shared alongside the October Half Term interim assessment.

The results and data from this exercise are used by the Students' Class Teacher to support their learning. They are passed onto the next Class Teacher for the following academic year.

Any member of staff who wishes to discuss an assessment should speak to the Assessment Coordinator in the first instance.

All Teachers must follow AFL (Assessment for Learning) guidelines. These are regularly checked and discussed with Heads of Year & Heads of Department, who carry out moderation of results according to the guidelines to ensure a consistency of Assessment throughout all phases of the School.

The School Data Manager will collate and disseminate all information gathered to the designated members of the SLT on a half-termly basis, thus ensuring a whole school tracking of students' performance is enabled, both in terms of individual progress and selective groups, i.e Year Group, Class Group etc.

Senior School Parents will receive a half termly progress report. The report will summarise the student's attainment and effort in each subject area.

All Students with additional needs are subject to an initial assessment of progress against class targets by the Subject or Class Teacher which are then individualised to reflect realistic targets for assessment. These targets are articulated in Individual Education or Behaviour Plans; these are discussed with the Student in child-friendly language. The result being, two IEPs or IBPs; one at child level and one for Adults, Parents and Professionals. These are subject to review on a six week time frame (or less) to assess progression and learning against targets. Monitoring of the progress and assessment of these Students is completed in collaboration with the SENCo and ALES Team.

Senior School Students sit formal examinations in December and June. These results are used to guide and inform the setting of adjusted targets, in line with continued use of AFL strategies.

3.2 Assessment Strategies

There are three main types of assessment used at CIS:

Formative Assessment
This is focused on checking Students' understanding on a day-to-day basis and the information gathered is used to address any identified learning gap or clarify misconceptions.

Summative Assessment
This is used to evaluate how much students have learned at the end of a unit of work, topic, term or end of the year.

Standardised Assessment
This is administered in Summer Term and it is used by the School Leadership Team to account for and provide information on students' performance in comparison to other students in the UK.

Assessment is predominantly used formatively instead of just summative and this includes:
Teacher-assessment, Peer-assessment, Self-assessment, quizzes, cross-curricular projects, end-of-unit assessment, reflections, External assessment and
  AFL – Assessment for learning.

4.   Marking and Feedback

Marking provides clear guidance, enabling the Students become better learners. It also gives recognition and praise for achievement. When targets are identified for individuals or groups of Students, they get a clear road map for success.

Feedback is an integral part of marking. Marking must always be completed within 72 hours of work being submitted to Teachers, using **green ink only**.

4.1 CIS Whole School Marking Code

Targets = Written by the teachers and
focused on specific areas of achievement
and improvement.

<u>VF</u> = Verbal Feedback

<u>PA</u> = Peer Assessment

<u>SA</u> = Self-Assessment- how the child felt about their own work –
Draw a smile to show the student fully understands, straight face
to show that the student understands but still needs more practice
or a sad face to show lack of understanding (lower Junior School
Years only). Write a reflection on the activity/task (This is
applicable to KS 2 upwards)

WWW and EBI = This is a comment based marking which is
used for the half termly deep marking - What Went Well in
the work marked and Even Better If... (Deep marking should
be done twice every half term)

¶- paragraph

√ = correct

Green wiggly line = re-read/edit the phrase

∧ = an omission

o = missed punctuation

Sp = Spelling

P = Presentation

? = incorrect (think again, NO crosses to be used)

gr = grammatical error.

Stickers and house points are added or awarded as rewards,
celebrating Student achievement. Brightly coloured pencils or pens
may be used when Students are marking their own work (during
correction sessions). Teachers mark in **Green Pen** only.

Students should be encouraged and developed to become confident
and critical in assessing their own and others' work and to set
meaningful targets for improvement based on Teacher's marking and
published rubrics.

5. Assessment Records

5.1 Junior School – Assessment Folders

Half term schedule: Data is collated every Half Term from all on-going assessments as evidence. Data will also be uploaded onto SIMS.

Junior School now follows a process of Tracking, Intervention and Monitoring which is overseen by the Assessment Coordinator, in conjunction with the Curriculum Leads.

The Curriculum Leads for English, Maths and Science work alongside the Heads of Year to put intervention plans in place for any child who is not on track.

Teachers should have formal records of intervention strategies for Students who are not achieving projected targets:

- Teachers can also make use of Student Intervention Plans should a child not be on track following an assessment cycle.
- Lesson planning should adapt to support the Student Intervention Plans.

5.2 Senior School – Assessment Folders (Digital Folders)

Each Subject Teacher, in accordance with their Departmental Policy, must maintain electronic tracking sheets which will be accessible via the Staff Intranet.

Half term schedule: Data will need to be collated every Half Term from all on-going assessments as evidence. Data will also be uploaded onto SIMS so hard copy records should be maintained as back up. Get the averages of students' data, fill in and hand in tracking sheets to Middle Leaders.

5.3 Junior School Reports

An electronic copy of each full written report is sent to parents twice a year. Interim assessments are shared each Half Term. The outcome of CAT assessments are shared with parents at October Half Term.

Data is collated from on-going assessments in class and formal school-wide assessments (PTE/PTM, PTS, CATs).

5.4 Senior School: Reports

Soft copy reports are sent to Parents twice a year. Backup of all SIMS reports are to be maintained by all teachers.

Data should be collated from on-going assessments in class and formal school-wide assessments – every half Term, which should include working grade levels and targets for the year.

Half Termly reports will be uploaded– synced with data collection schedule. Detailed reports will be sent to parents twice a year as scheduled. Half Termly Progress Reports are sent to Parents electronically.

6.   Effort and Attainment Grades

Junior School

The descriptors for effort are as follows:

5: Outstanding Effort
4: Good Effort
3: Satisfactory Effort
2: Unsatisfactory Effort
1: Poor Effort

The descriptors for Attainment Grades Years 1 to 6 are as follows:

Deepening - This means a child has repeatedly exceeded a particular objective and shown evidence of deeper understanding.

Secure - This means a child has consistently demonstrated a sound understanding of a particular objective.

Emerging - This means a child is beginning to achieve a particular objective.

These will be colour coded to show:

Green: A student is exceeding their individual expectation
Amber: A student is working in line with their individual expectation
Red: A student has fallen below their individual expectation

The descriptors for Foundation Stage are as follows:

Working Towards:

Attainment Grades

Attainment Description	SAS/CAT Scores	RAW Score (%)
Deepening	>126	90-100
	112-126	78-89
Secure	104-111	64-77
	97-103	53-63
	89-96	42-52
Emerging	74-88	24-41
	<74	<23

The table reflects attainment based on objectives covered during the assessment period in view. The minimum expected attainment at the end of the school year is highlighted in the green band.

7.   Sample AFL tools.

Assessment for Learning is our philosophy and so pencil and paper tests are not a main focus. All assessments should provide opportunities for Students to demonstrate their learning in creative ways. They should include opportunities to check the transfer of and application of cross-curricular skills in all subject areas. The following are some useful AFL tools:

Traffic-Light Revision

When revising a topic or subject, work through the different areas with Students and ask them to traffic light according to their grasp of each. Subsequently, Students should be able to target their revision more carefully and engage in it actively, rather than simply reviewing everything they have done or reading passively over their entire notes.

Comment-only marking

Comment-only marking provides Students with a focus for progression instead of a reward or punishment for their ego (as a grade does). Comments could be made in books, in a table at the front of books, in a learning diary or journal. The latter are helpful for teachers and Students to track the progression of comments and see improvement. Comments should make it clear how the Student can improve. Plan activities and work with feedback in mind – let the design assist the process.

Open vs closed

Closed questions can be useful however are not great at facilitating the use of abstract thinking skills, encouraging talking or eliciting much understanding. Open questions are more likely to do this and thus improve learning.

Wait-time

Wait time allows Students time to think and therefore to produce answers. Also, not everyone in the class thinks at the same speed or in the same way – waiting allows Students to build their thoughts and explore what has been asked. 2 types of wait time –
Teacher speaks and then waits before taking Student responses.

Student response ends and then the teacher waits before responding. This gives the Student space to elaborate or continue – or for another Student to respond.

WWW and EBI

For peer assessment, ask Students to evaluate each other's work by identifying and writing WWW- two things that are good about the piece of work and EBI- something they can improve to make it even better.

Redrafting

Use lesson time to redraft work. This allows Students time to focus on the feedback for improvement they have been given. It also reinforces the value of
the feedback and allows them to work at it in a supportive environment.

Questioning

Discuss with Students what makes a 'good' question. The process can explicitly show
them the difference between open and closed questions. They can then come up with questions on a topic and decide which are best and then move on to discuss and answer these.

Minute Paper

Students identify the most significant (useful, meaningful, unlikely) thing they have learnt during the lesson or unit.

One-Sentence Summary

Students write a sentence summarising their knowledge of a topic. The sentence could have to include who, what, when, why, how, where etc.The sentences could then be peer-assessed, re-drafted and so on.

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