

Assessment Policy

(Revised & updated October 2018)

The Purpose of Assessment and Reporting¹

Assessment is the process of identifying, gathering and interpreting information about students' learning.

The central purpose of assessment is to provide information on student achievement and progress and set the direction for ongoing teaching and learning.

Reporting is the process of communicating information about student achievement and progress gained from the assessment process. The purpose of reporting is to support teaching and learning by providing both formative and summative feedback to students, parents and teachers. Students' learning achievements and progress are also reported to other schools, universities and employers.

Assessment and Reporting at BISI

At BISI student attainment is reported by comparing the students' work against a framework of syllabus outcomes² and recognized attainment descriptors³. Effort Grades are assigned through the use of the descriptors in appendix 2.

Students' work is continuously assessed throughout the course of the year with reports of attainment and effort produced at the end of each term. Exams at the end of the year provide summative assessment and are also reported. Parent-teacher meetings are held on two occasions throughout the year.

¹ Adapted from New South Wales Department of Education and Training web site: <http://www.schools.nsw.edu.au>

² Taken from the relevant IGCSE Syllabus or IB Subject Guide

³ UK National Curriculum Key Stage 3 Level Descriptors

Reports

Reports will be produced for all students in BISI secondary:

- End of Term 1
This will consist of an attainment and effort grade and a comment for the autumn term for each subject taken by the student together with a Key Stage Coordinator's comment and a comment from the Director of Secondary.
- In January/February (years 11 and 13 only)
This will consist of a mock exam grade (IGCSE or IB) for each subject taken by the student.
- End of Term 2
This will consist of an attainment and effort grade and a comment for the autumn term for each subject taken by the student together with a Form Tutor's comment and a comment from the Director of Secondary.
- At the end of Term 3 (Years 7 – 10 and 12 only)
All students will receive an end of year report in the last week of the summer term. The report will consist of the student's subject attainment and effort grade for each of the three terms and their grades for the final examinations.

School attendance data is also reported.

Parent-Teacher Meetings

These will take place:

Approximately half way through term 1

Just after the issuing of the Mock Reports in January/February

Parent teacher meetings take place between 1pm and 6pm. Secondary students will finish classes at 12:00.

Internal Continuous Assessment

Students at BISI are assessed continuously through both classwork and homework tasks.

- The assessments can take many forms and will vary from subject to subject. The assessments can be diagnostic, formative or summative.
- A proportion of the assessments in key stage 3 will make use of the UK National Curriculum Level Descriptors
- Individual departments will publish specific details of their assessment procedures in their department handbooks.
- Homework tasks will be set and marked as outlined in the BISI homework policy (Appendix 1)

External Assessment

Students in Key stages 4 and 5 will produce coursework that is either externally marked or internally marked and externally moderated. Details of how this work is to be assessed are given in the subject guides produced by CIE or the IBO. Students must be made aware of and have access to these external assessment criteria.

Internal Examinations

General Guidelines for Exam Preparation

Exams are scheduled in the normal teaching day of the school with each day having three exam sessions. The length of all examinations will be 90 minutes.

Exam papers should be clearly photocopied past paper questions or word-processed documents. Subject and level, a space for the students name, instructions, allowed equipment, time allowed (90 minutes) and total marks available should be clearly displayed on the front of every exam paper.

Photocopied sets of exam papers together with extra materials such as graph paper should be placed in an envelope with a front sheet attached and given to the relevant Key Stage Coordinator no later than 5 days before the first exam day. Copies of the exams should be kept within the department.

Exams for students requiring extra time/reader/coloured paper etc. should be placed in a separate envelope with cover sheet and details and given to the relevant Key Stage Coordinator. Prior approval from the Learning Support department is required before allowing a student additional assistance.

A4 lined paper will be provided in the exam rooms.

Mock Examinations (January)

Year 11 IGCSE and Year 13 IB Diploma students will take mock examinations in the first part of term 2. The papers will consist of a combination of two or more recent past papers with content yet to be covered in class removed. The structure of the papers should reflect the real examinations as closely as possible (lengths of exam papers will vary)

Summer Exams

In the penultimate week of the summer term, students will take written exams in all subject areas with a few exceptions. Written examinations will all be 90 minutes long. Practical examinations such as language aural/oral, ICT, Art & Music will take place, wherever possible, in normal class time in the few days before the written examinations. The content of the exams will be all of the material studied since September.

The grades used to indicate the attainment of students at BISI are summarized in the table below:

Grade (KS3 & 4)	A*	A	B	C	D	E	F
Grade (IBDP)	7	6	5	4	3	2	1
GPA equivalent*	4.0	3.5	3.0	2.0	1.5	1.0	0.0
Descriptor	Excellent	Very Good	Good	Satisfactory	Mediocre	Poor	Very Poor

* GPAs are sometimes required by students and are calculated according to the values in this table. There is no “weighting” of GPA. Students at BISI are also not “ranked”

F is the lowest grade awarded at BISI. IGCSE grades of G or U should not be awarded.

Appendix 1

BISI Secondary Homework Policy

Homework contributes toward building self-discipline, responsibility & lifelong learning habits. It is the intention of BISI staff to assign relevant, challenging & meaningful homework assignments that reinforce classroom objectives.

With the exception of years 11 & 13 homework will not be expected to be completed over holidays or weekends. The period of time over which the homework must be completed can include holidays and weekends but must also include sufficient additional days to allow the homework to be completed. Reading or playing music can be assigned over holidays and weekends.

Homework assignments may include...

- Practice exercises to follow classroom instructions.
- Preview assignments to prepare for subsequent lessons.
- Extension assignments to transfer skills or concepts to new situations.
- Creative activities to integrate many skills toward the production of a response or product.
- Reflection on and Evaluation of a piece of work or topic.

Responsibilities ...

The Teacher

- Sets clear homework instructions including a deadline for completion.
- Publishes the homework on Show my Homework (KS3 & 4) or Managebac (KS5)
- Ensures homework is appropriate.
- Marks work regularly.
- Follows departmental or school marking policies and gives **formative** feedback to students.
- Follows up missing or incomplete homework according to school policies.

The Parent/Guardian

- Checks Show My Homework (KS3 & 4) or ManageBac (KS5) to monitor work set for the student
- Provides a regular time and an environment in which the student can work without distraction.
- Shows an interest in the work the student is producing.
- Ensures the work is the student's own.

The Student

- Regularly checks Show My Homework or ManageBac for work set and deadlines.
- Asks if the instructions are not clear – in advance of the deadline.
- Meets the deadline for the completed homework.
- Completes the homework to the best of their ability.
- Presents the work clearly and neatly.
- Ensures the work handed in is their own.
- Catches up work missed through absence and arranges with the teacher a realistic deadline for this.

The School

- Provides login details for SMHW or ManageBac to all students and parents
- Reviews the homework policy.
- Ensures the policy is distributed to the whole school community.
- Ensures pastoral tutors check their form classes progress on SMHW or ManageBac regularly

Time:

According to current UK government recommendations the time spent on homework and/or coursework should be...

Years 7 & 8	45 to 90 minutes per day
Year 9	1 to 2 hours per day
Years 10 & 11	1½ to 2½ hours per day
Years 12 & 13	up to 3 hours per day

How much & how often?

The following outlines the frequency and quantity of homework expected by department/subject and age group:

Subject	Key Stage 3		Key Stage 4 IGCSE		Key Stage 5 IB Diploma	
	N ^o	Time (hr)	N ^o	Time (hr)	N ^o	Time (hr)
English	2	1 ½	2	2	3	3
Mathematics	4	1	4	2	4	3
Sciences (Biology, Chemistry, Physics, ESS, SEHS)	1	¾	2	1 ½	2	2
Creative Arts (Visual Arts, Music, Drama)	1	1	2	3	3	4
Modern Foreign Languages	every lesson	1	every lesson	1 ½	every lesson	2
English Second Language						
ICT/Computer Science	1	1	1	2	2	2
Physical Education		occasionally	1	1	-	-
Business, Economics, Sociology, Psychology	-	-	2	2	2	3
Geography	1	1	1	1 ½	1	2
History	1	1	2	2	2	2 ½
Theory of Knowledge	-	-	-	-	1	1

N^o represents the *maximum* number of homeworks set per week in each subject

Time (hr) represents the *total time per week* students should spend working at home per subject

Deadlines?

A short homework assignment (up to ½ hr)

For example preparatory reading, a short practice exercise etc.

Can be expected to be completed by the **next lesson** (i.e. 1 → 3 days)

This is normally, but not exclusively, in Mathematics, Languages and English

A longer homework assignment (more than ½ hr)

The deadline for completion will be **one week**

Some subjects may set much longer-term work such as extended research or a project for which the deadline may be longer.

What if the homework is not done or is not of the expected standard?

If homework is not completed by the deadline given by the teacher then the course of action taken by the teacher is that laid out in the school's discipline policy (relevant extract in Appendix A)

If the work is not submitted within one week of the deadline then the teacher will not mark the work, a score of *zero* will be awarded and this *will* contribute to the term grade.

Marking Codes & Indicators

Mark	Meaning	Mark	Meaning
Sp <u>word underlined</u>	Incorrect spelling – follow spelling strategy: Copy, Cover & Check		Correct / good point
C	Missing or misplaced capital letter	Vg	Very good
P	Punctuation		Exceptional work
//NP	A new paragraph needed	<u>?</u>	Meaning unclear (either sentence or paragraph)
Gr	An error in grammar		Incorrect
^	A word or letter missed out	e.g. or Q	An example, supporting information or a quotation is needed
Exp	Poor expression – rewrite this section	Dev	Develop ideas or description
	Look again – needs improving / add more explanation		There is an error contained within this area
T	Verb tense needs changing		

It matters where the mark is:

- Next to a line – means you can find it in the line
- Against a vertical line – means you can find it in this section
- At the end – means this is a problem throughout

an example of the use of some of these marks is given in Appendix B

Appendix A – extract from discipline policy relating to homework not being completed:

If the subject teacher has no success with strategies designed to encourage the student to complete homework properly:

Head of Department is informed and intervenes.

Head of Department informs Form Tutor.

Either there is improvement and the student is monitored within the department

Or there is no improvement...

Focus of Concern form completed by the relevant Key Stage Coordinator.

Learning Support coordinator or Key Stage Coordinator informs parents

Intervention strategies applied, for example:

- After school or lunch help sessions.
- Referral to Educational Psychologist
- Temporary withdrawal from a subject
- Permanent withdrawal from a subject

Appendix B – example of marking code & formative assessment

Unlike your school, our school meals are terrible. You describes your food as if you really loved it and I am a little jealous. I have shepherd's pie, meat balls and spaghetti as our meal. It does sound great doesn't it? But the truth is, it's not as good as it sounds. ~~like~~ First of all, the food ^{is} too greasy and sometimes when I eat, I could only taste the oil! Secondly, the food is not always safe to eat. What I mean by that is ~~that~~ that my friends have found staples, hair and dead bugs on their food! I know it's really terrible but these are on rare occasions.

On the bright side, the teachers here are great. Practically all teachers here are fun and a very good teacher. You told me that you hated your teachers and that they were miserable, but I love my teachers here, they're absolutely brilliant. **Development needed - explain why 'brilliant'**

Apart from my school, I can tell you about Istanbul. Istanbul is a beautiful city, which connects Europe and Asia together with two bridges. I live on the European side surrounded by mosques and museums. Hagia Sofia is worth a visit because it's half church and half mosque. The paintings on the walls are drawings of saints but the decorations are Islamic. If you have a chance you should visit it as it's very interesting to see two religions 'united' in one place. **good**

Also, Topkapi palace is worth a visit* especially if you like sparkling jewels. In Topkapi palace, there are ⁵⁰ **displays** of the Sultan's belongings, which are all amazing. There is even a diamond which is one of the biggest in the world.

When I don't visit museums or go to school, I usually **go** **any** **found** in Kings Park with my friends. As we all like to do different things, Anzu likes to shop, Hyun Jin likes to go to the cinema and I like to relax in Starbucks. We usually stay there for six or seven hours. I know you might think that we are insane but if we were in China with lots of shops we might stay in a shopping mall for 24 hours! Well, I **P.** **wouldn't** but Anzu might.

Thank you so much for your lovely letter. I hope you enjoy reading my letter as much as I ^{you} **reply** back!

Well done Ye Won - style, tone & form is appropriate.

Yours faithfully,
Ye Won Nam

Level 5a

Target: ① a greater variety of sentence type

avoid this negativity for this type of task (PFA)

Thought informal - acceptable for PFA.

Glossary of Term

Formative Assessment – written or verbal comments on work designed to help the student improve their learning or performance.

Appendix 2: BISI Effort Descriptors

The descriptors should be read through from **top to bottom**. As soon as the **majority of the descriptor does not** apply to the student in question the grade given in the **row above** is assigned.

Effort Grade	Descriptor
F	The student's effort has not reached a standard described by any of the descriptors given below
E	The student... rarely arrives to lessons on time, often without the required equipment and books. Rarely completes work in class and rarely meets deadlines. Rarely participates in class and has difficulty remaining focused in lessons.
D	The student... occasionally arrives to lessons on time with some of the required equipment and books. Sometimes completes work in class and occasionally meets deadlines. Sometimes participates in class and has difficulty remaining focused in lessons.
C	The student... usually arrives to lessons on time with most of the required equipment and books. Usually completes work in class to the best of their ability and meets most deadlines. Participates well in class and remains focused in most lessons.
B	The student... regularly arrives to lessons on time with all of the required equipment and books. Regularly completes work in class to the best of their ability and meets most deadlines. Participates fully in class and remains focused in lessons.
A	The student... always arrives to lessons on time with all of the required equipment and books. Always completes work in class to the best of their ability and meets all deadlines. Participates fully in class and remains focused in lessons. Shows initiative.
A*	The student... always arrives to lessons on time with all of the required equipment and books. Always completes work in class to the best of their ability and meets all deadlines. Participates fully in class and remains focused in lessons. Shows initiative <i>and asks for or produces extra work.</i>