

## Assessment Policy

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### **1. Documents which inform this Policy**

The documents which inform this Policy are:

- IBO (January 2014) Programme standards and practices Cardiff : International Baccalaureate
- IBO (April 2009) The Diploma Programme: From principles into practice Cardiff : International Baccalaureate
- IBO (2019) Diploma Programme assessment procedures 2019 Cardiff : International Baccalaureate
- IBO (July 2009) Candidates with assessment access requirements Cardiff : International Baccalaureate (updated July 2014)
- IBO (2019) Assessment readiness Cardiff : International Baccalaureate

### **2. Terminology**

- 2.1 Formative assessment is a means of measuring progress in a given area over time.
- 2.2 Summative assessment is a means of measuring attainment in a given area at a specific time.
- 2.3 Diagnostic assessment is a means of testing to allow a teacher to determine students' individual strengths, weaknesses, knowledge and skills.
- 2.4 Baseline assessments (CATs) are a series of one of cognitive ability tests assessing student abilities in Quantitative, Verbal, Non-Verbal and Spatial reasoning.

### **3. Rationale**

- 3.1 At Southlands International School we believe that assessment provides the basis of informed teaching, helping students to overcome difficulties and ensuring teaching builds upon what has been learned. It is also a means by which students can reflect on and understand how they have achieved success and what they need to improve upon.
- 3.2 Formative assessment is an effective tool to create a positive learning environment. Through assessment students are able to see the necessary steps they will have to take for ensuring their own success. It enables teaching staff to set appropriate work and support to the level necessary to ensure continuing progress.

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3.3 Summative assessment is important for collecting accurate information regarding a students attainment and progress. It informs whole school target setting and prediction of cohort attainment in external examinations.

3.4 Assessment, both formative and summative, is part of the continuous cycle of curriculum planning, implementation and review at Southlands.

#### **4. Aims and objectives of assessment**

4.1 Assessment is used by stakeholders including, teachers, students, parents and administrators to:

- Diagnose starting points and inform subsequent teaching and learning.
- Accurately record and monitor student learning.
- Enable active involvement of students in reflective learning by evaluating and motivating learning success.
- Ensure that information regarding progress and attainment and be central to curriculum review.
- Identify and celebrate different levels of learning within the school.
- Facilitate student progression between programmes.
- Provide information that allows parents to support their child's learning.

#### **5. How is assessment used?**

5.1 Diagnostic assessment may take place at the beginning of an area of study to identify student and wider cohort learning needs.

5.2 Formative (measuring progress in a given area over time) and summative (measuring attainment in a given area at a specific time) assessments are used in all subjects and data recorded.

5.3 Assessment methods are both formal and informal. Feedback may come in the form of grades, scores, comments (written and verbal) and written mid-year and end of year reports.

5.4 Assessment is criterion based and constructed to meet the intended learning outcomes of the curriculum followed by the student.

5.5 Assessment is used to allow teachers and school leaders to collaborate and ensure consistency of standards across departments and Key Stages. They are also used to facilitate transitions between Key Stages and iGCSE and IB Diploma Programmes.

5.6 Standardised assessment is conducted to measure progress against established requirements of external examination organisations (Pearson Edexcel and IBO) and this is used to inform instruction and curriculum implementation.

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## **6. Baseline Assessment (CATs)**

6.1 All new students complete onscreen Cognitive Abilities Tests on entry to Southlands International School.

6.2 CATs assess abilities in Quantitative, Verbal, Non-Verbal and Spatial reasoning and scores are recorded and reviewed by teachers and school leaders to inform student target setting and identify potential areas of support for the student on admission.

## **7. Access Arrangements – Public Examinations**

7.1 The final decision regarding access arrangements for assessment and special dispensation rests with the appropriate examination board/body who make their judgements on a case by case basis. The school will facilitate this process by providing the necessary documentation. To enable this process, specialist assessment may be required within 2 years of the student sitting the public examinations. In this instance the cost will be borne by the family.

7.2 Please refer to the appropriate examination board/body for further information;

- INTERNATIONAL BACCALAUREATE: IBO (May 2009 updated August 2017) Candidates with assessment access requirements. Switzerland: International Baccalaureate

7.2.a.i Where a student is in receipt of individualized, planned support for inclusive access to the curriculum and assessment the SENCO will record evidence of these 'normal working practices'.

7.2.a.ii In conjunction with the IBDP Coordinator, the specific needs of the student will be evaluated one year prior to the student sitting their May session IB Diploma examinations. Findings will be communicated to legal guardians.

7.2.a.iii Where necessary tests are to be completed by external professionals a letter from the SENCO will be given to legal guardians outlining the need for further assessment and obtaining standardised scores in the appropriate areas.

7.2.a.iv The IBDP Coordinator will be responsible for applying for the specific access arrangements, agreed upon with the SENCO, attaching all relevant supporting documentation to the request no later than 6 months prior to the examination session (November 15<sup>th</sup>).

7.2.a.v On receipt of confirmation of inclusive access arrangements from the IBO the SENCO will send a letter to the legal guardian of the student.

- EDEXCEL: Form 8 - 'Application for access arrangements: Profile of learning difficulties'

7.2.b.i Where a student is in receipt of individualized, planned support for inclusive access to the curriculum and assessment the SENCO will record evidence of these 'normal working practices'.

7.2.b.ii In conjunction with the Head of Senior School, the specific needs of the student will be evaluated 10 months prior to the student sitting their Summer session iGCSE examinations. Findings will be communicated to legal guardians.

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7.2.b.iii Where necessary tests are to be completed by external professionals, a letter from the SENCO will be given to legal guardians outlining the need for further assessment and obtaining standardised scores in the appropriate areas.

7.2.b.iv The SENCO will provide the necessary supporting documentation for the identified access arrangement, alongside the completed JCQ/AA/LD Form 8 to the Examinations Officer by January 31<sup>st</sup>.

7.2.b.v The Examination Officer will submit the application and inform the legal guardians on receipt of confirmation of access arrangements granted by JCQ.

7.3 Our school follows Section 4 of the IBO Candidates with Special Assessment Needs.

## 8. Review

### 8.1 Reviewing the Policy:

- The Assessment Policy is developed in collaboration with all teaching / support departments and school leaders to ensure that it continues to meet the needs of our students.

This Policy will be reviewed annually to ensure that procedures reflect the latest requirements determined by external examining bodies.