

# ASSESSMENT AND REPORTING POLICY (SECONDARY SCHOOL)

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**Policy area:** 2 – Teaching and Learning    **Date established:** October 2014  
**Date last revised:** August 2019            **Date of next revision:** August 2020

This policy will be reviewed in full by the Head of School on a yearly basis, or more frequently if there are changes in policy. This policy was last reviewed and agreed by the Head of School in August 2019. It is due for review in August 2020.

**Signed**

Rod Jackson  
Head of School  
Date: 27/08/19



## Overview

### Policy statement

This policy covers assessment and reporting and how it is used to improve learning and teaching at ICS. We believe that our assessment practices should be an integral part of the written curriculum and programmes of instruction and that assessment methods should be fair, transparent and free from bias.

### Rationale

Assessment is a key process in the improvement of learning and teaching at ICS. Assessment methods are both formative and summative and should demonstrate what students know, are able to do and understand. A variety of assessment methods will be used which are sensitive to different learning styles.

It is our aim for most students to know in advance when and how they will be assessed and the criteria for assessment will be provided to the students. Assessments provide students, teachers and parents with evidence to evaluate learning, the curriculum and instruction.

## Applicability

This policy is for all teaching and Senior Leadership Team (SLT) and the administration teams at ICS Secondary.

## Statutory/IBO/company guidance

"Guidelines for developing a school assessment policy in the Diploma Programme." 2010.

"Programme standards and practices." 2014.

This policy should be read in conjunction with the following policies and handbooks:

Academic Integrity policy  
Teaching policy  
Curriculum policy  
Curriculum Handbooks for MYP and DP  
Teacher Handbook (Secondary)

## Access

This policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Professional Code of Conduct. We also inform parents and guardians about this policy when their children join ICS, through our newsletters and our website. The policy is available on request from the school office.

## Failure to comply

Teaching staff non-compliance will result in SLT intervention to ensure assessment and reporting is carried out correctly at ICS.

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## Assessment and reporting policy (Secondary School)

### 1 Introduction

- 1.1 Assessments provide diagnostic information to ensure an appropriate programme for students. Assessments should be valid, linked to defined standards and have inter-rata reliability. Results will be reported to the school community as appropriate and be used as a basis for dialogue between school constituents.
- 1.2 ICS has agreed the following principles:
- Formative assessment will be part of unit and lesson planning, linked to defined objectives, and are part of the on-going instructional programme.
  - Summative assessments will be part of the educational programme and are assessed against criteria.
  - Assessments will provide diagnostic information, baseline information and evidence of progress throughout the year.
  - A variety of assessment methods will be used to accommodate learning styles, differing abilities, special educational needs, the development of the whole child and to encourage higher thinking skills.
  - Assessments will provide evidence to evaluate student performance, teaching strategies and the curriculum.
  - Assessments will include student self-assessment, teacher assessment, external moderation and peer assessment when appropriate to encourage reflection on the process of learning.
  - Assessments will be criterion-referenced to valid and appropriate standards and are communicated to students in advance.

- h. Assessment of students' Approaches to Learning Skills, attitudes, behaviour and effort are distinct from the assessment of knowledge, objectives and concepts.
- i. Assessment should link judgements about attainment to evidence and provide a basis for dialogue between students, teachers, and parents.
- j. Assessment portfolios, ManageBac entries and regular reports will be kept and passed onto relevant personnel when appropriate and necessary.

## 2 Purposes for assessment

### 2.1 Students:

- To serve as a tool that will encourage and motivate students to learn.
- To assist students in setting goals for themselves to develop learning strategies.
- To build positive self-esteem and encourage students to strive for their personal best.
- To inform students about, and to enable them to monitor, their current level of skill/knowledge mastery and towards 'next steps'.
- To empower students to be independent, self-reliant and self-critical learners.
- To demystify assessment practices, grading and marking so that the criteria are transparent and fair.

### 2.2 Teachers:

- To determine previous learning to decide appropriate level of instruction.
- To evaluate student competency either within a programme and/or outside their age group.
- To identify students' specific academic strengths and areas of growth so that the teacher can design appropriate instruction within the classroom.
- To provide feedback for students to improve their performance and achieve personal goals.
- To measure whether the teacher's instruction has been successful.
- To ensure consistency and inter-rata reliability between teachers.
- To provide external validations for their practices and judgements.
- To provide diagnostic information about special needs to contribute to the design of Individual Education Plans.
- To gauge the academic progress made by students in each programme.

### 2.3 Parents:

- To determine if their child is learning what is necessary for future success both in school and beyond the school.
- To assist the parent in comparing the performance of their child with students in another setting.
- To help the parent fully understand the strengths, weaknesses, progress, achievements and learning style of their child.

- To gauge the academic progress made by students in each programme.

#### **2.4 Secondary Academic Leadership Team:**

- To aid the school in determining whether a student will be successful within a particular year group or programme.
- To establish a knowledge base to work with teachers for the development of curriculum and the modification of instructional methods.
- To plan effective staff-development programmes.
- To provide information, both on an individual student level, and on a collective basis, to aid analysis of teacher and departmental effectiveness and the progress and achievement of students.
- To provide longitudinal information to assess current programmes and/or the introduction of new programmes.
- To generate information which will be used to guide the development of future School Development Plans.

### **3 Academic honesty at ICS**

3.1 Academic honesty is an essential part of a student's education and character development. As outlined in the school Academic Honesty Policy, ICS expects that all students will be academically honest in accordance with the expectations of the IB General Regulations Document, which outlines academic dishonesty as:

- a. plagiarism—this is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment
- b. collusion—this is defined as supporting academic misconduct by another candidate, for example, allowing one's work to be copied or submitted for assessment by another
- c. duplication of work—this is defined as the presentation of the same work for different assessment components and/or DP core requirements
- d. misconduct during an IB examination (for example, taking unauthorized material into an examination, behaviour that disrupts the examination or distracts other candidates, or communicating with another candidate)
- e. any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination via any form of communication/media).

3.2 ICS believes that promoting academic honesty is the responsibility of all stakeholders in the school community. In accordance students are expected to be academically honest when completing all formative and summative

assessment and know that teachers will not ignore or overlook cheating, plagiarism, or other acts of academic dishonesty.

## 4 Grading system

- 4.1 The purpose of grades and marking (feedback) is:
1. To provide feedback to students on their performance in relation to the criteria/standards defined by the IBO and ICS.
  2. To provide support and positive direction as to how the work might be improved.
  3. To allow students to recognise their individual development and progress in each subject.
  4. To provide frequent and balanced feedback to students so that modification of the teaching and learning process can take place in a timely manner.
  5. To provide a basis for the design of future learning and teaching.
  6. To provide each teacher with feedback as to the effectiveness of the education they provide.
  7. To provide parents with an objective assessment of their child's performance.
  8. To provide external bodies e.g. other international schools, college/universities with a view of each individual's performance.

## 5 Reporting

- 5.1 Reports are issued four times a year. Reports include comments relating to student performance and progress relative to achievement goals.
- 5.2 Student-Teacher Progress conferences are held formally twice a year whereupon student progress and attainment is discussed with students, parents and guardians.
- 5.3 Overall grades are provided for performance in accordance with the grade table below i.e. 1 – 7 scale.
- 5.4 Report comments should particularly relate to providing positive and constructive guidance and direction, and focus on the progress students have made.
- 5.5 At anytime during the academic year a teacher or parent may call a parent/teacher conference to discuss any student progress concerns.
- 5.6 See [Appendix A](#) for the Reporting Grade Scale.

## **6 Reporting for students with special educational needs**

- 6.1 All students with an IILP will have accommodations as specified by their IILP.

## **7 Student assessment records**

- 7.1 The Senior Academic Leadership Team (SALT) will monitor student assessment results in order to:
- a. drive curriculum improvement and teaching practice
  - b. evaluate teacher implementation of assessment policy
  - c. ensure that students are reaching their potential and to determine if additional support is required
  - d. analyse grade distribution trends and trends in student progress per subject and per year of each programme. This information will be used to produce an action plan to further develop teaching and learning in each programme.

## **8 Marking and feedback**

- 8.1 ICS has adopted a school-wide approach to written feedback for students. Student work, including draft summative assessment tasks, is annotated with points of praise and improvements on a regular basis.
- 8.2 Student-directed feedback that is based on clear learner expectation is shown to accelerate student progress and improve engagement from the learner in all subjects.
- 8.3 Students are provided with various forms of feedback depending upon the assessment such as:
- What Went Well (WWW) – a brief statement praising them on the objectives/criteria they have fulfilled in the previous fortnight.
  - Even Better If (EBI) – a brief statement highlighting the areas that require further work or improvement.
  - Closing the Gap (CTG) – a short task that gives students the opportunity to demonstrate they have applied their feedback and made a conscious, visible effort to improve.
  - Verbal feedback (recorded by the student)
  - Feedback reflection (written by the student)
- 8.4 This feedback is applied consistently to all classes in the MYP and DP .

## 9 External assessment and moderation – MYP

- 9.1 There are external online eExams for MYP 5 students to attain the MYP certificate. These eExams apply for Science, Language and Literature, Mathematics, Individuals and Societies and Inter Disciplinary Unit (called IDU). This is a controlled assessment produced by the IBO.
- 9.2 Students in MYP 5 Arts, Language Acquisition, Physical and Health Education and Design are assessed through electronically submitted portfolios of work that internally assessed and externally moderated by the IBO.
- 9.3 The aforementioned assessments provide verification and validation of student achievement against the prescribed MYP assessment criteria.
- 9.5 Feedback from the International Baccalaureate Organisation also provides important feedback to ICS teachers and the Secondary Academic Leadership Team for evaluative and planning purposes.

## 10 Diploma assessment

### 10.1 Internal Assessment

- 10.1.1 Internal assessments are pieces of student work that are evaluated by their subject teacher who gives the assessment a grade which may then be moderated by external examiners to ensure international uniformity aligned to the IB assessment criteria in that subject area.
- 10.1.2 For the ICS Diploma programme, assessed work may vary in its purpose. ICS Diploma teachers:
  - are expected to use the full range of assessment activities and criteria in both formative and summative assessment tasks
  - must **inform students which criteria** will be used to evaluate their work, both for internal assessment (IA) and external examination (IB mark schemes)
  - give written feedback on work so feedback is visible and the impact of that feedback is observed. Feedback given should be given regularly and can be given on assessment tasks and notebooks
  - must follow the internal assessment requirements given in their subject guide
  - must explain what is required of students to fulfil the criteria for any particular piece of assessed work
  - must use examples of student work which has achieved the highest standards to support students' understanding of how they can achieve the highest grades

- should scaffold assessment tasks through the programme, or adapt examination (end-of-course) criteria, so that students in Diploma 1 have access to the full range of assessment grades.

## **10.2 Mock exams**

10.2.1 In recognition of the necessity to prepare for examinations in IB Diploma, there will be mock examinations at the end of the first year of the programme. Further Diploma mock examinations occur in December of the second year of the programme, and these will include questions on material completed up to this point in each subject area. Examination results, recorded on the 7 (high) to 1 (low) scale, are included in the December reports.

## **10.3 IB Diploma standardisation**

10.3.1 ICS IB Diploma teachers use internal standardisation to ensure the most comprehensive assessment of student work and internal assessment.

10.3.2 Departmental internal standardisation improves assessment because:

- Assessment decisions are made with increased confidence.
- Consistency and fairness within the assessment process are improved, so achievement decisions are sound.
- It provides the IB Diploma teaching faculty with more reliable and valid information. This is done on a yearly basis after each May exam session.

## **10.4 Homework**

10.4.1 Homework is a necessary adjunct to classroom teaching, and all students can expect to receive homework on a regular basis. Homework is intended to reinforce work covered in class, to extend students' application of knowledge and skills to different contexts and to help students develop important habits of self-discipline, organization and self-reliance.

10.4.2 Homework assignments in MYP 1 to Diploma 2 should be recorded on ManageBac.

10.4.3 Teachers expect homework to be done properly and punctually.

10.4.4 For SEN students please do refer to key-teachers for specific arrangements to this matter.

## **11 Data collection on student academic performance**

11.1 The MYP and Diploma coordinators are required to produce an analysis that shows individual and group student progress and achievement.

- a. **Progress** – the value that has been added to the education of each individual or group of individuals, have been established and measurement of progress from the beginning of each term is measured.
- 11.2 A predicted grade range is determined by all DP teachers at the end of the first year of the programme for each student. Progress in the Diploma Programme is based on achievement toward, or beyond, this predicted grade range. The predicted grade range is further reduced to a specific predicted grade for each subject by November of the second year of the programme.
- 11.3 Data gathered should be kept as a permanent record and developed as a trend analysis using graphs, statistical representation or other format that allows for such analysis.
- 11.4 Data gathered must be analysed and presented to the Head of School and Principal at the beginning of the academic year along with an action plan that will detail changes and improvement for each programme.
- 11.5 The data gathered can be used to:
- provide a trend analysis of school performance
  - inform curriculum development for groups and individuals
  - inform teaching methods that are used
  - inform personalised educational plans, target and predicted grade setting, other learning support strategies that utilised to support students
  - actively demonstrate to parents and students the quality of education that is being provided.

## Appendix A

### Reporting Grade Scale

The DP and MYP subjects are reported on a scale from one to seven, with seven being the highest possible final grade in both programmes.

<b>Achievement Grade</b>	<b>Grade Descriptors</b>
<b>GRADE 7 Excellent</b>	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them <b>almost faultlessly</b> in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student <b>consistently</b> demonstrates originality and insight and <b>always produces work of high quality</b> .
<b>GRADE 6 Very Good</b>	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a <b>wide variety</b> of situations. <b>Consistent</b> evidence of analysis, synthesis and evaluation is shown where appropriate. The student <b>generally</b> demonstrates originality and insight.
<b>GRADE 5 Good</b>	A <b>consistent and thorough understanding</b> of the required knowledge and skills, and the ability to apply them in a variety of situations. The student <b>generally</b> shows evidence of analysis, synthesis and evaluation where appropriate and <b>occasionally</b> demonstrates originality and insight.
<b>GRADE 4 Satisfactory</b>	A <b>good general understanding</b> of the required knowledge and skills and the ability to apply them effectively in <b>normal</b> situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
<b>GRADE 3 Unsatisfactory</b>	<b>Limited</b> achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a <b>limited understanding</b> of the required knowledge and skills and is <b>only able to apply</b> them fully in normal situations <b>with support</b> .
<b>GRADE 2 Limited Achievement</b>	<b>Very limited</b> achievement against all of the objectives. The student has difficulty in understanding the required knowledge and skills and is <b>unable</b> to apply them fully in normal situations, <b>even with support</b> .
<b>GRADE 1 Below Required Standard</b>	<b>Minimal</b> achievement in terms of the objectives.

## References

"Guidelines for developing a school assessment policy in the Diploma Programme."  
IBO, 2010.

"Programme standards and practices." IBO, 2014.