



Whole School Assessment Policy

Policy: Assessment Policy

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Responsible SLT:
Beth Meldrum, Director

Cairo English School Guiding Statements

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| <ul style="list-style-type: none">❖ Show kindness, empathy & respect for each other❖ Actively work together being healthy – physically, socially & emotionally❖ Make a positive impact in local, regional & international relationships❖ Reach their full potential through active participation in the learning community❖ Communicate effectively, recognising English as their school community language | <ul style="list-style-type: none">❖ Use technology responsibly to support learning & to understand global issues❖ Recognise & respect others' beliefs, culture and values❖ Take pride in Egyptian culture, in personal identity and in the Arabic & English languages❖ Understand how our personal behaviour effects our values, attitudes and beliefs |
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Introduction

This Policy outlines the purpose, nature and management of assessment at Cairo English School. Assessment complements and assists teaching and learning; it plays an integral part in each teacher's planning and enables the evaluation of current practice as well as pupil achievement. High quality formative assessment is an essential part of teaching and learning. It ensures a whole school approach to the provision of an excellent education for all children at CES and enables teachers to deliver education that best suits the needs of their pupils.

Aims

The aim of the policy is to give a clear outline of all assessment techniques at CES, to ensure that assessment is used as a tool to inform planning, to track pupil progress and to raise standards.

At CES we aim for assessment to;

- Identify attainment,
- Lead to a reliable measure of achievement,
- Complement and inform teaching and learning,
- Track pupil progress against the schemes of work,
- Inform pupils in their understanding of their next steps,
- Inform teachers as to next steps in pupil learning,
- Inform parents as part of the reporting process,
- Provide whole school attainment and achievement data to;
 - identify School Development priorities,
 - hold the Heads of School to account,
 - support Performance Management,
 - identify target groups of pupils for support,
 - identify Additional Needs pupils,
 - identify Most Able pupils
 - Identify Learning Blockers that block the learning of themselves or others.

Roles and Responsibilities

The overall responsibility for assessment belongs to the Director and Heads of School. However, this responsibility has been delegated to the Deputy Head teachers for the implementation, who is the Assessment leader at each Key Stage. Class teachers are responsible for assessment of the children in their care and curriculum subject leaders / Year Leaders are responsible for monitoring assessment within their subject / year area.

Entitlement

It is the entitlement of every child at CES to be given an education that builds on their strengths, addresses their individual needs and ensures progression. Assessment is an essential tool in the delivery of this entitlement.

Implementation

Assessment is a daily part of the life of the school. Assessments, through monitoring of student's work are used, and marking and feedback is used by teachers to inform their teaching and ensure that children know their next step and what they need to do to improve. More formal methods of assessment provide feedback on pupil progress and ensure a rigorous approach to curriculum delivery.

The purposes of assessment are:

- to be formative, providing information for the teacher to plan the next steps in the children's learning and support children identifying their own next steps;
- to be diagnostic, providing more detailed information about individual children's strengths and weaknesses;
- to be summative, providing a snapshot of each child's achievement – these can be reported to parents;
- to be evaluative, allowing the school and individual teachers to evaluate how effective their teaching is;
- to inform the children to enable them to develop their learning.

Forms of Assessment

Day-to-day In-School Formative Assessment

Formative assessment is carried out by teachers every day in every lesson. It allows teachers to understand pupil performance on a continuing basis. This type of assessment is used to assess

knowledge, skills and understanding, and is used to identify gaps and misconceptions. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. It also enables teachers to identify if children are working at greater depth. Teachers are then able to provide appropriate support or extension as necessary. The methods of formative assessment we use include; the use of pertinent questioning, marking of pupils' work using our marking guidelines (see marking policy in each school) and observational assessment. Formative assessment enables teachers to evaluate teaching of particular objectives of the curriculum and plan future lessons accordingly. For pupils, formative assessment helps them to measure their knowledge and understanding against the lesson objective and success criteria. They can then identify how they can improve.

Local In-School Summative Assessment

Local Summative assessment enables teachers to evaluate both pupil learning, progress against end of year targets and the impact of their own teaching at the end of a period of time. It provides evidence of achievement against the objectives of the curriculum. It is useful in informing teaching and learning in subsequent lessons. This type of assessment is shared with parents at parent/teacher consultations and enables them to support their child's learning. The Primary department carry out end of term standardised tests to evaluate progress across year groups and pinpoint areas for curricular improvement. The progress of pupils with SEN and disabilities is reviewed and summative assessment adapted as necessary. Students who have not made expected progress or whom have fallen behind are targeted for interventions and rapid response work.

External Assessments Provision Plan

Year Group	Assessment
FS2	CEM/PiPs - Baseline Assessment
Year 2	INCA's - SATs
Year 4	Multiplication Tables
Year 5	InCAS
Year 7	MiDyIS
Year 8	YELLIS

Year 9	Mock GCSE – End of Year
Year 10	GCSE's
Year 11	Mock A Level – IB Assessments
Year 12	December Mocks - - End of Year Exams

Assessment Section for the IB Programme

Methods of Assessment

Many assessment tasks in the DP use assessment rubrics. These rubrics contain descriptors used to assess a student's performance in a task. The descriptors are hierarchical and are associated with a numerical mark. Examinations in the DP generally use standardized mark schemes to arrive at a numerical mark.

Academic Grade Scale

Academic grades in all subjects in Groups 1-6 are on a 1-7 scale. General descriptors for this scale, published by the IB, are given below.

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

In the core areas of Theory of Knowledge (ToK) and the Extended Essay (EE), an A-E scale is used. Descriptors for this scale are given below:

Grade	Descriptor
A	Work of an excellent standard
B	Work of a good standard

C	Work of a satisfactory standard
D	Work of a mediocre standard
E	Work of an elementary standard

Assessment Components

Each DP subject has a variety of assessment components. Each component is marked using a rubric or mark scheme and assigned a numerical mark. Grade boundaries are then applied to arrive at an overall grade on the 1-7 scale for that component (A-E for ToK and EE).

- **Internally Assessed components**

Internal Assessments are developed, analyzed and graded in accordance with IB Diploma Programme guidelines. All internal assessment drafts are discussed individually with the students, both in written and verbal form based on the Coursework calendar on Managebac that includes a breakdown of the deadline components per subject. Once, the IAs are graded, an internal moderation session takes place where IB teachers review their peer's graded work. Teachers collaborate to share, evaluate and discuss student work, to ensure that the tasks and interpretation of the grading criteria are accurate, fair, challenging and comparable.

- **Externally Assessed components**

Final summative external assessments are subject-specific. Written assignments that are required by IB such as the extended essay, TOK essay, Language A HL written assignment, and Comparative study are completed independently by students with appropriate guidance per IBDP regulations, and these are submitted with correct and complete coversheets during year 12 of the IBDP. Examinations are administered in May of the second year to all students in HL subjects and in all subjects to students in the Diploma Programme. These tests are carefully administered in accordance with the associated exam session's directions in the IB document, "The Conduct of IB Diploma Programme Examinations."

- **Academic Grades**

To arrive at an overall academic grade for a subject, the numerical marks for each component that has been assessed are combined using appropriate weightings to give a total value. Overall grade boundaries are applied to give an overall academic grade on the 1-7 scale (A-E for ToK and EE). Not all

components are assessed in all subjects in all terms of the course.

Term reports sometimes involve the marking of assessment pieces that will later be externally marked or moderated by the IB. Teachers use their best judgement to give feedback to students. It is possible, however, that grades awarded by teachers for school reports may be different to final IB grades.

- **Grade Boundaries**

Grade boundaries for all subjects are published annually by the IB in subject reports. In some subjects, the grade boundaries remain consistent over time, while in other subjects the grade boundaries change year on year. Cairo English school uses representative grade boundaries to give an accurate judgement of student achievement during a semester. These grade boundaries may change from year to year.

- **Term Reports (Assessment check points)**

Over the course of 2 years, IB students have 7 assessment check points, 4 in year 11 and 3 in year 12. This does not include the end of year 11 exams and the mock exams in year 12 which have separate reports. These reports are made available to parents through parent portal.