



## **Assessment Policy**

**2022-23**

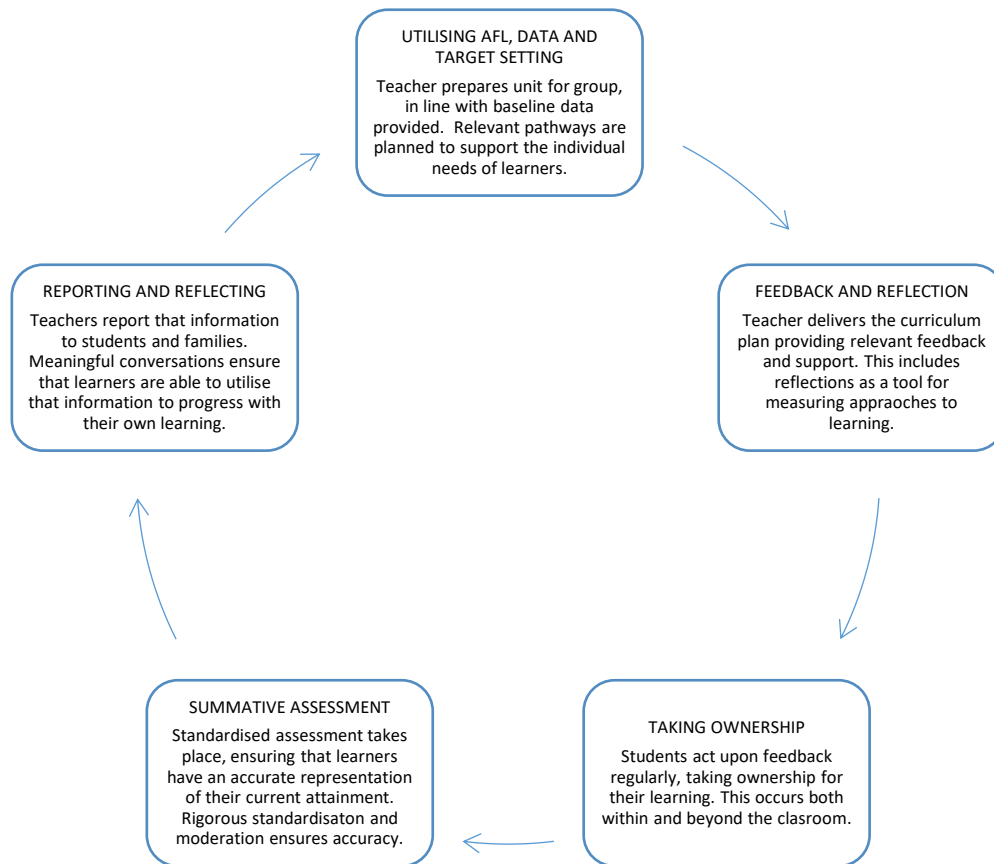
### **1. INTENT**

*The reason for all assessment is to ensure that teaching and learning are working well and children are benefiting from a deep and rich education.*

- To ensure that assessment, curriculum design, lesson planning and intervention strategies are fully interrelated and thus maximise the learning outcomes of all students.
- To teach students that their approach to learning is a major factor in ensuring they achieve highly and that learning to learn is a key to high achievement.
- To encourage the best possible progress and achievement for all, by setting suitable challenge and fully recognising the diverse learning needs of each of our students.
- To ensure all marking and feedback is meaningful, ultimately leading to students' reflection on the learning process and future improvement.
- To ensure that parents and carers are regularly informed and involved in the assessment processes, through meaningful reporting processes.



## Diagrammatic Model of Feedback and Assessment at Nobel Algarve British International School



## 2. OBJECTIVES

### For Students

- To be fully aware of the assessment procedures used at Nobel Algarve and to contribute to the opportunity to self and peer assess their own and other's work.
- To respond positively to feedback in order to maximise learning opportunities:

### For Parents and Carers

- To be provided with information to support meaningful conversations about learning, and strategies that could be employed to aid learning.



### **For Teachers**

- To use each student's baseline data and target grade to inform planning, learning opportunities and assessment methods to maximise student progress.
- To ensure all teacher assessments are consistently accurate and standardised, as appropriate to syllabus, grade criteria and phase of learning.

### **For the Academic Leadership Group**

- To ensure all teachers are following the Nobel Algarve guidance on Progress Checking and positively promote these strategies.
- To monitor, evaluate and review the quality of teacher assessment, ensuring a consistently accurate practice is in place, and take action to rectify if not.
- To ensure that assessment data is used to inform planning and identify underachievement allowing for early intervention strategies where appropriate.
- To ensure standardisation of assessment procedures; evaluation of moderators' comments informs internal and external standardisation procedures.
- To provide clear guidance, expectations and training to ensure an accurate and consistent approach to assessment, for and of learning, is sustained.
- To ensure that assessment data is converted to information that can be used to inform strategic planning and raise achievement.
- To ensure external assessment and reporting procedures are executed accordingly.

### **For the Head of School**

- To support the implementation and development of the assessment policy.
- To ensure robust reporting of assessment processes and outcomes are developed and embedded.



### 3. UTILISING DATA AND TARGET SETTING

Nobel Algarve provides a range of data sources to colleagues which enable teachers to effectively plan for the diverse range of learning needs in their classrooms. The data comprises:

#### **Primary:**

GL Assessment data:

- NGRT
- Maths and English Progress Checkpoints

#### **Middle School:**

GL Assessment data:

- NGRT
- Maths and English Progress Checkpoints
- CAT4

#### **Secondary School:**

- KS4 assessment information: GCSE point scores.
- Demographic information- including English as an Additional Language and SEND. Profiles of need are developed throughout the year providing further advice and guidance for colleagues.
- Attendance information.

Leaders utilise the information provided in the GL Assessments to set appropriate and challenging targets for learners. The targets are set in line with the following principles:

- Targets are aspirational, with the aim of challenging predicted outcomes.
- Targets are considered with the specific needs of each learner in mind.
- Where data from GL Assessments is not available, internal assessment procedures form the basis of target setting.

Specific training and advice is provided for colleagues to ensure that data is accessible and utilised in an effective manner, without producing unnecessary demands on staff workload.



#### 4. FEEDBACK AND REFLECTION

Feedback forms the central part of the assessment policy. Through employing a range of assessment for learning approaches and progress checking, teachers gain a thorough understanding of student progress within a series of lessons and use their professional judgement to provide timely and relevant feedback to advance learners to the next stage.

Nobel Algarve provides formative assessment regularly. This occurs in a number of ways:

- Verbal feedback - students receive guidance within lessons from colleagues on which they act, both in their oral and written responses.
- Written feedback - the Nobel Algarve marking and feedback expectations ensure that learners receive timely and meaningful feedback and ReAct to their feedback.
- Peer and self-assessment - teachers develop pupils' understanding of subject criteria so that they are able to comment on their own, and others', achievement.

*Please refer to the Feedback Policy for detailed information on feedback.*

#### 5. SUMMATIVE ASSESSMENT

**PRIMARY:** We use a range of assessment to monitor the progress in all subjects that students are making. The summative KPIs are awarded using a standardised process. Assessments are moderated alongside other sites to ensure a level of consistency.

##### *EXTERNAL ASSESSMENTS*

*GL Assessments are sat in Years 2, 4 and 6.*

##### *EXTERNAL ASSESSMENTS*

*Year 1 Phonic Screener assessments will be used for Year 1 students (and Year 2 students who did not meet the expected criteria).*

**SECONDARY:** Assessments are sat termly, and teachers ensure assessments completed have the necessary rigour that allows us to assess student progress in relation to a 'most likely grade' or MLG. The final summative report takes the form of an end of year examination, to prepare students for the linear process now in place. Materials are provided to support



learners, with guidance provided for parents on the best ways to support learners through the process.

Students receive:

- a percentage for the paper.
- a Most Likely Grade, MLG - awarded on the premise that if learning continues at the current rate, this would be the grade predicted at the end of KS4.

### *EXTERNAL ASSESSMENTS*

iGCSE and AS/A2 exams are the assessment method for year 11 and Sixth Form students respectively.

## **6. REPORTING**

It is the responsibility of class teachers at primary and both form tutors and subject teachers at secondary to maintain dialogue with parents and carers throughout the year. A number of internal systems aid that, phone calls, the SEI and email. At all phases, summative reporting takes place at several points in the year.

In primary, a series of parent workshops are outlined throughout the year to ensure parents are knowledgeable about expectations for learning at different times in the year.

In Secondary, students receive their grades and percentages in lessons, and these are then sent home. Parents' Meetings follow the publication of reports: an opportunity to discuss with tutors or teachers, the academic progress and learning attributes displayed thus far.

## **7. MONITORING AND EVALUATING**

The MER process is conducted by teachers and leaders to ensure a cohesive approach to spotting trends in achievement. A forensic process ensures that each student's personal needs are reviewed with appropriate next steps taken to enhance progress.

*All teachers will:*

- Review assessment outcomes and chart against target grades, conduct relevant intervention and praise those excelling.



- Maintain relevant communication with families, including regarding attendance and pastoral information.
- Conduct assessment analysis, identifying areas for the development of knowledge and skills in the curriculum going forward.
- Identify key trends across groups.
- Provide intervention for students.

*The Academic Leadership Group will:*

- Identify key trends across their section and phase and communicate these to colleagues.
- Coordinate intervention programmes.
- Identify trends in teacher performance and correlate with teaching and learning data, taking necessary steps where appropriate.
- Review whole school policies to take account of trends and develop initiatives to close any emerging gaps.
- Provide relevant CPD to ensure staff are confident with assessment protocol.