

ASSESSMENT POLICY

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Philosophy

At SJI International assessments allow students to engage in the learning process. Assessment is critical for students to reflect on how they learn, what they know and how they become the agents of their own learning.

Assessment Principles

Our assessment principles reflect a core aspect of the school's mission in learning to learn and promote the key school values of respect, community, and excellence.

All assessment task should be packaged according to the following principles:

- (i) Educational: all assessment is designed to support a student learning new skills, knowledge and understanding or to reinforce previous learning.
- (ii) Ethical: all assessments should be aligned with the school's Diversity, Equity and Inclusion (DEI) [position statement](#).

(i) Educational Principles

- All assessment tasks are an integral part of the curriculum and the teaching and learning process.
- There should be a healthy mix of formative and summative assessment. All assessments should inform students of how to progress.
- The assessment program should be designed to facilitate deep learning.
- Feedback to students should be timely and should outline areas for improvement.
- Methods that allow for appropriate feedback such as peer assessment and online assessment, especially formatively, should be used.
- Assessment tasks should be managed across the programme, to achieve appropriate variety in assessment tasks, avoid unnecessary concentrations of assessment by checking the assessment calendar and reflect intellectual progression through the programme.

(ii) Ethical Principles

- Assessment tasks and marking criteria should align with the intended learning outcomes for the syllabus or unit.
- The program of assessment should be designed to allow students to demonstrate their achievement of the intended learning outcomes by the end of the programme.
- Students should have advanced notice of all summative assessment tasks, marking scheme and marking criteria for their programme units. The notice should be at least one week; more than a week is required for larger tasks.
- The requirements of the assessment and the assessment program should be communicated to all students.
- Students should be made aware of the process if they wish to appeal or inquire about the result of an assessment.
- Staff and students should be made aware and adhere to the [Academic Integrity Policy](#).
- Assessments should be reviewed annually for improvement.
- Communication of assessment results to students and parents should be confidential.
- Communication of concerns to parents and students should be supportive, constructive and, if appropriate, clear expectations should be set.
- As far as possible, the production of assessment tasks should consider the sustainability goals of the school.

Assessment in Practice

- Assessments are designed with the Program (IB Diploma, IGCSE, Foundation Course) outcomes, assessment criteria and final exams in mind.
- Assessments are designed so that students' current knowledge and experience are assessed prior to the scaffolding of new learning.
- Subject areas create and publish a timeline for internal and external (IBDP/IGCSE) requirements to support students in planning ahead and managing their workload. The timeline must allow for internal moderation/ standardisation, if appropriate, to ensure that internally marked coursework is at the standard defined by the IB.

Assessment strategies

- Teachers use a broad range of formative, summative, formal and informal assessment strategies throughout their course to allow students to demonstrate their learning.
- Teachers provide students with regular and appropriate opportunities throughout the course to reflect upon their achievement based upon meaningful feedback.
- Teachers design assessment tasks that allow students to achieve at the highest levels in both familiar and unfamiliar contexts.

Feedback and reporting on assessment

- Success criteria are provided to students that define expectations for assessment tasks and align with subject area criteria and learning outcomes.
- Teachers use various methods to provide students with accurate and prompt feedback about their current levels of achievement and offer targets for improvement. Generally, feedback for homework and class assignments should be delivered within a week and summative assessments within a fortnight.
- Subject areas and teachers record and report assessment using a secure grade book, using the IGCSE or IBDP grading systems.
- Teachers use assessment data to set goals that address students' learning needs, plan curriculum and drive instruction.
- Subject areas regularly review assessment practices.

Work Beyond the Classroom

Work beyond the classroom provides

1. An opportunity for students to consolidate their learning.
2. An opportunity for students to extend their learning.
3. A method of assessing the extent to which students have mastered an objective.
4. Students with an opportunity to develop a number of crucial non-cognitive skills and dispositions, significantly those of organisation and self-management.
5. An opportunity for students to pre-learn material ready to explore further in the next lesson.

Good quality work set beyond the classroom will serve one or more of the functions above. The nature of the task will be clear to students and the requirements for completion should be well known. Where appropriate, examples, models and support should be available. Care should be taken to ensure that homework is set regularly but in balance to ensure students have time also for all of their subjects, other activities and relaxation.

Setting homework due for the next day should be avoided. This allows students with heavy co-curricular/extracurricular commitments to better manage their workloads and allows students to practise and develop time management.

Setting Work During the Holidays

It is acceptable to set work during school holidays at all levels, but not an expectation. The tasks should be set at least one week in advance of the holiday. No work should be set for public holidays or holidays that are of a cultural significance.

Expectations

Work beyond the classroom requirements will increase with age as the demands of the syllabus followed necessitate greater independent input. The tables below give appropriate guidance about this.

Grades 7 & 8

Subject	Suggested Average Time
Arts (Art, Drama, D&T, Music)	30-40 minutes
English	45-60 minutes
Humanities (Geography, History)	45-60 minutes
Languages	45-60 minutes
Maths	45-60 minutes

Subject	Suggested Average Time
Science	45-60 minutes
RE / WE	30-40 minutes (fortnightly)
Total	Min = 285 mins Max = 380 mins

Grades 9 & 10

Subject	Expected average time commitment per week
Arts (Art, Drama, D&T, Music)	60-90 minutes
English (Language, Literature)	60-90 minutes
Humanities (Geography, History, Economics, Religious Studies)	30-90 minutes
Languages	60-90 minutes
Mathematics (Extended, Additional)	60-90 minutes
Science (Coordinated, Triple, Computer Science)	60-90 minutes
WE	30-40 minutes (fortnightly)
IGCSE PE	60-90 minutes

Subject	Expected average time commitment per week
Total	Min = 420 mins Max = 670 mins

Grades 11 & 12

Subject	Expected average time commitment per week
Arts (Art, Theatre, Music)	120-150 minutes
English (Language, Literature)	60-90 minutes
Humanities (Geography, History, Economics, BM, ESS) Standard Level Higher Level	90-120 minutes 120-180 minutes
Languages Language A/B Higher Level Language A/B/abinitio Standard Level	200 - 240 minutes 160 - 180 minutes
Mathematics Standard Level Higher Level	90-120 minutes 200 - 240 minutes
Science (Biology, Chemistry, Physics, ESS, Computer Science, DT, SEHS)	HL- 120 -180 minutes SL-60-120 minutes
ToK	30-40 minutes
EE	60-90 minutes

Subject	Expected average time commitment per week
CAS	15 - 30 minutes

Reporting

The purpose of reporting is to allow parents to understand how their child is performing; it is intended to be both formative as well as summative. Assessment and Reporting has been reviewed by a research and development team, which brought in changes to the reporting system beginning in 2024.

	Assessment & Feedback to students	Reporting to parents
2024 onwards	G7-G10: Standards-Based aligned with Learning Outcomes	Overall Grade (A*-G)
	G11-G12: Levels (7-1)	Overall Grade (7-1)

G7 to G12 Approaches to Learning

The two approaches to learning that will be reported on are

- Being Prepared for Lessons
- Meeting Deadlines for every unit of work.

	H	M	L
Preparedness for Lessons	Always prepared for class	Usually prepared for class	Cause for Concern
Meeting Deadlines	Always meets deadlines	Usually meets deadlines	Cause for Concern

Internal Examinations

The process of internal examinations is essential preparation for the real examinations later in the year, being an opportunity to find out areas for further focus. The feedback the internal Examinations provides supports students in the learning of the subject matter, the awareness of the process and appreciation of revision and examination techniques.

Missing an Examination Paper

In the event of a student missing an examination paper, the student will have the opportunity to complete the paper after the full examination session. The paper will not be re-scheduled within the examination session. The teacher will provide and mark the paper so the student is able to acquire feedback. If the student has completed at least fifty percent of the subject examination papers, an examination grade will be awarded accordingly. If the student has not completed at least fifty percent of the subject examination papers, an examination grade will not be awarded.

Please select this [link](#) to view the SJI International IB Diploma Examination Policy which outlines the process for re-sitting IBDP examinations.