



Assessment Policy

ALOHA COLLEGE MARBELLA
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Philosophy

Aloha College Marbella (ACM) recognises that fair and transparent assessment of a students' learning, both formative and summative, at every stage of their school career, is vital to their academic and social development as well as their personal motivation and aspirations. Consistent, regular and rigorous assessment also ensures teaching and learning is student-centred and effective and that students are able to reflect on their progress, identify and celebrate their successes and set targets for improvement.

Assessments at ACM provide students, teachers and parents with evidence to evaluate learning, the curriculum and teaching. Assessments also provide diagnostic information to ensure an appropriate programme of learning for students is developed. Results will be reported to the school community as appropriate and be used as a basis for dialogue between school stakeholders.

Aims of the policy

This policy provides clear guidance and explanation on the policies and procedures surrounding Assessment, Marking and Feedback at Aloha College Marbella. This policy, as laid down by the IB: "is constructed around educational and pedagogical values and, therefore, represents a statement of intent and action describing principles and practices for achieving educational goals relating to all aspects of assessment."¹

The School Leadership Team aims to:

- Ensure that all teachers know what is expected of them with respect to assessing students
- Support teachers in sharing this process with colleagues
- Help teachers make well-founded judgements about students' attainment and progress
- Track the attainment and progress of individual students and student groups over time
- Provide parents with accurate information about their child's attainment and progress
- Monitor practice in assessment and the use made of assessment information
- Use assessment information when planning training and the deployment of resources.

What is Assessment?

Assessment is the on-going process of gathering, analysing and reflecting on evidence of a student's knowledge, conceptual understanding and skills to make informed and consistent judgements to improve future student learning and to help students to achieve their potential.

¹ Guidelines for developing a school assessment policy in the Diploma Programme, IBO 2010.



Rights of the School Community

In alignment with our commitment to fair and transparent assessment, all members of the school community have the right to a clear, consistent, and accessible assessment process.

Students have the right to be assessed against established criteria, receive timely and constructive feedback, and understand how their progress is evaluated.

Teachers have the right to professional support in applying assessment criteria and engaging in moderation practices.

Parents have the right to understand the assessment framework and to receive accurate reports on their child's progress.

Through these rights, we ensure an inclusive, accountable, and equitable assessment process that supports learning and growth across the school.

Principles of Assessment at ACM

Based on established educational and pedagogical values, Aloha College Marbella recognises and embraces the following principles of assessment:

1. Formative and summative assessments will be criterion-referenced to the learning objectives of the relevant curriculum and are communicated to students in advance as "criteria for success".
2. Assessment of students' attitudes, behaviour and effort are distinct from the assessment of knowledge, conceptual understanding and skills.
3. Assessment should link judgements about achievement to evidence and provide a basis for dialogue between students, teachers and parents.
4. A variety of assessment methods will be used to accommodate learning styles, special needs and the development of the whole child and to encourage higher thinking skills.
5. Formative assessment will be part of regular lesson planning and linked to the learning objectives and success criteria for each lesson.
6. Summative and standardised assessments will take place at regular intervals and particularly at the end of each academic year.
7. Assessments will provide diagnostic information, baseline information and evidence of progress throughout the year.
8. Assessments will provide evidence to evaluate student performance, teaching strategies and the curriculum.
9. Assessments will include student self-assessment, teacher assessment, external moderation and peer assessment when appropriate to encourage reflection on the process of learning.



Artificial intelligence (AI)

Although AI may not be suitable for use in all subject areas, it is recognised that AI can provide excellent feedback and targets for students when used appropriately and in line with the curriculum's success criteria. (See also **Academic Honesty Policy**.)

Admissions

For all Key Stages, admissions assessments and interviews are carefully arranged to confirm the student's aptitude to access the curriculum proficiently and to safeguard the well-being of the student by avoiding any detrimental impact associated with placing them in a program where the level of challenge surpasses their current capabilities. (See full [Admissions Policy](#).)

Diversity

Students with English as an Additional Language (EAL) can access a variety of first language courses and qualifications. These include DELE² Spanish language qualifications from the Instituto de Cervantes, ESO qualifications that comply with Spanish government requirements for Spanish nationals and which provide entry into Spanish universities, IGCSE first language qualifications and IB Diploma courses in Spanish, French and German at three levels: Ab Initio, Language B and Language A. (See **Language Policy**.)

Students with special educational needs, who have been assessed by an Educational Psychologist following teacher recommendations and the agreement of parents, may apply for special provisions during external examinations in Year 11 and Year 13 and in internal examinations in Term 3 in all Key Stages. These provisions could include extra time, a reader, a scribe or use of a laptop. These provisions must be applied for and paid for in advance by parents (See **SEND Policy**.) From the Educational Psychologist's reports, the SEND Coordinator will develop an Individual Education Plan for students and recommendations for teaching that will be shared with parents and teachers. IB teachers of SEND students will be provided with a copy of the IB policy document *Access and inclusion policy, IBO, 2022*³.

Collection of Data and Sharing of Information

All assessment data including CAT4 baseline, internal PCT, Skills-based, online GL Progress Test, Trial and Final examination data is recorded and shared with teachers and then collated and analysed by Heads of Department/Subject Coordinators and Heads of Key Stage in order:

² <https://exámenes.cervantes.es/es/dele/que-es>

³ <https://www.ibo.org/globalassets/new-structure/programmes/dp/pdfs/access-and-inclusion-policy-en.pdf>



- to analyse and evaluate performance data to inform teaching and learning as well as monitor student performance.
- to calculate the value-added to student performance from baseline data.
- to develop Individual Education Plans for SEND students that will be shared with parents by the SEND Coordinator.
- to provide information for written reports.
- to inform verbal feedback to parents at Parent Teacher meetings.
- to determine the composition of teaching groups.
- to track progress of students against age-related expectations or IGCSE, International A-Level or IB Diploma grade descriptors.
- to determine entry tiers for external examinations.
- to set target grades for students.
- to provide appropriate targeted intervention groups (primary)
- to inform predicted grades.
- to inform presentations by Heads of Key Stage to the Board of Governors to help them evaluate the effectiveness of the curriculum, teaching and resources.

Termly School Reports

In the Primary section, parents receive a written report each term throughout the academic year. In KS1 and KS2 targets are set (based on INSIGHT data) and grades for attainment and effort are awarded for English, Maths, IPC, Spanish and PE. A more detailed Personal comment is provided by the form tutor (if different to the subject teachers.) Both Internal and Externally run test scores are also shared with each report.

In the Secondary section, parents will receive a written report for their child at the end of each term which summarises their grades for Attitude towards Learning, Homework (Key Stage 4 only), Key Stage 5 Deadlines (Key Stage 5 only) and for Attainment. Additionally, teachers will provide up to three targets for improvement for each subject being studied and a comment regarding progress in PSHEE programme (Personal, Social Health, Economic, Emotional), Extended Essay and TOK (for IB students only.)

Parent-Teacher evenings are held 3 times per year in the **Primary section**. During these meetings teachers share the pupils' age related attainment against national expectations, next step targets and the progress pupils have made to date, making reference to the recent reports and to the data on INSIGHT.

In the **Secondary section**, parents will be given the opportunity to attend two Parent Teacher meetings per year where teachers, Heads of Department, careers staff (when appropriate) and Heads of Key Stage will be available to share assessment data, completed exam papers and general feedback on attainment, attitude to learning and targets for improvement. Individual Education Plans for SEND students will also be discussed with parents at these meetings.



Staff are prepared to make themselves available for additional meetings during the year should they be requested. If a member of staff has concerns over a child they will contact the parents. Parents of children with IEPs may be given an additional opportunity to meet with staff.

Report Attainment Grades

- **KS1 and KS2**

This will be a holistic grade from 1 to 9, linked to how well students are progressing when compared to age-related expectations, taking into account all assessment data, participation in lessons, marking of work and homework.

1	2	3	4	5	6	7	8	9
Below	Working Towards		Expected			Above Expected		

- **Key Stage 3 (Years 7, 8 and 9)**

This will be a holistic grade from 1 to 9, linked to how well students are progressing when compared to age-related expectations, taking into account all PCT and GL assessment data, class and homework.

1	2	3	4	5	6	7	8	9
Below	Working Towards		Expected			Above Expected		

- **Key Stage 4**

This will be a holistic IGCSE grade from 1 to 9, linked to how well students are progressing when compared to IGCSE grade descriptors and which take into account recent PCT results, class and homework.

- **Key Stage 5**

This will be a holistic attainment grade for either A Levels (A* to E) or IB Level (1 to 7) taking into account recent PCT results, class and homework.

- **Key Stage 5 Deadlines:**

A number from 1 to 4 will be awarded based on deadlines relating to classwork, homework and internal assessment tasks.



Grade	Descriptor
1 (Excellent)	Always meets deadlines and submits work to a very high standard.
2 (Good)	Meets deadlines most of the time and submits work to a good standard.
3 (Satisfactory)	Often does not meet deadlines and the work submitted is often below expectations.
4 (Needs improvement)	Does not meet deadlines and the work submitted is generally below expectations.

Report Attitude Towards Learning Grades

- **Primary Section**

Grade	Descriptor
4 (Excellent)	<p>Years 1-6: Often exceeds expectations in class and homework. Highly motivated and seeks challenge. Actively listens in classes and makes valuable contributions. An independent and proactive learner. Works collaboratively, supporting others. Meets all deadlines.</p> <p>EYFS: Always engages in this area of learning for self chosen play.</p>
3 (Good)	<p>Completes class work and homework to a good standard. Motivated and accepts challenges. Actively listens and engages in learning. Works with increasing independence. Works collaboratively. Meets the majority of deadlines.</p> <p>EYFS: Often engages in this area of learning for self chosen play.</p>



2 (Satisfactory)	<p>Years 1-6: Completes class work and assignments, although sometimes below expected standards. Would benefit from greater motivation to learn. Listening skills need to be developed. Needs occasional reminders to stay on task. Is developing the skills required for collaborative work. Meets some deadlines.</p> <p>EYFS: Occasionally engages in this area of learning for self chosen play.</p>
1 (Needs improvement)	<p>Years 1-6: Often does not complete class or homework. Often lacks motivation. Often neither listens nor engages in learning. Often does not stay on task. Can be disruptive towards the learning of others. Rarely meets deadlines.</p> <p>EYFS: With encouragement, engages in this area of learning for play.</p>

- **Secondary section**

Grade	Descriptor
4 (Excellent)	<p>Often exceeds expectations in class and homework. Highly motivated and seeks challenge. Actively listens and makes valuable contributions. An independent and proactive learner. Works collaboratively, supporting others.</p>
3 (Good)	<p>Completes class and homework to a good standard. Motivated and accepts challenge. Actively listens and engages in learning. Works with increasing independence. Works collaboratively.</p>



2 (Satisfactory)	<p>Completes classwork and homework although sometimes below expected standards. Would benefit from greater motivation to learn. Listening skills need to be developed. Needs occasional reminders to stay on task. Is developing the skills required for collaborative work.</p>
1 (Needs improvement)	<p>Often does not complete class or homework. Often lacks motivation. Often neither listens nor engages in learning. Often does not stay on task. Can be disruptive to the learning of others.</p>

Homework Procedures

Aloha College Marbella believes in providing homework that is developmentally appropriate and facilitates learning.

- **Primary section**

- **In Reception**, Homework is assigned to students when they are developmentally ready to access and engage with it. Homework consists of learning letter sounds, reading books and learning basic numeracy skills.
- **In KS1**, students are encouraged to read daily with their parents. This is recorded in a reading diary signed by parents and teachers. Students are also set 20 minutes of Math homework a week.
- **In KS2**, students complete English, Maths and Spanish homework on a weekly basis. IPC homework is assigned at the end of each term and is project based. Homework and deadlines are set via the Google Classroom.

- **Secondary section,**

Homework will be set by teachers according to the needs identified by the department (documents can be found in the staff shared area). To help students organise their time effectively, a deadline of no less than 5 days will be set by teachers. Instructions and deadlines for all homework assignments will be set via the class Google Classroom.

Homework assignments will be carefully designed to take account the possible use of AI so that students work independently.



Parent Responsibilities

- To support their child to meet homework and assessment deadlines.
- To regularly check emails to keep advised of upcoming assessments, parent teacher meetings and the Parent Portal to find School Reports showing their child's progress and targets for improvement.
- To communicate any questions or concerns with the relevant subject or class teacher, Head of Department (secondary) or Head of Key Stage.
- To attend Parent/Teacher and Information meetings for feedback and updates.

Teacher Responsibilities

- To share learning objectives and criteria for success with students at the beginning of each lesson and before tasks are set.
- To use formative and summative assessment data to identify each student's strengths and the priority areas for their future learning.
- To use all available assessment data, including CAT4 baseline data, to identify an appropriate curriculum for each student.
- To identify "next steps" for each student and share these with students and parents as clear learning objectives in Termly Reports and at Parent Teacher Meetings.
- To design and set homework in accordance with the Homework Procedures above, that is developmentally appropriate and facilitates learning.
- To mark students' work according to the Marking and Feedback Policy below.
- To mark and moderate Key Stage 4 and Key Stage 5 students' internal examination papers against grade descriptors and agreed grade boundaries and use this data to set predicted grades for university applications.
- To evaluate and improve the teaching strategies used with each student, including those with special educational needs by referring to guidance from the SEND Coordinator (See SEND Policy.)
- To support students, where appropriate, to monitor their own learning.
- To set target grades for all KS4 and 5 students based on all available data and CORE subjects for students in KS3.
- To identify, celebrate and share student achievement.
- To be familiar with the latest IGCSE, IAL and IB Internal Assessment marking criteria and apply them rigorously before and during internal moderation sessions within departments.
- To ensure that IGCSE, IAL and IB DP students are also familiar with the marking criteria for internal assessments and use them to improve their internally assessed work.
- To ensure all external examination work considered for assessment has been produced and supervised in strict adherence to the examination board guidelines, with full written feedback provided at least once. Teachers must abstain from "over-editing" a piece of work.



- To authenticate work as the genuine work of the candidate and without plagiarised content. Any matters arising in relation to the authenticity of work should be reported to HoD or HoKS and in accordance with the school's academic honesty policy.

Note: Senior Leaders and Heads of Department are responsible for ensuring new staff are familiar with all areas of the Assessment Policy and embed it effectively in their practice.

Assessment in the Primary Section

- **Formative Assessment**

Formative assessments, also referred to as Assessment for Learning (AfL) are regular, informal assessments that are used by teachers to assess student understanding and inform teaching strategy. It involves collecting detailed information that can be used to improve instruction, lesson delivery and ultimately improve student understanding while it is happening through a variety of techniques:

- think-pair-share
- whiteboard work - 1-2-3 show me
- targeted questioning
- peer assessment
- self assessment

Formative assessment in the classroom means that the teacher is monitoring students' learning by providing regular and timely feedback on what they have done well and what they need to improve.

Quality marking and feedback is the first line of formative assessment but it can take a variety of forms from informal quizzes to verbal feedback on a piece of work. To be effective, formative assessment needs to take place on a daily basis during teaching and learning. It is conducted to help teachers decide how to further develop student understanding.

- **Summative Assessment**

Summative assessments are any method of evaluation performed at the end of a unit or term, allowing teachers to measure a students' understanding against standardised criteria. They are "one-off" testings, designed to find out what a child knows after a period of learning.

They usually result in the student receiving a determined grade, either being a percentage, a numbered grade, a book level or a Standardised Score that tells the student how well they are performing academically. Teachers can also use these results to evaluate how successful their teaching methods were and see if they need to be adjusted next time they teach that unit.



ACM utilises GL Assessment for all ages as its main form of Summative Assessment (excluding GCSE, A-Level and International Baccalaureate (IB)). In addition to these, Benchmarking an Accelerated Reader (reading), Termly writing tasks and Maths Test, based on White Rose Scheme of work.

- **Recording Assessments**

The Primary section utilises the INSIGHT Tracking System as a formalised approach to recording assessment. This is used to record ongoing assessments for Reading, Writing, Maths, IPC and Spanish. The data for this comes from a range of sources, including Maths tests, Accelerated Reader, PM Benchmark, adapted Ros Wilson scripts and IPC Assessment foci. In addition to this, Teacher assessment against the key objectives for the year are also recorded in INSIGHT.

- **Dedicated Improvement and Reflection Time (DIRT time)**

Students are given Dedicated Improvement and Reflection Time (DIRT) at the beginning of the day 8.50 - 9.10am to respond to marking feedback. This provides focussed support for students to understand what key skills they have accomplished and what they still need to develop. Teachers should focus DIRT around the success criteria for a piece of work. DIRT must be well-structured and differentiated for students with suitable challenge and extension built in.

- **Marking and Feedback**

For marking to be legitimate and useful to all involved, it needs to be done during, or as soon as possible after the completion of the work and where possible before the next lesson. In the case of guided writing and reading in group sessions, group feedback will take place during the session. This can be both oral and written.

Teacher marking will also take place after the work has been completed. In this case, the teacher will make a meaningful comment about the work, and where applicable provide steps for improvement during DIRT time. This may need to be shared orally with the children during DIRT time age depending.

At times, in KS2, individual students may mark their own or their peers' work. This will help them to assess their progress and evaluate their own or others' learning. The students will decide, as a result, whether the work is appropriate or whether they need further practice and consolidation. This will inform future next steps for the students and inform teachers' planning



- **General Marking Principles**

Marking should be completed using a coloured pen (red, green, blue or black) and legible writing. Purple pens are reserved for students to edit and improve their own work during DIRT time.

Stamps may be used to show if a child has met the learning objective for the day or not.

Work should be ticked and be accompanied by a meaningful comment and next steps, for the student to reflect on during DIRT time.

When marking students' work, teachers will apply their judgement when choosing the detail and focus of the marking, depending on the learning objective, their knowledge of the child and the child's personal next steps.

Homework can sometimes be marked by the children themselves. In this way the class can discuss and explain their answers. This will still need to be initiated by the teacher.

Final pieces are not always marked, when marking or feedback has taken place during the writing process.

Erasers are used with caution. When drafting, errors are left and corrections are made around them in a purple pen. This enables children and teachers to see where mistakes or misconceptions have been made and how they have been addressed and rectified. For best work and final pieces, erasers are used.

Mistakes in Maths books are dotted to allow children to rethink their answers.

We expect supply teachers to mark all work completed whilst they are teaching in that class.

For consistency, the following agreed symbols are used to indicate how marking and feedback has occurred. These are explained to children at the start of each year.

- ❖ **Foundation Stage:**

- On all pieces of work it is indicated whether the child has completed the work independently or with some assistance. **S** indicates support and **I** indicates independence.
- '**VF**' is written next to work that has been given verbal feedback at the time of completion. A brief explanation of the feedback is written next to it.



❖ **Key Stage 1:**

- On all pieces of work it is indicated whether the child has completed the work independently or with some assistance. **S** indicates support and **I** indicates independence.
- **VF** is written next to the work that has been given verbal feedback at the time of completion. A brief explanation of the feedback is written next to it.
- A constructive comment to improve work may be written for children to work on during DIRT time.

❖ **Key Stage 2:**

- All work is marked according to the lesson objective. This will include a meaningful comment followed by a target or question to prompt the child to reflect on their work during DIRT time. In cases where the work is marked verbally, **VF** will be used.
- On occasions children will mark their own work and be encouraged to evaluate what they have learned. (**SA** or **PA**)
- Corrections in all subjects can be complete in Purple Pen to distinguish between initial attempt and amended attempt

● **Sharing of Data and Reporting**

Assessment data, at all levels, is shared with parents through termly Reports and through termly Parent-Teacher meetings. The marks and grades from tests are shared, so too is the data extracted from INSIGHT to show ongoing teacher assessments. Reports also include a "Holistic Grade", indicated their child's attitude and attainment in class work

Annual presentation to the Board of Trustees is also made, based on the End of Year GL Assessments.

Assessment in the Secondary Section

● **Types of Assessment**

Assessment for learning (**formative assessment**) occurs when teachers use inferences about student progress to inform teaching and:

- Occurs throughout a learning sequence and is planned when teachers design teaching and learning activities
- Enables students to demonstrate what they know and can do
- Involves teachers sharing learning intentions and explicit assessment criteria with students



- Involves teachers and students setting and monitoring student progress against learning goals
- Establishes a classroom culture that encourages interaction and the use of assessment tools
- Requires teachers to ascertain students' prior knowledge, perceptions and misconceptions
- Involves teachers focusing on how students learn and how to scaffold their learning
- Involves teachers adapting teaching practice to meet student needs
- Provides sensitive and constructive feedback to students on their performance
- Involves teachers making formative use of summative assessment (see below)
- Assessment becomes part of the learning process when students reflect on and monitor their progress to inform their future learning goals
- Baseline Tests at the beginning of each Key Stage which measure the four main types of ability known to make a difference to learning and achievement. These Cognitive Ability Tests provide an independent perspective on potential student achievement, with reliable information for each child that will help identify where to provide extra support or set more challenging targets.

Assessment of learning (**summative assessment**) occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards. Assessment of learning at Aloha College includes:

- Progress Check Tests (PCTs) - written internal examinations in each subject, which are designed, assessed and moderated by class teachers against criteria for success. These occur in Terms 1 and Term 3 in Key Stage 3 and termly in Key Stage 4 and Key Stage 5. The written examinations in Term 3, assess all the learning that has taken place throughout the previous year. Attainment grades used for PCTs and Reports can be found below in **PCT and Report Attainment Grades**.
- Standardised Progress Tests - In Key Stage 3 in Term 3, students also sit online standardised GL Progress Tests⁴ which assess students' knowledge, understanding and application of the core subjects: English, Maths and Science.
- Skills Based Assessments - these occur in Key Stage 3 in Term 2 in all subjects and are designed by departments to build practical and oral skills, confidence and respect, independent inquiry and research skills. Assessed internally against criteria based on the IB Learner Profile, students' communication, inquiry, thinking, knowledge and reflection skills are recognised and assessed.
- External examinations - these are written examinations administered by Aloha's Examinations Officer, held under strict exam conditions and regularly inspected by the relevant exam boards for IGCSE, IB Diploma and International A-Level examinations. They take place in May/June of Year 11 and Year 13.

⁴ <https://www.gl-education.com/assessments/products/progress-test-series/>



- Rubrics and criterion referenced assessments - these are used by the KS3 Term 2 projects, IGCSE, IB DP & IAL in many areas including all Internal Assessments, Theory of Knowledge assessments, Extended Essays, EPQ and also the majority of examination paper long answer questions.

● **Secondary Student responsibilities**

- Students are expected to regularly check Google Classroom homework instructions and respond to written and verbal feedback related to homework and revision materials.
- To submit homework on the day of the due date. If a homework or assessment task is not submitted by the deadline, a suitable sanction will be issued.
- IGCSE and IB DP and IAL students should meet all draft and final version deadlines for coursework in the same way. Failure to do so will result in a suitable sanction and, for IB students, may prevent the student obtaining their Diploma.
- To adhere to the IB and school principles of academic honesty and integrity in all work submitted (see **Academic Honesty Policy**)
- To respond to marking feedback (written or oral) provided by teachers so that they are aware of their performance against success criteria in each subject and can identify areas for improvement and agree with teachers suitable targets grades (See **Target Grades** below).
- To proactively work with teachers to discuss any difficulties they may be having as far ahead of deadlines as possible so that any issues and support can help them at the first opportunity.
- If absent for an internal exam, students must notify the school and they will sit the exam as soon as they return to school as long as they submit a medical certificate or other satisfactory documentation to explain their absence on the day of an exam.
- Students who continue to experience difficulties in meeting academic standards and homework expectations may be placed on academic reports to monitor their progress lesson by lesson against specific personal targets.

● **Marking and Feedback**

- Student exercise books and Chromebooks should be checked **half-termly** to ensure each student is maintaining well-organised exercise books, class notes and electronic folders that will support their independent study programme.
- At the beginning of any new topic or unit of work, the teacher must display and share on Google Classroom the criteria for success so that students know what their work is being assessed against. For KS3 students, these should be taken from departmental rubrics, for KS4 and 5, these should be taken from IGCSE, IAL or IB examination rubrics. This is particularly important for IB internal assessments.
- **AFL** (assessment for learning) strategies must be used regularly in the classroom,



- focusing on questioning and meaningful oral feedback in relation to success criteria.
- Self and peer assessment should take place regularly.
 - One piece of student work is marked against success criteria **at least fortnightly**, providing students with written or verbal feedback that highlights students' strengths and enables students to make improvements to that piece of work and identify general targets for improvement. Teachers may use written comments, Mote voice messages or the Private Comment feature on Google Classroom. See also Reflection and Improvement (**RIT**) guidance below.
 - Students must be given time to respond to marking using dedicated Reflection and Improvement Time (**RIT**) see guidance below.
 - Homework must be set using the published homework guidance for KS3, KS4 and KS5 so that students have 5 days to complete any assignment and the assignment instructions and deadline are posted on Google Classroom.
 - Teachers must mark PCT scripts or responses using departmental rubrics or IGCSE, IAL or IB DP rubrics and then moderate their marking within the department, as instructed by the Head of Department. PCT attainment grades cannot be shared with students until all moderation has been completed and authorisation given by the head of department.
 - Following PCTs, teachers of all Key Stages must enter holistic attainment grades into iSAMS Gradebooks by the required deadlines, usually 5 working days after the end of the PCT assessment week (10 working days for end of year exams and Trials). These grades must reflect performance in class, homework and PCTs.
 - During exam and Progress Check Test weeks it is not compulsory to mark regular work of the year group being tested. The work of all other groups not being tested must continue to be marked according to this policy.
 - KS4 and KS5 teachers must work with students to agree on an aspirational, end of year **Target grade** for each subject (see below). Teachers should use the target grade and success criteria in lesson planning, differentiation, **RIT** time and parents evening.

- **Reflection and Improvement Time (RIT time)**

As soon as marked work is returned to students, they will be given a dedicated Reflection and Improvement Time (**RIT**) at the beginning of a lesson to respond to marking feedback. This should be built into regular planning, teaching and feedback and must provide focussed support for students to understand what key skills they have accomplished and what they still need to develop. Students and teachers should focus **RIT** around the success criteria for a piece or unit of work. **RIT** must be well-structured and differentiated for students with suitable challenge and extension built in.

- **Target Grades for students**

Target grades should be designed to focus students as they answer the question: "what do I



need to do to improve and reach my potential?" After the first PCT, students in KS3 (core subjects), KS4 and 5 should agree to an aspirational target grade with their class teacher for the end of the year. This should be based on all available assessment data; base-line assessment, including CAT4 data, PCT data, independently completed class or homework. Rather than a tokenistic target, these grades should be used alongside success criteria and grade descriptors to enable the student to identify specific skills they need to improve and how they can do so during **RIT** lessons and independent study time.

Local and National Assessment requirements and how these impact on assessment at Key Stage 3, Key Stage 4 and the IB.

At Key Stage 4, students are entered for a range of International General Certificates of Secondary Education subjects. Students are supported in their choices when in Year 9. The option choices are broad and aim to be in line with those of the International Baccalaureate or International A Levels to allow a smooth transition. All students are required to prepare for an IGCSE in either English First Language or English as a second language, as well as Mathematics and at least one science subject. In addition, and according to National Requirements, students are required to study either Spanish First Language or Spanish as a modern foreign language.

For those students of Spanish Nationality, or those who wish to gain the Educación Secundaria Obligatoria, it is mandatory that they study and are examined in Geografía e Historia, a national educational programme. Students may, with the agreement of the Head of Modern Foreign Languages and the relevant Head of Key Stage, also enter independently for an IGCSE in their own mother tongue.

- **Retaking External Assessments**

It is recognised that sometimes students do not meet the grades required following examinations.

Students in Key Stage 4 and Key Stage 5 will be permitted to apply to retake specific external examinations in order to meet the entry requirements of the next Key Stage or university. It is strongly recommended that students moving in to Key Stage 5 gain at least 6 IGCSE grades from 4 to 9, A* to C including English and Maths. In exceptional cases, students may be allowed to enter Key Stage 5 on certain conditions such as resitting and gaining the required grades in future IGCSE sittings.

- **Trial Results Days**

Trial examination papers are moderated against grade descriptors across all teaching groups within a department. After moderation, Trial examination grades in all subjects are shared



with individual students in Year 11 and Year 13 on a single day. Results are handed to each student in a single envelope to simulate the day when they receive their final IGCSE, A-Level and IB Diploma results. The purpose is to encourage students to reflect on their progress against their target grades and the effectiveness of the personal revision programme.

- **Predicted Grades**

Heads of departments and teachers will agree a predicted grade for each student in each subject taking into account evidence from specific assessment points in the year and enter these into Aloha's data collection system, iSAMS. These predicted grades can then be incorporated automatically into transcripts (records of academic performance).

The careers officer is in charge of gathering IB and A Level predicted grades from all academic departments. These predictions will be used for academic transcripts for applications to Further Education institutions.

The IB coordinator and the examinations officer will submit the predicted grades for each subject to the IBO, CIE, AQA and Pearson International by the deadlines required before final examinations for IB, IGCSE and International A-Level respectively.

Predictions are shared with students and parents only if the requirements for the course differ significantly from their predicted grades. This will be discussed in an individual meeting between student, parents and the careers officer.

- **Moderation of Assessments**

To ensure consistency, fairness, and accuracy in assessment, our school implements a rigorous moderation process aligned with best practices and IB/Examination Board standards. All major assessments are moderated through collaborative review by subject teams to verify that marking criteria have been applied consistently across student work.

Moderation includes the comparison of sample scripts across grade bands, review of assessment rubrics, and regular calibration sessions to address any discrepancies.

Moderation meetings are conducted periodically, and any necessary adjustments are communicated to ensure that student outcomes reflect true performance levels.

This process promotes transparency, supports teacher development, and upholds the credibility of our assessments. Through moderation, we strive to provide reliable feedback to students and maintain high academic standards across all departments.