

Secondary School Assessment Policy

Approved/reviewed by	
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1. PHILOSOPHY AND PRINCIPLES OF ASSESSMENT	3
2. ASSESSMENT PRACTICES	5
3. FEEDBACK	9
4. COMMUNICATION & REPORTING	11
5. APPENDICES	13

1. PHILOSOPHY AND PRINCIPLES OF ASSESSMENT

At Fairgreen International School, our assessment principles are in line with the philosophy of the IB Programmes. The main purposes of assessment are to provide information about student learning so that teachers can adjust instruction, and to provide a summary of student learning at a given point in time. This policy outlines how these main purposes are achieved in practice in the Secondary School at Fairgreen.

We believe that assessment is an integral component of all teaching and learning. It has a positive impact on student motivation, well-being and self-awareness as learners. Assessment provides regular feedback on the learning process for students by allowing them to demonstrate their learning through a variety of different tasks. In addition to being used by teachers, the data obtained from assessment updates parents on the progress their child is making.

Roles and responsibilities

At Fairgreen:

- The assessment policy will be evaluated and reviewed in accordance with internal and external review cycles. This process will be led by leadership and programme coordinators and will involve the wider school community.
- The assessment policy is a living document that positively influences teaching and learning, therefore all teaching staff are expected to read and acknowledge an updated version at the beginning of each academic year.
- All teaching staff are responsible for implementing the assessment policy in line with their role in school.

At Fairgreen, we believe that effective assessment:

- Is planned, purposeful and meaningful
- Involves students and teachers working in a collaborative setting
- Informs planning, teaching and reporting
- Gathers information about individuals and groups of students
- Is written using common terminology that is in line with the various IB programmes.
- Appraises a broad range of concepts, knowledge and skills at a variety of levels of understanding, appropriate to an international and increasingly complex world
- Involves a balanced use of assessment tools and strategies
- References the curriculum and requirements of the separate programmes
- Involves a balance of opportunities for 'Assessment for', 'Assessment as' and 'Assessment of' learning
- Is honest, fair and reliable

- Is ongoing, timely and reflective
- Is accessible to all learners
- Provides coherent, constructive and timely feedback to students, teachers and parents

At Fairgreen we recognise that students:

- Should be actively involved in the assessment process through self-assessment, peer assessment and reflection on feedback and appropriate goal setting
- Have different cultural experiences, expectations and needs
- Perform differently according to the context of learning
- Need to know their achievements and areas for improvement in the learning process
- Should receive timely feedback that is constructive and expressed positively

2. ASSESSMENT PRACTICES

Assessment for Learning:

Assessment for Learning is continuous and provides an opportunity for teachers to measure students' skills, knowledge and understanding of concepts and topics under study in order to inform teaching and learning approaches and strategies.

Assessment as Learning:

Assessment as Learning is assessment practice that provides students opportunities to respond to and reflect on both formal and informal feedback from teachers and peers in order to identify and understand the next steps in their learning and explore how to improve.

Assessment of Learning:

Assessment of Learning is planned in advance and designed to enable students opportunities to demonstrate their understanding and development of skills. Assessment of Learning opportunities measure knowledge, understanding and progress against criteria and standards. Typically, assessment of learning will be summative and be scheduled at the end of a topic or unit of study.

Assessment in the Middle Years Programme (MYP):

As an IB MYP school, assessment:

- Is a continuous process to address the MYP objectives in each of the eight subject groups following the MYP 'best fit' criterion-related approach, using the published criteria
- Uses formative and summative tasks that are assessed against MYP criteria strands to ensure continuous assessment and feedback of students' performance
- Includes discussion of the assessment criteria with students in advance via assessment rubrics, including task-specific clarifications and common command terms
- Ensures that students receive timely and meaningful feedback to inform and improve their learning
- Focuses on process as well as product
- Plays a significant role in the development of approaches to learning (ATL) skills
- Requires teachers to participate in the standardisation of student learning for each summative assessment through department moderation and to keep a clear and accurate record of all summative assessment grades.

All students will be assessed at least once against all four criteria in all eight subjects by the end of the first semester. By the end of an academic year, students will be assessed against all strands on all four criteria in all eight subjects at least twice. Teachers will use evidence from a range of summative assessment tasks through the year to make a professional and informed judgement to calculate 'best fit' grades for each criterion.

MYP GRADE Descriptors

These are broad grade descriptors that provide information about the skills and knowledge attained by the student. Grades are based upon an accumulation of what the student can do and what they can achieve. They are based upon a set of criteria, and overall results are given by the teacher using the 'best fit' approach.

MYP Grade Level	Criterion Total	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally

		inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

Assessment in the Diploma Programme and Careers Related Programme:

The International Baccalaureate Diploma and Career-related Programme are both two-year courses of study culminating in external examinations at the end of Grade 12. IB assessment criteria will be utilised at the start of the first year in each course to reflect the boundaries set by the IB. Students will sit formal examinations twice a year, in preparation for the external exams that are held in May. All subject exams, internal and external assessments, are conducted as per the IB regulations and requirements.

As an IB DP/CP school, Fairgreen believes that assessment:

- Uses mostly formative assessment to help students define targets for improved performance by providing constructive feedback in a timely manner
- Uses published assessment criteria, mark bands, mark schemes and grade boundaries to assess student learning
- Is informed by the previous year's marking notes for each subject.
- Ensures that students have access to relevant assessment material published by the IB such as past exam papers and moderated Internal Assessment Samples.
- May include scaffolding in the early part of the course to make assessment tasks more accessible
- Emphasises criterion-related assessment
- Ensures that students are regularly assessed on tasks that are consistent with the subject expectations of the IB Diploma and Careers Related Programme
- Requires teachers to participate in the standardisation of student learning for each summative assessment and Internal Assessments
- Teachers are to keep a clear and accurate record of all formative and summative assessment grades
- Should be moderated- coordinators ensure that subject teachers systematically participate in the moderation process- and then use this to help to inform future teaching and learning
- Requires summative grades for reporting according to the most accurate description of overall student performance, rather than an average of achievement grades
- Works towards evaluating student performance on the whole course, not just particular components
- Reports on internal examination grades and include these as part of the overall semester/term grade

Apart from continuous formative assessment, all students will be summatively assessed (at least 2 - 3 times at Standard Level and 3 - 4 times at Higher Level) per term. Teachers will use evidence from a range of assessment tasks through the year to make a professional and informed judgement to determine grades aligned to the subject specific criteria.

For all of the three IB programmes, in the instance that a student scores a **0 or 1** on any given assessment or criterion, parents are contacted, the HR teacher and subject Head of Department are notified, and appropriate intervention and support is provided.

What is included in grades?

- Achievement, not behaviour
- Summative evidence

What is not included in grades?

- Group scores (assessed group work must include individual achievement evidence)

- Academic dishonesty - We do not reduce grades as a form of punishment. Our response is to ensure the work is completed in a context that encourages honest completion in the first instance. (See Fairgreen policy on Academic Honesty). However, students will be held accountable for the IB rules and regulations regarding academic integrity.

Meeting deadlines

- Students are required to submit assessments by the due date. In cases of extenuating circumstances which may prevent a student meeting a deadline, students should inform teachers **before** the deadline who will advise on how to proceed.
- Students who do not meet the submission date will be required to complete the task under supervision at a time decided by the teacher, either during the school day or after school. Parents will be informed.
- Extensions may be granted, but this is subject to approval on a case-by-case basis by the IB coordinators and subject teachers.

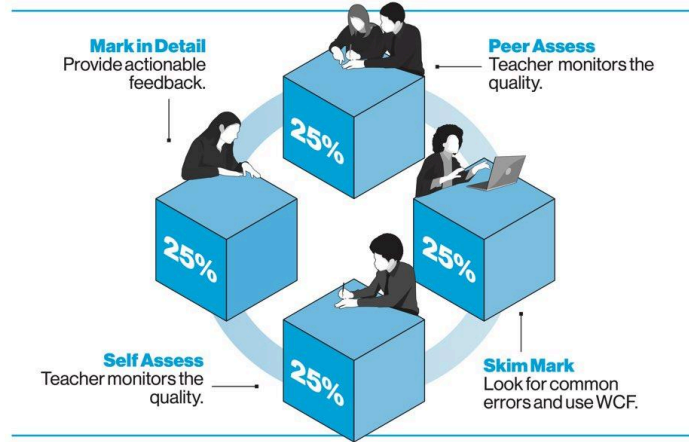
3. FEEDBACK

At Fairgreen we believe that regular and timely feedback and reporting through both assessment as learning and assessment of learning is the most effective way to support learning. Such feedback helps students reflect on their learning and set goals for next steps and provides the opportunity for dialogue between students, teachers and parents to discuss learning strengths and areas to develop.

Four Quarter Marking Model

To ensure a regular cycle of feedback that engages students in different models of feedback, the Secondary School follows the four quarter marking model, developed by Dylan Wiliam.

This involves 4 different types of marking and feedback and engages students in the process. In any given unit, teachers should plan to incorporate all 4 elements of feedback:



Teacher feedback - teachers provide written feedback to all students. This can be used to identify common misconceptions within the class and inform instruction moving forward.

Self-assessment - students reflect on their own learning against the given criteria to identify strengths and areas for improvement. This can be used for students to set targets and determine where to focus future learning.

Peer-assessment - students provide feedback to their peers against the given criteria to identify strengths and areas for improvement. Teachers should provide explicit modelling and guidance to students to ensure they give accurate and useful feedback.

Marking in detail - this type feedback is provided for summative assessments. Teachers provide detailed feedback according to assessment criteria (see Feedback on Summative Assessments below).

Other forms of Feedback

Feedback is not limited to these formal processes. Feedback can also be:

- Verbal
- Written in students' books
- Provided digitally through platforms such as Google Classroom or Assessprep, or as voicenotes
- Given during group discussions

- Provided during whole class teaching

Assessment Rubrics

In order to ensure that planning, teaching and assessment is focused on the MYP assessment criteria and CP/DP assessment objectives, we use [single-point rubrics](#) that reference the specific strands/outcomes from the criteria that is being taught and assessed. This ensures that students are familiar with what knowledge and skills they are developing, and what is expected of them when they demonstrate their learning (see appendix 1). On these rubrics, students are provided with feedback on what they have done well and where they can improve, with guidance that is specific to the strand.

Where necessary, the wording in these rubrics may be adjusted so that it is student friendly.

These simple point rubrics should be used in each phase of the four quarter marking model as described above to ensure that students are familiar with criteria expectations.

Feedback on Summative Assessments

Due to the nature and importance of summative assessments, feedback on these pieces of work should be more substantial, giving students a clear understanding of their achievement according to assessment criteria.

- Teachers provide timely, targeted and individualised feedback on assessments within two weeks of an assignment deadline. Feedback will comment on students' strengths and areas for development using the What Went Well and Even Better If format.
- Feedback is posted on Managebac so that it is available to students.
- Teachers provide dedicated individual reflection time (DIRT) is built into each subject's course design to allow for students to reflect on their learning after each assessment and set next-step targets to ensure progress. DIRT lessons should take place once feedback has been provided to students.

4. COMMUNICATION & REPORTING

As an MYP/ DP/CP school, Fairgreen Secondary believes in continuous assessment in conjunction with end of term information on student progress. To this end:

- All communication surrounding assessment deadlines, feedback and grades are posted on Managebac.

- Teachers are required to give 2 weeks prior notice that an assessment is taking place on a given date.
- Parents may request further feedback as to their child's progress and performance by contacting the subject teacher directly.
- Timely and early intervention strategies will be adopted to ensure student progress.

Communication with Parents

The reporting system and procedures for Fairgreen Secondary School reinforce the values of the IB programmes. Fairgreen Secondary School has regular opportunities to formally share information about student learning that follow the below cycle:

Progress Report 1 - issued in the first term, this provides an early indication of the progress that each student is making. In the MYP, at least 2 of the assessment criteria will have been assessed at this point. In the CP/DP, each student will receive a grade based on assessment evidence that indicates their current level of attainment.

Parent-Teacher conferences - following the first progress report, parents are invited to meet with their child's teacher to discuss progress in more detail, and understand what they need to do to continue making progress.

Mid-Year Report - this report provides an update on student progress at the halfway point of the year. In the MYP, all assessment criteria have been assessed at least once. In the CP/DP, each student will receive a grade based on assessment evidence that indicates their current level of attainment, in addition to an exam grade from mock exams. Comments are provided by teachers that indicate strengths and areas for improvement.

Progress Report 2 - the second progress report provides an update on student progress, taking into account available evidence of student learning.

Parent-Teacher conferences - following the second progress report, parents are invited to meet with their child's teacher to discuss progress in more detail, and understand areas to focus on for the remainder of the year.

End-of-Year Report - issued at the end of the academic year, this report summarises attainment for the year, with comments indicating strengths and areas of future growth.

Progress reports and end of term/year reports will be published on ManageBac.

Other feedback includes Parent meetings and Parent Teacher Consultations. Student learning will also be communicated through school wide fairs and assemblies.

5. APPENDICES

Appendix 1. Single point rubric example.

Criterion C: Producing text

Even better if...	Assessment criteria	What went well...
	produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process	
	make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience	
	select relevant details and examples to support ideas	