



## Secondary Assessment Policy

### Our Vision

*"An international community of learners striving for excellence and celebrating success."*

### Rationale

The purpose of any assessment is to improve standards, not merely to measure them. Assessment is a term which encompasses a wide range of activities, formal and informal, summative and formative. Assessment is a tool to inform curriculum planning to enable the communication of accurate information about a child that is useful to teachers, pupils, parents, and any other educational body.

Summative assessment (external and internal exams) has traditionally tended to dominate teaching and assessment and has a place, especially in the Secondary school, in providing a summary of achievement. However formative assessment or assessment for learning (AfL) has an impact on motivation and attainment. The following guidance is an attempt to:

- minimise the need for summative assessment
- provide a structure/system which students, parents and teachers recognise.
- provide a policy which is realistic and attainable for teachers in terms of workload.

### Aims of the policy

- to provide clear guidelines on the school's approach to assessment; ensuring it is both formative and summative.
- to establish a coherent approach to assessment for learning across all departments.
- to provide a system of assessment that is clear to students, staff and parents.

### Good Practice in Assessment

Newton recognises and encourages the following as characteristic of good practice in assessment which:

#### 1 Promotes and Supports Learning

- identifies what pupils know, understand and can do
- enables consistent monitoring of pupil progress
- identifies individual learning styles



- identifies individual learning strengths and weaknesses
- encourages progression in learning

## **2 Informs Teaching**

- assists lesson planning
- informs review of content and skills
- promotes a variety of teaching strategies
- enables consistent monitoring of teaching progress
- encourages self-reflection

## **3 Is both formative and summative**

- promotes a shared learning culture
- provides clear and regular feedback
- diagnoses learning difficulties
- measures pupil performance
- identifies clear and shared targets for pupil progress
- promotes differentiation
- informs subject choice and career decision making
- provides effective and progressive pupil tracking
- informs regular reporting to parents

## **4 Uses appropriate and diverse strategies**

- is both formal and informal
- accommodates a variety of learning styles
- assesses a range of skills
- encourages effective and standardised marking procedures
- is both quantitative and qualitative
- is carried out in a range of contexts

## **5 Recognises ALL pupil progress and achievement**

- rewards progress, effort and achievement
- fosters motivation and promotes a commitment to learning
- creates opportunities for self direction
- fosters self esteem and social development

## **6 Develops the capacity for Self Assessment**

- shares learning outcomes and assessment criteria



- gives sensitive and constructive feedback
- allows pupils to understand and identify areas for improvement
- supports pupils in self and peer assessment activities
- engages pupils in realistic target setting

## 7 Fosters a shared involvement and responsibility between School and Home

### Types of Assessment in Secondary

**Summative Assessment:** assessment **OF** Learning.

Assessment is used mainly to measure performance and identifies a standard of pupil attainment. It is carried out at the end of a period of learning.

#### Examples

- External Examinations such as IGCSE or AS / A Level examinations
- Internal School Examinations such as Mock Examinations and end of term examinations
- Mid-term exams
- Practical exams – ICT, DT, Art, PE
- Standardised tests – CAT4, PIRA, PUMA, TIMMS, PISA
- End of Topic/Unit Tests or assessments
- Internally standardised tests such as Baseline Tests done at the beginning of the academic year

	Term One	Term Two	Term Three
<b>KS3</b> Years 7,8 & 9	End of Term Examinations	End of Term Examinations	End of Year Examinations
<b>KS4</b> Year 10	End of Term Exams	End of Term Examinations	End of Year Examinations
<b>KS4 and KS5</b> Year 11, 12 and 13	iGCSE, AS, A2 <b>Mock Exam</b> + coursework (October external exams)	iGCSE, AS, A2 <b>Mock Exams</b> + coursework. <i>Predicted grades (January external exams)</i>	<b>External Examinations + Coursework</b> iGCSE, AS, A2



**Formative Assessment:** assessment **FOR** Learning.

Assessment is ongoing and provides evidence of and for progression in learning. It supports learning through identifying areas for improvement, providing feedback for pupils, parents and teachers and diagnosing future learning priorities (identifying targets for improvement).

## Examples

- Class work
- Homework
- Questioning
- Oral Discussion
- Presentation
- Peer and self assessment
- Plenaries
- Practical Project or demonstrations
- Research
- Projects
- Online learning programmes
- In class quizzes
- Online quizzes

**Self and Peer Assessment** encourages pupils to take responsibility for their own learning by:

- Evaluating their own achievement against shared learning outcomes
- Identifying their own strengths and areas for improvement
- Encouraging individual learning goals and action plans for future progression
- Fostering a self reflective learning culture
- Encouraging independence in learning

**Recording and Reporting** ensures regular and relevant communication of pupil attainment and progress to pupils, teachers, parents and other appropriate external audiences. It is linked to both formative and summative methods of assessment and the recording and reporting of individual pupil assessment outcomes, measured against agreed and shared assessment criteria, is the responsibility of each teacher, within the context of agreed departmental and whole School Assessment policies.



## **Recording**

Consistent record keeping by all teachers allows the effective monitoring of pupil progress and the regular evaluation of teaching content/styles/methods.

Good Practice encourages:

- Common Assessment grades recorded in Teacher Mark Books, on spreadsheets, databases in departments and on the school management system (RENWEB – which is also accessible remotely by parents)
- Set tasks levels & grades recorded in Teacher Mark Books
- Internal Exam levels & grades recorded in Teacher Mark Books, Assessment Manager or Spreadsheets databases in departments

Teacher records can inform reporting, both formal and informal, to pupils, parents, Heads of Department and Senior Leadership.

## **Reporting, follow ups and rewarding**

Secondary students will be issued 3 Academic Reports for the year through which parents are given an overall academic progress overview. Subject teachers also discuss details of the students' academic progress and areas for improvement at these meetings in the termly academic parents meetings.

Every student will also be issued a detailed report twice a year, written by subject teachers and form tutors. Parents will be able to gauge how their child is working in each subject. A target for improvement will be set by subject teachers. These reports will include comments about academic progress, attitude, effort and behaviour from the form tutor and each subject teacher. All academic cause of concern students' parents will receive a warning letter at the end of each term and will be invited for an individual meeting with NIA management team.

All top academic achievers and merit students will be issued a letter, and a certificate at the end of each term/ after external exams, and their achievements will be further celebrated in assemblies and the newsletter. The best achievers in each individual subject will be selected for a Prize in end of year Secondary Prize Giving (Secondary prizes: Top Achiever in each subject, Most improved, DUX and Newton Award of Excellence).

## **Results**

Assessments are graded by internally set grades/levels which relate to percentages (see below KS3 grading scale, each subject has developed grade descriptors based on standard UK grade descriptors).



## Grades in Year 7 – 9

Grade	Percentage
9	96 – 100%
8	90 – 95%
7	80 – 89%
6	75 – 79%
5	67 – 74%
4	58– 66%
3	50 – 57%
2	40 – 49%
1	30 – 39%
U	0 – 29%

6 - 9 – outstanding, above average

3 - 5 – average, pass

2 - U – fail, unclassified

## Grades in Year 10-13

KS4 and KS5 scales are prescribed by the examination boards Edexcel and CIE and their grade boundaries.

NIA	Edexcel	CIE
E x p e c t e d	9	A*
	8	A
	7	B
	6	
	5	C
	4	
Pass	3	D
F a i l	2	E
	2	F
	1	
	U	G
		U

## iGCSE

The grading system for Edexcel is different to CIE; Edexcel follows a numerical marks from 9 to 1. Cambridge (CIE) follows grades: A\* - U. The numbers do not correspond exactly with the grades. In Edexcel, 9 is an equivalent to an A\* in CIE; however the top of 8 is also equivalent to an A\* whilst the



lower end equals to an A in CIE. Please see the table above for your information. This means that our Year 10 students will have a report which will mix attainment grades and numbers. We expect our students to achieve A\*- B or 9-5 in at least 5 subjects in Year 10 and 11. C - D (4-3) will still be considered as a pass, however many universities require A\*-C and 9-4 grades in iGCSE. D, E, F, G and U in CIE and 3, 2, 1 and U in Edexcel are fail grades. U means ungraded where the students did not even achieve 10% in the exam.

## **Grades in Year 12-13**

In KS5, both CIE and Edexcel follow the grades A\*-U. A\*/A – B are outstanding grades, A\*/A – D/E is a pass and U is a fail. **Results analysis, raising attainment plan and further support.**

Results of examinations are reviewed termly. Head of Academics prepares data analysis comparing student results with previous cohorts monitoring whether high standards are maintained each year, as well as tracking each cohort and specifically all EAL, SEN and G&T students. This is then shared with all staff. Heads of department with their teams create departmental RAPs (Raising attainment plans) which are then discussed with senior management and merged into whole Secondary school RAPs. SENCO, G&T Coordinator and Head of EAL then further analyse results of their identified groups of students (SEN, G&T and EAL) and prepare their plans accordingly. This is followed up by implementation of these plans which is closely monitored by HODs and Senior management up until the next term and next data analysis. NIA Secondary is committed to an ongoing improvement of student results every year.

Parents of students who are a cause of concern are notified and the progress of their children is discussed with NIA management team. Extra support via free academic after school support sessions are provided. Parents can track grades on RENWEB (school management system). Students with an overall poor academic performance not meeting the standards at NIA Secondary who fail 6 and more subjects (exempting PE) across three 2 terms in the course of the year will fail and therefore repeat the academic year.

## **Progress parents meetings**

Parents have **TWO** annual academic review days. Parents have the opportunity to meet with Form Tutors and Subject Teachers to discuss students' progress, achievement, homework, classwork, coursework, effort, attitude, presentation, organisation, guidelines and to set targets for improvement. Pupils then have the opportunity to discuss with parents and form tutors their own overall academic and pastoral performance and action plan for success. This could assist the pupil in setting their personal and / or academic targets.



## **Moderation**

Moderation is a quality assurance process directed at ensuring that assessments are set and marked with accuracy, consistency and fairness. The purpose of in-school moderation is to check the consistency of teachers' judgements when setting assessments and after they have marked their assessments and to identify and resolve any differences. Moderation can be effective through several methods and is part of the Assessment Cycle. It includes the entire assessment event, including the design and post-event analysis of the appropriateness of the assessment of student learning. In general, moderation is likely to work best when:

- Assessments are designed so that they are clearly linked to the intended learning objectives
- Assessments and moderation are aligned to the requirements of the external examination boards (CIE; Edexcel; etc)
- Pre-marking meetings and other monitoring (e.g. planning & book scrutiny) are undertaken to ensure that assessors are able to clarify their understanding of the assessment criteria
- Assessment criteria are clearly communicated to students, both in the pre-assessment phase and also when providing feedback
- Assessments are subject to regular review: their frequency, style and the relative success rate of students are appraised as a regular part of the improvement cycle.

The process of moderation can include the adjustment of student's marks, but this must always be based on the re-assessment of the student's work. Any adjustments to student marks must occur before the script or the marks have been communicated to the student.

## **Secondary Exams Moderation Procedures**

### **Aim**

The purpose of moderation at Newton International Academy is to verify that assessment is fair, valid, reliable, consistent and practicable. Moderation assists in evaluating the performance of learners' assessment processes with a view to providing appropriate and necessary support, advice and guidance. It serves to highlight any areas of concern surrounding the assessment within a given learning area/subject and allows the Teaching and Learning Committee to support teachers not currently meeting the standard established.

Effective moderation of assessments is fundamental to the ongoing development of academic quality. Moderation is undertaken to enable a reasonable level of assurance that assessment activities have been designed and implemented appropriately so that students and staff can be confident that the results provided are valid and reliable.





## Expected outcomes

Moderation serves to determine whether assessment tasks are of an acceptable standard and meet learning area/subject guideline requirements or whether they need to be redesigned. Through the process of moderation, it is vision that the academic standards of Newton International Academy are maintained and developed even further.

## Process

Heads of departments create internal exam papers which are not shared with teaching staff up until the day and the time of the examination. Each Head of department follows the same process. All assessment areas are discussed in Departmental meetings. This includes checking and providing feedback in relation to the:

- alignment of assessment areas with the unit's learning outcomes and in relation to the level of study
- weighting of exam papers in year 7-10 according to iGCSE CIE and Edexcel examination style
- criteria and standards by which the tasks will be marked:

Guidelines for adequate weighting of questions in exam papers: each paper must have weighted questions (30% achievable for all students – up to grade 3 (recall and description type of questions), 40% achievable for most students – up to grade 5 (apply, analyze type of questions) and 30% achievable for some - grade 6 – 9 (synthesis and evaluation type of questions). iGCSE grade descriptors are used and adjusted for Year 7-9.

In addition, Heads of department must ensure:

- 1) clarity of the task description
- 2) clarity and usefulness of any accompanying assessment mark scheme
- 3) guidance and mark schemes available for markers
- 4) year 7-8 exam questions reflect iGCSE exam style questions, year 9 and 10 exam question are selected directly from past papers; full past papers are used for year 11-13 Mock exams
- 5) Exam Wizard is utilized in Maths, Testbase.co.uk in Science and other software in other subject as necessary
- 6) There is an adequate number of marks in accordance with the length of the paper (suggested number is 60 marks for 60 minute paper and equivalent, although this may vary in each subject).

## Marking and internal moderation

- After examination teachers have 2- 3 days to finish marking.



- Teachers must give the finished assessment scripts to the Head of Department for moderation.
- The Head of Department must choose minimum of 10% of scripts or maximum of 9 from the batch (low, middle, high) for moderation.
- A different colour pen must be used for moderation. Mark scheme needs to be followed correctly
- Head of Departments needs to check that all marks are recorded properly.
- Scripts must be returned to the teacher after 2 days.
- If needed Heads of department request more sample and adjust the marking of the whole cohort so all scripts are marked meeting the same standards



## ASSESSMENTS QUALITY ASSURANCE FORM

Subject: \_\_\_\_\_

Year Group: \_\_\_\_\_

Name of Examiner (HOD): \_\_\_\_\_

Name of Moderator (Head of Academics): \_\_\_\_\_

Date of quality assurance review: \_\_\_\_\_

Assessment task/Exam: \_\_\_\_\_

Front cover information and paper layout	Yes	No	Comment
Name and logo of the school included			
Time allocation and total marks included			
Subject, year group, date and type of assessment included			
Instructions to candidates clearly specified			
Format of the paper is user-friendly and set out in neat and systematic way			

Questions, numbering, marks and SPAG	Yes	No	Comment
Questions are concise and to the point and clear			
Mark allocation per question is realistic and per guidelines			
Marks allocated adds up correctly to the total			
Language is clear and easily understandable without spelling and grammar mistakes			
Sketches and diagrams are clear and understandable (even after mass printing)			
Numbering of questions is clear and correct			
Formula sheets are included			
Question paper can be completed in allocated			



Overall impression and standard of paper	Yes	No	Comment
Question paper is in line with the current syllabus or specification			
Question paper is fair, valid and reliable			
Standard of question paper compares favorably with previous years or external exams			
Questions are of such a nature that they cannot be easily spotted or predicted by students.			

Comments

	Name	Signature	Date
Examiner:			
Moderator:			



## ***Roles and responsibilities for the Assessment Policy***

The Assessment Policy and its implementation within and across departments is monitored and evaluated by:

- Senior Management Team
- Teaching & Learning Committee
- Heads of Department

### **Senior Management Team**

It is the responsibility of the above to review monitor and evaluate all aspects of the Assessment Policy within the context of whole School development planning and self evaluation.

### **Teaching & Learning Committee (Academic DH)**

It is the responsibility of the Teaching & Learning Committee to :

- liaise with Heads of Department/Subject teachers concerning individual pupil progress
- to promote and support innovative teaching and learning and assessment practices in the school
- to ensure that students identified as G&T, EAL, EBD or SEN are supported in their learning and assessment (mentored)

### **Heads of Department**

It is the responsibility of Heads of Department to apply and embed the principles of the School Assessment Policy within their own departmental practice. They should formulate and maintain a departmental policy on Assessment – which may be the whole School policy.

Good practice can be clearly identified through:

- consistent departmental planning
- assessment tasks fully integrated with Schemes of Work
- shared learning outcomes
- standardised marking (see Marking policy)
- constructive feedback
- assessment data used to inform teaching and learning
- assessment data regularly and consistently recorded
- assessment data used for regular reporting
- regular self assessment by pupils and staff
- effective organisation re setting/marking internal examinations



- moderation of examinations
- monitoring and evaluation of all departmental assessment practice and outcomes

## **Subject Teachers**

It is the responsibility of Subject Teachers to:

- implement departmental/whole school policies on Assessment, evaluating their implementation
- mark in accordance with departmental policy in a positive, accurate, meaningful and diagnostic style
- compile and maintain individual pupil records
- report to pupils, parents and staff on individual and group progress
- liaise with Head of Department / Key Stage Co-ordinator re individual pupil support as required

## **Examinations Officer**

It is the responsibility of the Examinations Officer to liaise with appropriate

- staff
- pupils
- parents
- exam boards

regarding all aspects of external assessment and their expectations, criteria and deadlines. The examinations officer will also take responsibility for the organisation and invigilation of all internal school examinations at the end of each term.

## **Pupils**

- Be self-directed learners by thinking independently, assessing their own progress and taking responsibility for deadlines without excuse.
- Analyse and monitor their own formative and summative assessment data to assess their own progress.
- Apply effort on formative assessments to maximize progress and summative assessment scores.
- Submit work on time, adequately attending to interim draft and final deadlines without exception.
- Follow deadlines for large assignments to ensure adequate progress and maximize potential.



## **Parents**

Parents may be asked to contribute to the evaluation of assessment practice in school through feedback and questionnaires.