

St. George School

Secondary Assessment Policy



THE BRITISH SCHOOL OF CATALUNYA

Last reviewed: September 2024

Next review: September 2025

St George School Assessment Policy

Rationale

Good assessment is integral to effective teaching and learning. Assessment at St George School supports each student in the achievement of their full learning potential and fosters the development of self-esteem and personal responsibility. It takes place in a self-reflective context and involves all staff, students and parents.

Through assessment, we aim to:

- Support and monitor student progress in order to raise standards of attainment
- Provide appropriate stretch and challenge to engage and motivate students
- Promote intrinsic motivation and confidence through guidance and supported feedback
- Inform parents/carers of their child's progress
- Celebrate achievement

St George School implements a whole school marking and feedback procedure which all staff and students should be familiarised with. The procedure allows for whole school consistency and coherence, in order to support students in understanding how to improve their work. This empowers students, ensuring learning is swiftly embedded and students make rapid progress. All procedures should be followed by teachers and these processes should be reflected in each department's guidelines for marking, assessment and feedback.

At St George School we foster a culture of Assessment for Learning.

Assessment for Learning

“Assessment for Learning is the process of seeking and interpreting evidence for use by the learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there”.

(Assessment Reform Group, 2002)

Assessment for Learning can also be known as formative and the priority of the assessment is to improve learning by providing the teacher and student with information on where the gaps in the learning are and is interpreted by the teacher to adapt the teaching to meet the students' learning needs. This can be done through a variety of methods, such as; formal written marking, self-assessment, peer review and learning conversations.

'Feedback is one of the most powerful influences on learning and achievement' (Hattie and Timperly, 2007), therefore at St George School, we aim to support students through high-quality feedback informed by research that suggests:

- Feedback to any student should be about the particular qualities of his or her work, with advice on what he or she can do to improve, and should avoid comparisons with other students.
- The dialogue between students and teacher should be thoughtful, reflective, focused to evoke and explore understanding, and conducted so that all students have an opportunity to think and express their ideas.
- Assessments and homework exercises can be an invaluable guide to learning, but the exercise must be clear and relevant to learning aims. The feedback on the work should give each student guidance on how to improve, and each student must be given the opportunity and help to work on the improvement.

(Black and Wiliam, 2001)

In Secondary:

Formal written marking

Teachers should mark at least two significant pieces of work in depth every term **and** should formally mark any extended response or independent work that the students have completed. All teachers should keep evidence of marked work in their classrooms to demonstrate evidence of formal written marking. If students wish to keep a copy of this work, the teacher will photocopy it. Feedback given should provide challenges for individual students, yet be easily executed and brief in nature, enabling students to progress, and be aware of how they are improving.

The feedback key should be used by all teachers to maintain consistency and coherency in understanding assessment. ***Teachers should mark student work in green pen as per school policy.***

Self-assessment

All students should be encouraged to become self-reflective in their work, understanding that in order to make progress they must review their work and improve, redraft and edit. In aiming to encourage a greater sense of control and self-efficacy in their learning, students should be given ample opportunity to review their own work.

The feedback key used by teachers should also be used by students to maintain consistency and coherency in understanding assessment. ***Students should self-assess their work in red pen as per school policy.***

Peer review

Students should create purposeful relationships with their peers through the use of feedback and assessment. However, peer assessment should only take place when it has been modeled carefully. It should also only focus on skills that have been identified in a success criteria.

The marking key should also be used by students to support peer review in order to maintain consistency and coherency in understanding assessment. ***Students should peer review in purple pen as per school policy.***

Feedback Key

All work should be reviewed using the feedback key, the meaning of which is outlined below:

✓	This should be a positive comment, focusing specifically on the skills the student has demonstrated well.
T	This should be a question or a task the reviewer/assessor asks in order for the student to give a response. This should encourage the students to extend their learning and provide stretch and challenge, engaging in further independent learning.

There should be evidence of students' targets and progress in exercise books or folders. Homework should be marked before the next piece of homework is set.

Students should be given time in lessons to act upon the feedback given in order to improve their work and make progress.

Marking Key

Symbol	Indicates to student:
SP x 3	Student needs to write out correct spelling 3 times
CL (and circle the letter)	Capital letter needed
//	New paragraph should start here
P (and circle the mistake)	Punctuation error
.	Indicates a response is incorrect or requires improvement
<u>Gr</u>	Grammatical error

Assessment of Learning

Activities associated with *summative assessment* (Assessment of Learning) result in an evaluation of student achievement - for example, allocation to a level or standard or allocation of a letter or numerical grade, which might later appear in a report.

Moderation

Marking moderation is a process St George School uses to ensure fairness, consistency, and accuracy in the assessment of work. It involves reviewing and standardising grades across multiple assessors or within a single assessor's work. Moderation may include double marking, group discussions, or statistical checks to compare grading patterns and outcomes. The goal is to provide students or candidates with reliable feedback and evaluations, fostering trust in the assessment system while maintaining its integrity.

Target Grades

Aspirational targets are set for all year groups and these are monitored through the grade rounds and reports. Student targets are set in preparation for the new academic year. Aspirational targets project what students could achieve if presented with stretch and challenge that promotes progression. All targets will be reviewed following each grade round.

Year 7 are informed by KS2 results and CEMs scores.

Year 8 are informed by KS2 results, CEMs scores and end of year 7 grades.

Year 9, 10 & 11 are informed by CEMs scores and years 7 and 8 performance. Additionally, their potential towards their IGCSE grades will be taken into consideration.

Year 12 & 13 targets are informed by CEMs scores from year 11 and using average point scores from IGCSES.

Each student's progress towards their individual targets are monitored through the grade round collections.

Attainment Levels and Grades

In all years and subjects, there should be clear criteria for each of the levels/grades that students need to achieve so that progress can be tracked across the school and related to expected progress, derived from CEMs scores.

At the end of each term, levels/grades are reported to parents alongside an aspirational target grade (derived from CEMs scores) and an effort grade.

Key Stage 3 Grade Descriptors

In Year 7 and 8, students should be assessed against curriculum criteria using the following levels:

BA – Students are working *below* the age-related expectations

BE – Students are *beginning to work towards* the age-appropriate expectation

DE – Students are *developing their work at* the age-appropriate expectation

ME – Students are *meeting* their understanding at the age-appropriate expectation

SE – Students are *secure* with their knowledge and understanding at the age-appropriate expectation

MA – Students are *mastering* the age-related expectations and have gone beyond the skills expected in this age-range

The grade descriptors below are intended as an overview of some of the skills required in year 7 and 8. They are not comprehensive nor are they subject specific. Each subject has their own targeted grade descriptors which are used to inform assessments and marking of exams. For more detailed versions of the grade descriptors for each subject please contact the Head of Department.

Mastery	<ul style="list-style-type: none"> • Demonstrate robust knowledge and understanding and apply to various contexts. • Consistently shows competent problem solving and application strategies in a variety of contexts. • Use logic to formulate responses and applies understanding to unseen forms of questioning. • Produce extended written work with sophistication, accuracy, and flow. • Form and argue judgements by weighing strengths and weaknesses. • Consistently use accurate and relevant subject specific terminology in context.
Secure -/+	<ul style="list-style-type: none"> • Demonstrate excellent knowledge and understanding and apply to various contexts. • Begins to show competent problem solving and application strategies in various contexts. • Use reasoning to formulate responses and adapt to different forms of questioning. • Produce extended written work with sophistication. • Form and argue judgements by recognising strengths and weaknesses. • Consistently use accurate and relevant subject specific terminology in context.
Meeting -/+	<ul style="list-style-type: none"> • Demonstrate good knowledge and understanding and apply to new and seen contexts. • Formulate responses and apply different skills. • Produce extended written work using some accurate and subject specific terminology. • Form judgements and recognise strengths and weaknesses.

Developing -/+	<ul style="list-style-type: none"> • Demonstrate some good understanding and apply to seen contexts. • Formulate responses using modelled answers and scaffolding. • Produce extended writing with some inaccuracy but does not impede the understanding of the writing. • Form judgements and/or recognise strengths and weaknesses.
Beginning -/+	<ul style="list-style-type: none"> • Understanding of written work is decipherable - basic knowledge and understanding demonstrated. • Written work and responses show some basic structure. • Makes simple inferences or judgements.
Below	<ul style="list-style-type: none"> • Little or no understanding demonstrated.

Key Stage 4 Grade Descriptors

In years 9, 10 and 11, students should be assessed against IGCSE criteria for the subject concerned, using the 9 - 1 grading scale.

Grade 9 will be awarded on an international basis to the top 20% of performers at IGCSE, whose examination results lie within the upper grades (7 and 8).

The national benchmark which amounts to a “good GCSE pass” i.e. is required by employers, universities, colleges, etc is set to a Grade 5.

IGCSE Grade Descriptors

The grade descriptors below are intended as an overview of some of the skills required at IGCSE level. They are not comprehensive nor are they subject specific. Each subject has their own targeted grade descriptors which are used to inform assessments and marking of exams. For more detailed versions of the grade descriptors for each subject please refer to the [Secondary Student Handbook](#).

6-9 Strong Pass	<ul style="list-style-type: none"> • Perform procedures accurately. • Interpret and communicate complex information accurately. • Make deductions and inferences and draw conclusions. • Sustain a convincing, informed personal response to explicit and implicit meanings of texts and sources. • Consistently show competent problem solving and application strategies in a variety of contexts. • Sustain a perceptive critical analysis of the ways in which writers use language, form, and structure. • Respond effectively to language, both spoken and written, including more complex and extended passages, extracting information, identifying opinions, and drawing conclusions.
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4-5 Standard Pass	<ul style="list-style-type: none"> • Perform routine single and multi-step procedures effectively by recalling, applying, and interpreting notation, terminology, facts, definitions, and formulae. • Interpret and communicate information effectively. • Develop a generally coherent and engaged response to explicit and implicit meanings of texts. • Begins to show competent problem solving and application strategies in various contexts. • Develop a clear understanding of the ways in which writers use language, form, and structure. • Respond appropriately to both spoken and written language including some more extended passages, identifying overall messages, key points, details, and opinion.
1-3 Low	<ul style="list-style-type: none"> • Recall and use notation, terminology, facts, and definitions; perform routine procedures, including some multi-step procedures. • Interpret and communicate basic information; make deductions and use reasoning to obtain results. • Make straightforward comments about explicit meanings of texts. • Describe straightforward aspects of language, form, or structure. • Respond to basic and familiar spoken and written language, identifying key points, and some details.
U Ungraded	<ul style="list-style-type: none"> • Ungraded

Key Stage 5 Grade Descriptors

In years 12 & 13, students should be assessed using IB Diploma criteria for the subject concerned, using the appropriate 7-1 grading scale, with 7 being the highest. Students will receive a grade for each DP course attempted. In all IB courses, the IB grading scale is applied using IB assessment criteria and rubrics as specified in each IB subject guide which can be found [here](#).

IB DP Grading Scale

- 7 - Excellent
- 6 - Very Good Performance
- 5 - Good Performance
- 4 - Satisfactory Performance
- 3 - Mediocre Performance
- 2 - Poor Performance
- 1 - Very Poor Performance

Students must achieve 12

Exam Access Arrangements

The process for access arrangements is outlined in the [Inclusion Policy](#), which ensures equitable support for all students.

IB DP: Higher level and standard level courses

The IB awards the same number of points for higher level (HL) and standard level (SL) courses, reflecting the IB's belief in the importance of achievement across a broad range of academic disciplines

HL and SL courses differ in scope but are assessed against the same grade descriptors, with HL candidates expected to demonstrate the various elements of the grade descriptors across a greater body of knowledge, understanding and skills.

IB DP: Receiving a bilingual diploma

A bilingual diploma is awarded to candidates who complete and receive a grade 3 or higher in two languages selected from the DP course studies in language and literature.

Students who gain a grade 3 or higher in studies in language and literature and a grade 3 or higher in an individuals and societies or science subject, completed in a different language, will also receive the bilingual diploma.

IB DP: Internal and External Assessments (IA, EE, and ToK) & A Level Coursework

Deadline dates

There will be set deadline dates for first and final drafts – which will be published and sent directly to students. Deadlines should be before any official IB and A Level deadlines.

All teachers must adhere to the agreed dates.

Feedback from teachers

First draft work should be returned to students with written comments for improvement within two weeks. If a student has produced work of a failing quality, parents and the IB Coordinator should be informed at this stage.

Please remember that while written feedback can only be given once, there is no restriction on verbal feedback and all students may be supported by encouraging them to seek verbal feedback from the teacher on more than one occasion.

All work will be checked for plagiarism in line with our academic integrity policy. There are internal and external consequences in place to support the implementation of academic integrity which can be found in the [Procedures for Reporting Malpractice](#) outlined in the Academic Integrity Policy

Links to other policies: [Academic Integrity policy](#), [Inclusion Policy](#), [AI Policy](#)

Collaboration on this policy: *Librarian, Teaching Staff, Senior Leadership Team.*

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