Assessment and Marking Policy

The English School

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Ratified by	The English School Board of Management
Version Number, last date updated	V.3 – 18th December 2023
Date Approved	9th January 2024
Review Period	1 year
Next Review date	January 2025

THE ENGLISH SCHOOL
A SECOND CENTURY OF EXCELLENCE

Contents

1. Rationale

At The English School, we believe that assessment for learning (formative) and of learning (summative) are integral to achieving high-quality learning outcomes. We also believe that effective teaching and learning requires that timely, comprehensive information on student achievement and progress be provided to students and parents to promote effective home/school partnerships supporting student learning so that every child performs to their full potential in both internal and public examinations.

Assessment is the process of gathering, analyzing, interpreting, and acting upon quality information about student learning and should be purposeful, systematic, ongoing and appropriate to the age and development of the students. Assessment is a vital tool enabling teachers to drive our students to success.

2. Objectives

The major aims of assessment are to enable all students to fulfil their potential and maximize their learning, evaluate the effectiveness of the teaching and learning process, inform teaching and facilitate continuous improvement. To achieve this, assessment processes aim:

- To provide constructive feedback to students on their progress. Feedback that is clear, informative, specific, timely and relevant to students and helps them identify areas of their work for which they need to achieve improvement

- To provide feedback to teachers and parents on pupils' progress

- To provide data based on which termly reports can be written on student progress

- To improve the quality of current curricular provision

- To support curricular changes and improvements deemed necessary to meet students' changing needs

- To encourage habits of effective time management, developing the independent learner

- To enable teachers to use assessment data to set targets for every student against a baseline and use comparisons to inform intervention when needed

- To use data to identify the individual needs of students and thus enable differentiation in teaching approaches and materials used

- To help students develop their knowledge, understanding and skills to a level that enables them to maximize their potential and achieve success

- To provide students with opportunities to practice with past papers and revise for both internal and external exams

Assessment is a continuous process in the classroom: students need to know where they are in their learning, understand where they need to be and know how to get there. Students use shared success criteria and guidelines for improvement to assess their learning and understanding and that of their peers', and to see and understand their own way forward.

Assessment for Learning (AfL) is a crucial part of the teaching and learning process and a key factor in raising a student's standard of achievement. AfL ensures that students' educational needs are met so that they are challenged to achieve their full potential. AfL strategies used include:

Sharing/displaying the learning objectives at the start of every lesson and reviewing them later, during and at the end of the lesson.

Developing and sharing success criteria, enabling students to begin the process of self-evaluation.

Using appropriate questioning to allow students to think before answering, share their thoughts and ideas, consult in pairs/small groups and ask their own questions.

Engaging in self-assessment and peer assessment using success criteria, allowing time for reflection on own learning.

Providing effective feedback and marking to help students improve their work and close gaps.

The English School has agreed procedures for:

- Formative and Summative assessment
- Marking and feedback

3.   Formative Assessment

Teachers use this to evaluate students' knowledge, understanding and skills daily. We believe that formative assessment is integral to teaching and learning and that classroom assessment can inform future teaching and learning. Formative assessment follows agreed processes that aim to address students' individual needs and enable them to fulfil their potential. These processes include:

Everyday use of learning objectives in all lessons to ensure that students know what they are learning. All tests and assessments closely correspond to the learning objectives identified.

Use of success and assessment criteria that will enable students to understand what they need to do to improve their performance and achieve success.

Use of oral questioning to check that students understand and can use the ideas, concepts, and skills being taught and that they have retained key facts. Open and closed questions are used, emphasising the former for deeper understanding.

The responsibility of teachers is to record marks and make them available for the Head of Department by uploading them to the Assessment Manager on SIMS.

Use of the lesson objectives and success criteria by students to assess their own work and that of their peers.

Use of a variety of different forms of classwork and homework tasks that will provide information to teachers about students' progress.

Use of short quizzes to help students retrieve knowledge taught in the previous lesson or at an earlier time, identify gaps and, therefore, lead to adjustments in teaching.

Use of differentiated tasks, materials and processes in the classroom to address the different needs of students.

Recall previous learning in all lessons to establish where students are and, therefore, build a link between previous learning and the lesson.

Use a plenary at the end and/or in the middle of the lesson to enable students to communicate their learning and link to lesson objectives.

Formative feedback that is constructive and positive is given to students, explaining strengths and areas in which further progress should be achieved and offering specific guidance for improvement.

4.   Summative Assessment

(Common Assessments and internal, end-of-year and mock examinations)

Years 1-3 will take an agreed number of common assessments throughout the year; the number of common assessments per subject will be decided on the number of periods allocated to each subject. This is subject to periodic review. Students will also sit internal, end-of-year examinations in some subjects in June. Both parents and students can access on the school website for the common assessment schedule for each Year group in September of each academic year.

Year 4 students will take five common assessments in each subject they are studying, both compulsory and optional. Year 5 students will take four common assessments in all their subjects. Parents and students can access the common assessment schedule for their Year group on the school website.

Year 4 students will also sit for internal, end-of-year examinations in June whilst Year 5 students will sit for the external examinations at the end of the year. Year 5 students will also sit internal mock examinations in January in all subjects. Year 4 students will sit mock examinations in Greek, Turkish and Maths in February/March.

Years 6-7 will take six common assessments per subject during the year, and students will sit for the external examinations at the end of the year. In Year 6, the students sit the IAS examinations; in Year 7, they take the IAL exams. Year 6 and 7 students take internal mock examinations at the end of February-beginning of March, usually right after the second half-term. Students and parents can access the common assessment schedule on the school website.

Common assessments are weighed 60% of the total mark for reporting in termly progress reports. Other assessments, like homework assignments and class participation, are weighed 40%.

Common assessments will identify the following:

- The topic(s) to be assessed, indicated in the title
- The week and date of the assessment
- The length and format of the test
- Clear instructions to students
- Any supporting resources or links that would help students prepare for the common assessment; teachers can upload relevant information on Teams

Missing a Common Assessment (CA)

The following students have the opportunity to sit a missed CA if they meet any of the criteria below:

- Students who have tested positive for COVID-19 19 or any other type of infectious condition and have been absent for more than 4 days
- Students who were away on a school-approved trip
- Students who were away for University interviews
- Students who were required to take University Entrance Exams
- Students who were approved to participate in Sporting or Musical events
- Students who have not completed the minimum number of CAs as indicated below:

For Middle and Upper School: Students must have at least two CAs in all their subject(s) (excluding Greek and Turkish in Year 6).

For Lower School: Students must have at least 2 CAs in (a) Core subjects, (b) Science and (c) Modern Languages and at least one CA in other subjects.

Students who miss a common assessment do not have the opportunity to sit the CA at another time unless they fall in one of the categories listed above.

Students who do not take the CA will be given the CA as a take-home test, and the teacher will mark and return the script with feedback so the student can assess their knowledge and move forward with planning their work. A missed CA will not count towards the term grade in progress reports.

Common Assessment Tool

Parents can view the CA schedule using the below link:
https://englishschool.ac.cy/assessment-calendar

Students can see their individual CA Schedule by following the following steps:

Step 1. Enter the School website https://www.englishschool.ac.cy/
Step 2. Click on Login https://www.englishschool.ac.cy/login-links
Step 3. Click on the CA Tool https://ca.englishschool.ac.cy/
Step 4. Enter login credentials exactly the same as entering computers at the school. This should be the same for their email account. Eg. Login: s151094   and password: < >
Step 5. Click on the "Common Assessment" link from the left-hand panel
https://ca.englishschool.ac.cy/student/assessments

5.   Marking & Feedback

Overview

At The English School, we will ensure that students get the maximum benefit from their education through an entitlement to regular marking and feedback from staff. This will enable them to understand their progress and achievement and guide them in what they need to do next to improve.

Objectives

- To monitor, evaluate and review students' current stage of progress and identify their next steps for improvement

- To give students accurate feedback on their progress and achievement

- To promote a positive self-image and a growth mindset for students, thus encouraging them to value and take pride in their work

- To celebrate students' achievements and progress

- To set targets for improvement

- To standardize the marking procedures throughout the school

- To achieve consistency in marking within departments

- To identify good practices and share them in departmental meetings

- To enable students to self-evaluate their work and take responsibility for setting their own targets

- To enable students to engage in peer assessment

- To establish a common approach to marking literacy in all subjects

- To provide evidence for assessment, recording and reporting

Frequency of marking and departmental marking policy

Every department develops its own marking policy, which is agreed upon by the SLT Line Manager. This ensures consistency of marking within a department. To ensure consistency across all departments, the School Marking Policy acts as an overarching policy that each department then individualises as appropriate. Although consistency across a department and the school is important, this can come from consistently high standards rather than unvarying practice. Therefore, frequency and other aspects of marking are determined by students' needs and subject requirements rather than a 'one cap fits all' approach.

All departments specify a minimum number of marked pieces of student work per term per year group/course. Departments can decide this based on subject requirements; in other words, marking student work will take different forms in different subjects. It will not be the same in English as in Maths, Science, and Design & Technology.

Practical, project-based subjects need to have regular marking, even if a whole project may extend over a period, and this is outlined in departmental policies. All departments ensure that marking is regular and timely and that formative feedback is given.

All departments make their marking criteria available to students. Subject level/grade criteria are available to all learners in student-friendly language. Ideally, copies must be inserted into student exercises/workbooks/booklets. This helps students identify where they are and what they need to do to reach the next level/grade. Communicating assessment criteria involves discussing them with students in terms they understand and providing examples of how they can meet them in practice. Departments regularly use WAGGOLS to help students understand what excellence looks like.

All departments aim for a marking policy based on the principles of effective marking. Marking every piece of work and giving high-quality feedback is not feasible. Marking should make a difference in learning, be reasonable, practical and allow the teacher to have a good work-life balance. Teachers should view marking as constructive feedback. In other words, a conversation with the child about what they have done well and what they need to do to improve.

All departments ensure that adequate revision takes place for all courses taught. Therefore, the Departmental Marking policy should refer to a frequent past paper practice that enables students to fully familiarise themselves with the exam format and provide them with opportunities to improve their knowledge, understanding and skills over the syllabus taught.

Work scrutiny and sharing of good practice

Here at The English School, we have agreed on procedures for sampling and looking at student work, which will be conducted annually, based on a work scrutiny timetable decided by the Heads of the Department and the Senior Leader in charge of Teaching and learning. The primary aims of work scrutiny are:

Have an impact on student progress

The major aim is to establish whether progress in long-term learning is taking place. Work scrutiny, therefore, should enable us to see things over time, such as the quality of writing improving (or not), concepts and skills developing, misconceptions overcome and errors corrected and not made again.

Quality Assurance

Work scrutiny involves processes that examine teacher practices against a set of success criteria that determine effective marking and feedback that impact learning and enable our students to improve their performance. Work scrutiny is about collecting evidence that we are consistent in our marking and feedback practices, are working towards achieving the school T&L target for the year and are seeking ways to improve the quality of marking and feedback to help the students improve their learning.

Professional development

Work scrutiny processes also involve opportunities for teachers first to establish what they are doing well and then highlight the areas they may need support in and, therefore, offer the opportunities to develop further.

Sharing of good practices

At the English School, we believe that effective practices in marking and feedback within and across departments should be shared, to ensure that work scrutiny positively impacts teacher development.

Marking Code

Departments widely use the suggested Marking Code below to indicate to students areas for improvement in their work regarding the use of the language. Departments can devise their own marking codes to suit their subject-specific requirements.

Target Setting

All students from Year 2 to Year 7 have a target grade. For students in Years 2-3, the target grade is generated from the MidYIS baseline test that the students take in Year 1. For Year 1 students, data comes directly from the entrance examination results.

The target grade for students in Years 4 and 5 is based on the Yellis baseline test taken in Year 4. For Year 6-7 students, the target grade is determined by ALPS based on students' I/GCSE performance. Assessment grades uploaded on SIMS are then compared to target grades, and the Assessment Manager will indicate three possible outcomes using colour coding:

a) Green colour showing that students are outperforming their target grade

b) Amber colour showing that students are achieving the target grade

c) Red colour that shows that students are performing below their target grade. In such cases, subject teachers, in conjunction with the Head of Department, the Head of Year and the Form tutor, will decide when and how to intervene to help a student improve his/her performance.