Sage College
The British International School of Jerez

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SAGE COLLEGE – POLICIES AND PROCEDURES

ASSESSMENT POLICY

Assessment is an integral part of learning and teaching, it helps to provide a picture of a young person's progress and attainment and perhaps more importantly to identify next steps in learning in order to achieve meaningful progression.

We use the general term 'assessment' to refer to all those activities undertaken by teachers – and by their students in assessing themselves – that provide information to be used as feedback to modify teaching and learning activities. This can be both summative and formative.

Assessment information will be shared and discussed with the learner, parents, other staff as appropriate, and partners involved in supporting learning. Learners should be engaged in all aspects of assessment processes and should be provided with success criteria /learning objectives so they know how to achieve the intended outcomes. As learners move through the curriculum and the school, they will experience a range of approaches to assessment.

The school will continue to critically reflect upon and evaluate our approaches to assessment and conduct   moderation   and   quality   assurance.

1.1 EARLY YEARS - Observation and Assessment

At Sage College, we use a range of strategies to gather information about the children's learning and development and use this information to ensure that our planning meets the needs of all learners and that this is shared on a weekly basis with their parents and carers as part of our parents as partners initiative.

In addition, each child is the focus of a long observation at least once a half term and has targeted experiences planned for them the following week. Each child has a 'Record of Achievement' and all observations are gathered here along with examples of work, preschool records and parental contributions.

From the first half of the Autumn term onwards, the Early Years teachers use their knowledge of each child to decide which band of 'Development Matters' they are working on in each area of the curriculum. This allows learning opportunities to be pitched appropriately and provides a baseline of the children's attainment. This information is closely monitored through our online platform Tapestry and in their learning journals to ensure that all children are making good progress.

In the Summer term, practitioners consider the 17 ELGS in the EYFS Profile to decide whether each child is working at the expected levels, exceeding the levels or have not yet met the levels. Judgements

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against the ELGs are based on ongoing observation; all relevant records; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

The results of the Profile are shared with parents and/or carers, and there are opportunities for them to meet their child's class teacher to discuss this information.

At the end of the year, Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This helps to create a smooth transition and assists with the planning of activities in Year 1.

1.2 PRIMARY – Observation and Assessment

In Primary we recognise various methods of assessing a child's learning. The type of assessment t varies from subject to subject.

Assessment for learning (formative assessment)
> Assessment for Learning is based on five principles:
> 1. Making the learning objective clear by using LO-(Learning Objective)
> 2. Sharing context and success criteria (steps for success)
> 3. Peer/self-evaluation
> 4. Pupil feedback
> 5. Effective questioning

Assessment of learning (summative assessment)
> Summative assessment will be measured through a number of data capture points:
> 1. September- All pupils from Year 1-Year 6 will take internal Baseline Assessments
> 2. December- end of term internal assessments
> 3. March/April – end of term internal assessments
> 4. May/June – end of term/year assessments, Year 6 students internally complete checkpoint 1 for Primary.

Further summative assessments occur throughout the terms based on individual subject needs and teacher discretion.

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Marking and Feedback in Primary

At Sage College, we recognise that effective marking and feedback, in a variety of forms, enables children to make significant progress in their learning journey.

Aims:

The purpose of marking and feedback is to:

- Show children that we value their work, encourage them to do the same and celebrate their achievements;
- Let pupils know the extent to which they have met the learning objective and success criteria;
- Evidence clearly how far children have come in their learning journey and clarify what their next steps are;
- Promote self-assessment and self-editing, whereby pupils critically evaluate their own learning and are proactive in improving their work;
- Promote peer-assessment, whereby children collaborate to evaluate and improve the work of others and thereby enhance their ability to evaluate their own work;
- Provide a basis both for summative and formative assessment;
- Provide on-going assessment, which informs future lesson-planning; and
- Demonstrate clear, measurable progress and individual/class attainment against national age related expectations.

Marking/Code Key:

Black Pen	Teacher Marking		S	Supported
Green Pen	Assistant Marking		I	Independent
Orange Highlighter	Working Towards		LO	Learning Objective
Green Highlighter	Achieved		SC	Success Criteria
Blue Highlighter	Mastery		VF	Verbal Feedback
Red Pen	Peer Marking		C or CQ	Challenge Question
Purple Pen	Pupil Response			

Success Criteria

- Class Teacher´s will go through the Success Criteria with the class to ensure:
- All technical and grammatical vocabulary is understood;
- Children understand each success criteria point within the texts and concepts they are examining; and
- They have an oversight of the 'big picture' – where they should be by the end of their learning journey in that unit.
- Throughout teaching, the Success Criteria will be referred to as appropriate.

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Self & Peer Assessment

- After writing, pupils will sometimes be given the opportunity to self and peer assess.
- Self-assessment is done in purple.
- Peer Assessment is done in red.
- Children will be encouraged to go back and improve their work, taking into account anything that they, or their partner, or their teacher have identified is missing from their work, e.g. putting in missing fronted adverbials.

Adult Marking

- On some pieces of work quality self & peer assessment (along with verbal feedback), will be sufficient to enable children to take the next steps. Therefore, adult hard marking will not be done on every page
- Over the shoulder and in the moment marking is conducted every lesson on the child's work
- Coloured highlighters or pens, are used against the Success Criteria and throughout the piece of work or assessment

Orange- Working Towards

Green- Achieved

Blue- Mastered/Exceeding

Identifying and correcting child's mistakes

If the Success Criteria is unmarked, does this mean the teacher will correct the error made in its entirety every time? No. When it is unmarked on the sticker for the unit- it generally shows they have not achieved it because they have not done it, not because it is wrong. When it is unmarked on their work for the day it may be because they have missed something eg. a full stop. If it is wrong in their maths we leave it unmarked- sometimes correcting the answer. However we promote independence and this means leaving areas of improvement unmarked and then giving dedicated time for children to go back and check their answers, and have a go at redoing them.

If achieved/doing well does this mean the child has everything correct or does it mean for that pupil he or she has at least performed as expected? Green means they understand the concept and have demonstrated it more than once. We acknowledge that sometimes children will understand the concept but will still make mistakes on occasion- they would still get green. Children need to be able to show they can do it independently- if they can do the criteria but need support we would highlight pink and then use the S to show they were supported and not yet able to achieve it independently. If a child gets everything correct, has attempted a challenge or mastery question and achieved it independently we would highlight blue.

Whilst reading a child's work, an adult will highlight their writing, orange, green or blue and also highlight against the success criteria. The child knows that anything in orange can be their Next Step.
It is an expectation that pupils will respond to the adult marking by improving their own work. Children will be given dedicated time to improve/respond to adult marking at least once in a unit of work.

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Guidance for adults providing marking and feedback

Written comments should be short, linked to the LO and SC and praise based.

Who marks?
Any adult that works with the children may mark against the success criteria .

Does every piece of work need to be marked?
In some format the work needs to be marked. Marking can take a variety of forms.
- Hard marked against the success criteria
- Verbal Feedback (marked as VF in books)
- Whole Class marking and feedback (purple-marked by student, red- marked by peers)
- Self-marked against the success criteria
- Peer marked against the success criteria

Tracking
- Students' progress will be internally tracked against the learning objectives within each subject by each subject teacher. It is the teachers responsibility to update the record and keep it current.
- Half termly, staff in the Key Stages will meet to ensure all data is up to date and they will analyse and future plan accordingly.
- Using both summative and formative data, teachers will meet on a termly basis with the Head of Primary to discuss pupil progress. At this meeting, teachers should have available a completed pupil progress report which will then be reviewed at each subsequent meeting. After the completion of Pupil Progress Meetings, the Pupil Progress reports will then be shared with the SLT and intervention will be planned to ensure all pupils are progressing at their maximum potential.

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Recording

- Assessment grades from all subjects are   recorded on the schools internal assessment document.
- Our teachers record the progress of each child for English, Reading, Maths, Science, ICT, PE, Music, Drama, Spanish and Spanish Culture. This allows us to monitor the progress of each child.

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1.3 MIDDLE AND HIGH SCHOOL - Observation and Assessment

In the Middle and High School we recognise various methods of assessing a child's learning. The type of assessment that we do varies from subject to subject depending on the objectives.

Assessment for learning (formative assessment)
The principle of formative assessment is providing information, feedback and interaction without allocating marks, for example:
- Making the learning objectives clear
- Sharing context and success criteria (steps for success)
- Peer/self-evaluation
- Pupil feedback
- Effective questioning

Summative assessment will be based on different kinds of tasks done during the academic year to check pupils' progress for which grade or mark is allocated.

On-going formative and summative assessment
- It is expected that teachers will give verbal and/or written feedback during lessons. Verbal or written feedback on homework and other written assignments should be mostly formative and positive in its nature
- Workbooks, folders, and other pupil's work produced may be checked as required.
- Work done at home could be included or used as part of the assessment process or as part of a large task.
- Feedback of assessments and homework assignments should be prompt – normally within two working weeks of being submitted.
- Pupils could periodically be asked to evaluate their own work and that of their peers to develop self-awareness of the progress of learning.
- Pupils should collaborate in the setting of their own learning targets, both short and long term.
- A sequence of activities, in-class, peer or self-assessment should help students learn how to learn.

Tests and exams
This is used to develop an understanding of where the student is at a given time based on formal assessment, normally a test or exam. This is increasingly important as we move up from KS 3 to KS5. The iGCSE and "A" level exams are based on formal summative testing. However it must be stressed the formative processes underpin the knowledge acquisition and creativity necessary to be successful in exams.

Assessment checkpoints
- **KS3:**
  End of year (term 3) "Checkpoint" exams for the core subjects; Maths, Science, English, Spanish and   Sociales.
  A term test at the end of term one and two for all academic subjects.
  Further to this there will be 2-5 other ongoing assessments per term. These can be in the form of short tests, practicals, presentations, posters, media production and so on.

- **KS4:**
  - Year 10 will have an end of year (term 3) exam
  - Year 11 will experience a "mock exam week" in January. They will both have different assessment weeks during the school year.

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- **KS5:**
  Year 12 and 13 students will be assessed on a regular basis:
    - Different assessment weeks during the school year.
    - MOCK examinations will be run in January, when students have external examinations the following June. For the "mock exams", subject teachers will set appropriate assessments which reflect the type and style of the external examination. Mock exams
    - will be marked in line with the appropriate mark schemes.

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Feedback and marking

In some format the work needs to be marked. Feedback and marking can take a variety of forms, for example:

- Hard marked against the success criteria
- Verbal Feedback (marked as VF)
- Whole Class marking and feedback
- Different use of colours to indicate positive and improvable aspects
- Self-marked against the success criteria
- Peer marked against the success criteria

Tracking

Students' progress will be internally monitored within each subject by each subject teacher. TRACKING SHEET

Recording

- Assessment grades from all subjects are recorded on the schools internal assessment document. Ongoing assessment grades will be shared on the School Platform of Alexia, in order to keep parents informed of progress and attainment.
- We take the objectives of each subject from the broad learning objectives within the school's curriculum plan. These in turn reflect the demands of the National Curriculum. This allows us to monitor the progress of each child.

Reporting to Parents

- We have a range of strategies that keep parents fully informed of their child's progress in school. We also encourage parents to contact the school if they have concerns about any aspect of their child's work.
- Grades for ongoing assessments will be uploaded to each subject in the Alexia Platform. Each assessment will be marked within the next two working weeks after the assessment was done.
- Written reports are electronically sent to parents at the end of each term- December, March/April and June.

The grading system is below:

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SAGE COLLEGE – PRIMARY and KEY STAGE 3 ASSESSMENT
A comparison and explanation of the grading system

Symbol	Spanish	Perce	Description	General, quantitative description	Spanish Translation
A*	9,0,0-10	90-100%	Outstanding	An extraordinary performance. Clearly outstanding. The pupil demonstrates exceptional judgement and a high degree of independent thinking.	Un desarrollo académico extraordinario. Claramente sobresaliente. El alumno demuestra un juicio crítico excepcional y un alto grado de pensamiento independiente.
A	8,0-8.9 Notable	80-89%	Excellent	An excellent performance. The pupil demonstrates sound judgement, problem solving skills and a high degree of independent thinking.	Un excelente rendimiento. El alumno demuestra buen juicio crítico, habilidades para resolver problemas y un alto grado de pensamiento independiente.
B	7,0-7.9 Notable	70-79%	Very Good	A very good performance. The pupil demonstrates sound judgement, problem solving skills and a very good degree of independent thinking.	Un muy buen rendimiento. El alumno demuestra buen juicio crítico, habilidades para resolver problemas y un muy buen grado de pensamiento independiente.
C	6,0-6,9 Bien	60-69%	Good	A good performance in most areas. The pupil demonstrates a reasonable degree of judgement, problem solving skills and independent thinking in most of the important areas.	Un buen desempeño en la mayoría de las áreas. El alumno demuestra un grado razonable de juicio crítico, habilidades para resolver problemas y pensamiento independiente en la mayoría de las áreas importantes.
D	5,0-5,9 Suficiente	50-59%	Fair	A reasonable performance, but with significant shortcomings. The pupil demonstrates a limited degree of judgement, problem solving skills and independent thinking.	Un rendimiento razonable, pero con importantes deficiencias. El alumno demuestra un grado limitado de juicio crítico, habilidades para resolver problemas y pensamiento independiente.
E	4,0-4.9 Insuficiente	40-49%	Non-Acceptable	A low performance that does not meet the minimum criteria. The pupil demonstrates a very limited degree of judgement and independent thinking.	Un rendimiento bajo que no alcanza los criterios mínimos. El alumno demuestra un grado limitado de juicio crítico, habilidades para resolver problemas y pensamiento independiente.
F	3,0-3,9 Insuficiente	30-39%	Poor	A weak performance in most areas. The pupil rarely demonstrates judgement, problem solving or independent thinking skills and displays little knowledge of the syllabus content.	Un rendimiento muy bajo en la mayoría de las áreas de aprendizaje y que no cumple con los criterios mínimos. El alumno demuestra un grado muy limitado de juicio y pensamiento independiente.
G	2,0-2,9 Insuficiente	20-29%	Very Poor	A poor performance that just meets the minimum criteria. Very little understanding of concepts and principles. Little or no judgement, problem solving skills or independent thinking.	Muy poca comprensión de conceptos y principios. Poco o ningún juicio crítico, habilidades para resolver problemas o pensamiento independiente.
U	0,0-1,9 Insuficiente	00-19%	Insufficient	The pupil demonstrates an absence of both judgement and independent thinking.	El alumno demuestra una ausencia tanto de juicio crítico como de pensamiento independiente.

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SAGE COLLEGE - SECONDARY and KEY STAGE 4 ASSESSMENT
A comparison and explanation of the grading system

Symbol	Spanish	Perce	Description	General, quantitative description	Spanish Translation
A*	9,0-10	90100%	Outstanding	An extraordinary performance. Clearly outstanding. The pupil demonstrates exceptional judgement and a high degree of independent thinking.	Un desarrollo académico extraordinario. Claramente sobresaliente. El alumno demuestra un juicio crítico excepcional y un alto grado de pensamiento independiente.
A	8,0-8.9	80-89%	Excellent	An excellent performance. The pupil demonstrates sound judgement, problem solving skills and a high degree of independent thinking.	Un excelente rendimiento. El alumno demuestra buen juicio crítico, habilidades para resolver problemas y un alto grado de pensamiento independiente.
B	7,0-7.9	70-79%	Very Good	A very good performance. The pupil demonstrates sound judgement, problem solving skills and a very good degree of independent thinking.	Un muy buen rendimiento. El alumno demuestra buen juicio crítico, habilidades para resolver problemas y un muy buen grado de pensamiento independiente.
C	6,0-6,9	60-69%	Fair	A good performance in most areas. The pupil demonstrates a reasonable degree of judgement, problem solving skills and independent thinking in most of the important areas. Minimum grade to pass at IGCSE level	Un buen desempeño en la mayoría de las áreas. El alumno demuestra un grado razonable de juicio crítico, habilidades para resolver problemas y pensamiento independiente en la mayoría de las áreas importantes. Calificación mínima para aprobar a nivel IGCSE
D	5,0-5,9	50-59%	Non-Acceptable	A low performance that does not meet the minimum criteria. The pupil demonstrates a very limited degree of judgement and independent thinking.	Un rendimiento bajo que no alcanza los criterios mínimos. El alumno demuestra un grado limitado de juicio crítico, habilidades para resolver problemas y pensamiento independiente.
E	4,0-4.9	40-49%	Poor	A weak performance in most areas. The pupil rarely demonstrates judgement, problem solving or independent thinking skills and displays little knowledge of the syllabus content.	Un desempeño débil en la mayoría de las áreas. El alumno rara vez demuestra juicio crítico, resolución de problemas o habilidades de pensamiento independiente y muestra poco conocimiento del contenido del programa de estudios.
F	3,0-3,9	30-39%	Very Poor	A very poor performance that does not meet the minimum criteria. The pupil demonstrates a very limited degree of judgement and independent thinking.	Un rendimiento muy bajo que no cumple con los criterios mínimos. El alumno demuestra un grado muy limitado de juicio y pensamiento independiente.
G	2,0-2,9	20-29%	Insufficient	Very little understanding of concepts and principles. Little or no judgement, problem solving skills or independent thinking.	Muy poca comprensión de conceptos y principios. Poco o ningún juicio crítico, habilidades para resolver problemas o pensamiento independiente.
U	0,0-1,9	00-19%	Ungraded	The pupil demonstrates an absence of both judgement and independent thinking.	El alumno demuestra una ausencia tanto de juicio crítico como de pensamiento independiente.

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SAGE COLLEGE - SECONDARY and KEY STAGE 5 ASSESSMENT
A comparison and explanation of the grading system

Symbol	Spanish	%	Description	General, quantitative description	Spanish Translation
A* (1)	9,0-10	90-100%	Outstanding	An extraordinary performance. Clearly outstanding. The pupil demonstrates exceptional judgement and a high degree of independent thinking.	Un desarrollo académico extraordinario. Claramente sobresaliente. El alumno demuestra un juicio crítico excepcional y un alto grado de pensamiento independiente.
A	8,0-8.9	80-89%	Excellent	An excellent performance. The pupil demonstrates sound judgement, problem solving skills and a high degree of independent thinking.	Un excelente rendimiento. El alumno demuestra buen juicio crítico, habilidades para resolver problemas y un alto grado de pensamiento independiente.
B	7,0-7.9	70-79%	Very Good	A very good performance. The pupil demonstrates sound judgement, problem solving skills and a very good degree of independent thinking.	Un muy buen rendimiento. El alumno demuestra buen juicio crítico, habilidades para resolver problemas y un muy buen grado de pensamiento independiente.
C	6,0-6,9	60-69%	Good	A good performance in most areas. The pupil demonstrates a reasonable degree of judgement, problem solving skills and independent thinking in most of the important areas.	Un buen desempeño en la mayoría de las áreas. El alumno demuestra un grado razonable de juicio crítico, habilidades para resolver problemas y pensamiento independiente en la mayoría de las áreas importantes.
D	5,0-5,9	50-59%	Acceptable	A reasonable performance, but with significant shortcomings. The pupil demonstrates a limited degree of judgement, problem solving skills and independent thinking.	Un rendimiento razonable, pero con importantes deficiencias. El alumno demuestra un grado limitado de juicio crítico, habilidades para resolver problemas y pensamiento independiente.
E (pass)	4,0-4.9	40-49%	Fair	A low performance that just meet the minimum criteria. The pupil demonstrates a very limited degree of judgement and independent thinking. Minimum grade to pass at AS/A2 level	Un bajo rendimiento que sólo cumple con los criterios mínimos. El alumno demuestra un grado muy limitado de juicio y pensamiento independiente. Calificación mínima para aprobar a nivel de AS y A2.
U (non-pass)	0,0-1,9	00-19%	Insufficient	Very little understanding of concepts and principles. Little or no judgement, problem solving skills or independent thinking.	Muy poca comprensión de conceptos y principios. Poco o ningún juicio crítico, habilidades para resolver problemas o pensamiento independiente.

(1)   **This grade does not exist at AS level (Year 12)/ No existe esta calificación en el nivel AS (año 12).**

Behaviour/ Effort/ Order

E	xcellent	The pupil has shown an exemplary behaviour/order/effort throughout the year. The pupil follows the rules at all times, and has a conduct in class that he or she can be proud of.	El alumno ha demostrado un comportamiento / esfuerzo ejemplar durante todo el año. El alumno sigue las reglas en todo momento y tiene una conducta en clase de la que puede estar orgulloso.
G	ood	The pupil displayed an overall good behaviour/order/effort in the lessons, and follows the rules most of the time. From time to time he or she needs reminding, but generally accepts the responsibility, and its consequences.	El alumno mostró un buen comportamiento / esfuerzo general en las lecciones, y sigue las reglas la mayor parte del tiempo. De vez en cuando necesita que se lo recuerden, pero generalmente acepta la responsabilidad y sus consecuencias.
S	atisfactory	The pupil usually displays a satisfactory level of behaviour/order/effort, but on some occasions get involved in poor behaviour/order that detracts from his or her work, and needs reminding of the rules.	El alumno generalmente muestra un nivel satisfactorio de comportamiento / esfuerzo, pero en algunas ocasiones se involucra en un comportamiento / orden deficiente que le resta valor a su trabajo y necesita recordar las reglas.
P	oor	On too many occasions the pupil's behaviour/order/effort in the classroom is poor, which is having a negative effect on his or her learning, and of the learning of others. The pupil frequently needs reminding of the rules.	En demasiadas ocasiones, el comportamiento / esfuerzo del alumno en el aula es pobre, lo que está teniendo un efecto negativo en su aprendizaje y en el aprendizaje de los demás. El alumno, frecuentemente, necesita un recordatorio de las reglas.

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| U | nacceptable | The pupil's behaviour/order/effort in the classroom in unacceptable and all too often leads to serious situations that involve senior staff. He or she frequently chooses to not follow the rules. The pupils behaviour/order is a major concern. | El comportamiento / esfuerzo del alumno en el aula es inaceptable y con demasiada frecuencia conduce a situaciones graves que involucran al personal de dirección. Él o ella frecuentemente elige no seguir las reglas. El comportamiento / orden de los alumnos es una preocupación importante. |

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