

Assessment and Feedback Policy



This document was reviewed by: MYP Coordinator, DP Coordinator and CP Coordinator

Date: 15th November 2018

Review date: November 2019

Guiding principles

Assessment and feedback play an essential and fundamental part in enabling student learning. At Island School we believe that the ultimate aim of assessment and feedback is to empower students to lead their own learning, to be independent and reflective thinkers.

Many of our school aims are supported by ongoing and effective formative assessment. Formative assessment describes the processes and practices by which Island School teachers continually gauge where students are in the learning process. Teachers then modify teaching and learning activities to improve student attainment and this can be thought of as Assessment for Learning (AfL).

Whilst an important part of assessment involves a certain amount of “testing”, we understand that “you do not make a plant grow by measuring it”. We subscribe to the view that formative assessment is a rigorous form of nurturing that seeks to develop in students a capability to take ownership and control of their own progress.

Allied to this, accurate and purposeful summative assessment takes place at the end of units of work. In addition to providing the final grade for this task or unit of work, the accompanying feedback will be used to inform further teaching and learning.

At Island School:

- students become increasingly reflective about their own performance, widening and developing the ways in which they learn as they move up through the school.
- students develop the necessary reflective skills and attitudes, in a stepped and structured way, through the Approaches to Learning (AtLs).
- good assessment practice is derived from ongoing and focused attention on students’ progress and social development.
- teachers and students work together on raising achievement and the development of the student as a whole person.

- the high quality of assessment and feedback has a significant impact on attitudes to learning and on levels of attainment.
- students are encouraged and challenged to develop the qualities of the IB Learner profile.
- Island School students are guided to learn effectively and are provided with opportunities to take risks, to become inquiring, and knowledgeable, creative and caring people.
- students are encouraged to demonstrate their understanding in different ways, and assessment is varied to meet individual learning needs.
- written or oral assessment of students' work provides clear evaluation of level of achievement and feedback that leaves students with manageable action points and time to reflect on what they have learnt and what they need to do to progress.
- students of all ages appreciate and understand the importance of teachers showing them how to move on to the next stage of achievement and value discussion about their progress with their tutor.
- the main channels for communication about students' progress are:
 - 1:1 conversations between students and subject teachers
 - 1:1 conversations between students and form tutors
 - ongoing, live reporting throughout the year, with student and teacher comments recorded on Evidencer or ARR
 - Tutoring for Learning (TfL) conversations once a year. These involve house staff, student and parent, and set measurable and attainable goals for students to aspire to.
 - parent consultations once a year, in which students and parents meet with subject teachers
- assessment policies and procedures are reviewed regularly by teachers, council members and student learning advisors.

Feedback on formative assessment

- Students are given formative feedback on learning.
- Feedback is not limited to teachers' comment. Other strategies such as peer marking and group evaluation play an important role, not only in allowing students to reflect upon a particular piece of work but also in developing the skills such as collaboration, analysis and evaluation.
- Feedback can take many forms, including written and oral, but it is expected that feedback will be given regularly so that students have ongoing opportunity for reflection upon it and take action.
- When work is formatively assessed, comments are normally given. These comments should be related specifically to the learning objectives of the work and give advice.
- Since developing writing skills is an objective that applies across the subjects, students should be given feedback on spelling, grammar and the organisation of written work when work is assessed formatively.

Feedback on summative assessment tasks

- A rubric or task specific descriptor should be used to indicate clearly to students why they achieved a particular level and what is required to make progress towards the next level.
- Teachers are encouraged to give formative feedback on drafts of tasks that will be used for summative assessment. These annotated drafts can be attached to the final piece of marked work so that students and teachers can evaluate progress between the draft and the final piece of work.
- Assessed work should be returned to students as soon as is practicable and certainly within 10 school days of the student

submitting the work.

Tracking and analysis of assessment data

All major reporting data will be tracked and analysed on a macro level by the Phase Vice Principal. Departments will also track their own data, and address any concerns. Students are also encouraged to review their own progress and to work towards goals set in TfL conversations with House Staff who are a key support in all aspects of their school life.

Assessment, recording and reporting: specific to phases of the school

In Year 7 and from August 2019 for year 8:

- All work assessed for the purposes of reporting uses the published criteria for the MYP (IB Middle Years Programme).
 - Each strand of each of the four subject group criteria is assessed at least twice per year per subject group according to IBO requirements.
 - Feedback is given to students after each unit.
 - The MYP criteria are communicated to students in the form of task specific clarifications which are appropriate to the student's age and the specific task set.
 - The use of exemplars is encouraged.
 - Moderation ensures reliable and valid assessment of the students' work.
- Formative and summative assessment for the MYP is communicated on the Evidencer. This is a live reporting system, where students' work is presented with student reflections and teacher feedback on progress and achievement against subject-specific criteria. Students reflect on Approaches to Learning skills.
- For specific units of work, feedback is in the form of ticked rubric summaries, specific descriptors to show the level of performance and next steps, and a personal comment from the teacher.
- Teachers' comments should:
 - Be concise
 - Be written **to** the student **not about** the student
 - Start with a specific, positive comment about what the student has done well
 - Respond to the student comment if that has been completed
 - Give specific advice about how to improve.
 - Relate explicitly to rubrics / success criteria
- ATL progress is reflected in the form of tagged Evidence, with a student reflection.
- Students and parents see their work, reflections, comments and highlighted criteria levels. They will not see numbers at this stage. However, teachers and guidance staff will use these numbers to track students' progress. MIDYIS baseline data will provide a context for this.
- To ensure inclusion for all students, 'accommodated assessment' helps many students complete assessment tasks. For example, a typical accommodation may be the awarding of 25% extra time to complete an assessment. This does not affect the

level that is awarded. A small minority of students (i.e. less than 5%) may need 'modified assessment'. This means that they are not awarded a level; instead, their achievement is recorded in the form of a narrative. Details of the above are to be found in the Individual Needs policy. In this case, parents will be informed in advance after consultation with the Individual Needs department.

- Twice each academic year, using a 'best fit' model, an overall holistic level for each subject (1-7) is reported, with the level for each subject criterion representing the best standard that the student can consistently achieve. This is not an average or mean score. The grade boundary tables published by the IBO are then used to convert the four subject criteria levels into an **overall level** for the subject group. The Evidencer will show the last Criteria grade for each subject on the Overview.
- If a student is absent for an assessment and reasonable attempts to catch up with this work have been unsuccessful, then an estimated grade should be entered.
- A summary of the overall level for each subject is used for the junior school transcript.
- MYP Year 1 levels are used for Year 7 students. MYP Year 3 levels are used for Year 8 students.

In Years 9 - 11:

- Teachers make use of ongoing formative assessment in a variety of forms and, if a grade is given in addition to comments, will use the IB scale of 7-1, which students will be familiar with from the MYP.
- Regular summative assessment will take place in line with Department guidelines.
 - The use of task sheets and exemplars is encouraged.
 - Students will often be able to demonstrate their learning in a variety of ways although, in examination classes, emphasis will be placed on formats that best prepare students for the exam.
 - **Moderation** ensures reliable and valid assessment of the students' work.
- The **(I)GCSE qualification**, studied in Years 10 and 11, is administered by a number of different providers (examination boards). At Island School we use several different examination boards. For each subject we choose the board that we believe is best suited to our students' learning and achievement. There is some difference in the grading scale between the boards. Internal grading will be on a scale of 1- 7. This aligns with the CIE scale, as will the school transcript, which will have an accompanying explanation. This grading equivalence is shown below in the appendix to this policy.
- **Elements** courses receive a comment only, not a grade.
- Evidencer is used for **reporting**. It is expected that two entries per subject will be made by the teacher each term. To ensure **inclusion** for all students, 'accommodated assessment is available for eligible students.

In Years 12-13:

- Both in the Diploma Programme and the Applied Learning Pathway, assessment continues to play a fundamental role in supporting, measuring and personalising our students' learning. Its primary purpose is to support curricular goals and encourage appropriate student learning.

- In the IB Diploma Programme and Careers Related Programme assessment in individual subjects continues on the 1-7 scale. Assessment for the Theory of Knowledge (ToK) and Extended Essay (EE) and Reflective Project (RP) components is on a scale of A-E with Managebac used to record progress.
- Assessments for the Applied Learning Pathway take a number of forms which are clearly mapped and communicated to students by Departments. BTEC courses are assessed on a scale of Distinction*, Distinction, Merit and Pass.
- The final summative assessments are the formal examinations and/or internal assessments carried out for the IB or examination boards for the Applied Learning Pathway. These determine the final level of achievement of the student and are the grades required for entry to college or university.
- As in the Junior and Middle Phases, the majority of assessment is formative and serves to provide feedback to teachers and students on the exact nature of students' strengths and challenges and on how students can build on their capabilities. Whilst they may appear to be independent, the same assessment instruments can be used for both summative and formative assessment. For example, the Year 13 Mock Examinations give teachers and students a clear indication of the student's level at that given time. However, the learning taken from them give both teachers and students a clear path to follow in the months leading up to their final summative examinations.
- As Senior Phase students develop their independence and ability to manage their study it is not expected that every piece of work is graded by the teacher. However, students should receive some form of feedback for the work they produce, be it oral feedback as a class or peer feedback.
- Regular summative assessment will take place in line with Department guidelines.
 - The use of task sheets and exemplars is encouraged.
 - **Moderation** ensures reliable and valid assessment of the students' work.
- The ARR live system is used for **reporting**. It is expected that two entries per subject will be made by the teacher each term. To ensure **inclusion** for all students, 'accommodated assessment is available for eligible students.
- CAS/Service learning and Language development portfolios are to be developed in line with the relevant IBO guidelines and the process to be managed by the relevant appointed coordinator, including portfolio evidence and reflections.

Assessment and feedback policies specific to the IBCP Careers Related Core; BTEC L3 Nationals (QCF) (Pearson)

The delivery and assessment of BTEC work must strictly adhere to the guidelines laid out in the following Pearson/BTEC links.

Internal Verification Guide

https://qualifications.pearson.com/content/dam/pdf/btec-brand/BTEC_Centre_Guide_to_Internal_Verification.pdf

Internal assessment Guide

https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/news/Guide_to_Internal_Assessment_for_BTEC_Firsts_and_Nationals.pdf

Special note to be made of the strict guidelines re; first assessment and feedback allowed, resubmission guidelines and re-submission assessment and feedback. Also important to note is the student requirement to complete the Authenticity Declaration and staff requirement to produce the Record of Activity proformas, found here;

Appendix: Grading Equivalence Scale for (I)GCSE

IB Level and Island School internal assessment	Cambridge IGCSE	EDEXCEL IGCSE
7	A*	9/8
6	A	7
5	B	6/5
4	C	5/4
3	D	3
2	E	2
1	F/G	1
0	U	U

Students and parents sign an Academic Honesty Contract at the start of each year.