

ABC Assessment, Marking & Examination Policy

Revised September 2022

Introduction

Assessment is a continuous process, integral to learning and teaching. It is the tool teachers use to gain knowledge of the learners needs, achievements and abilities. It enables effective planning and delivery and thereby raises the attainment of every child.

In the last 25 years, assessment for (and of) learning has undergone significant changes. The times of row upon row of learners recalling facts, figures and dates, has for the most part, been consigned to history. At ABC we model assessment on best practice and education in the 21st Century.

Jaque Dolores, former president of the EU worked with the UN to produce a document entitled 'Learning: The Treasure Within' that created the framework for holistic education worldwide and was published by UNESCO. Within this publication was the research on 'The 4 Pillars of Education'. The ABC has taken this seminal work to develop its own assessment model to better reflect and measure the holistic development of its learners and to provide clear guidance and feedback to parents, teachers and learners of where they need to improve.

Aims of Assessment at ABC

- To provide information to support progression in learning through planning
- To provide information for target setting for individuals, groups and cohorts
- To share learning goals with learners
- To involve learners with self-assessment
- To help learners know and recognise the standards they are aiming for
- To raise standards of learning
- To identify learners who may require further support or extension
- To inform parents and other interested parties of the learners progress
- To inform school self-evaluation

The Principles of Assessment for Learning at ABC are as follows:

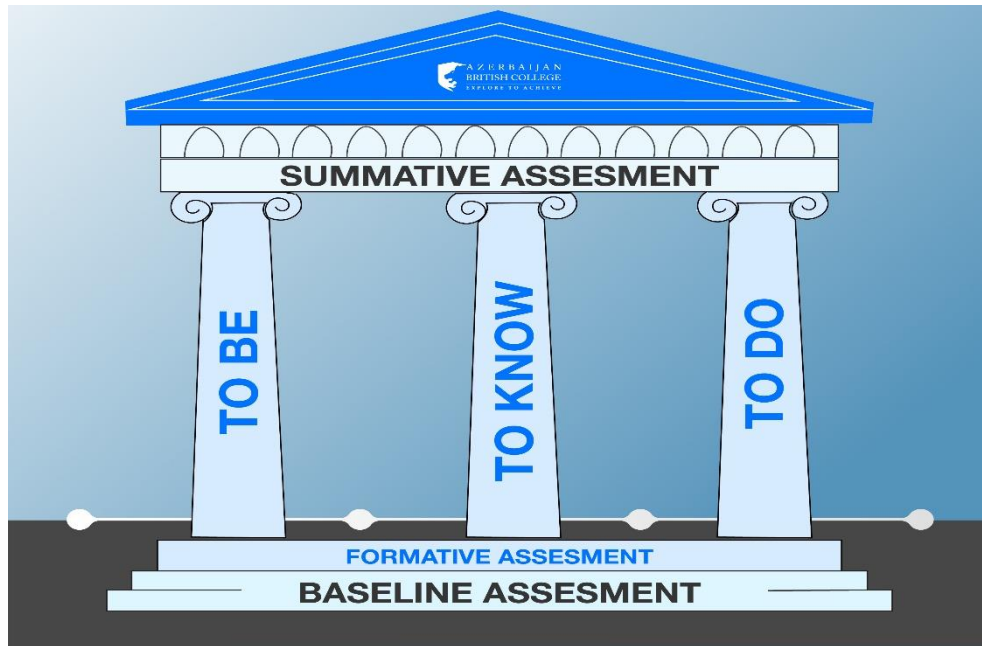
- The sharing of learning aims and objectives with the learners
- Helping learners know and recognise criteria for success
- Provide feedback and marking that helps learners and their parents identify **how** to improve
- Both learners and teachers review and reflect on learners' progress and set targets for improvement
- Recognising that motivation and self esteem, which are critical for effective learning and progress, can be increased by effective assessment techniques

ABC's Assessment Triad

ABC'S unique assessment strategy uses the latest pedagogical research and best practice from around the globe. The assessment triad is a systematic part of our school's work which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every learner can be met and that the school develops a clear understanding of how to raise standards.

The ABC triad includes;

- 1) Standardized pre-testing (baseline) for diagnostic purposes at the start of each year.
- 2) Formal summative assessment at the end of each semester in December and June
- 3) Throughout the year weekly teacher assessments (WTA) in the areas of to know, to do and to be.



1) Baseline Assessments

Baseline assessments from the Cambridge Centre for Evaluation and Monitoring (CEM) give us an objective measure of the learners' aptitudes and skills. It uses standardized baseline assessment that is founded on robust research. They help us understand the learners' knowledge, skills and attitudes, and make the best possible decisions to set realistic and motivational targets.

Cambridge CEM's baseline assessments cover the skills that are most important for supporting success in all subjects. They are not subject specific, but measure cognitive ability (vocabulary, mathematics and non-verbal skills).

Cambridge CEM baseline assessments help our staff to:

- Understand Learner potential and progress
- Benchmark performance against learners of similar abilities across the globe
- Tailor ABC teaching and resources
- Set realistic, motivational goals for all learners
- Predict IGCSE and International A Level examination grades.

CEM assessments are not shared with parents or Learners, but used as diagnostic tools by academic staff.

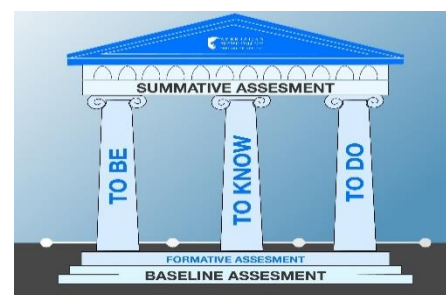
2) End of Semester Summative Assessments

These assessments are those that most people are familiar with. At ABC they are undertaken at the end of each semester (December & June) for all year groups. The end of semester examinations are moderated and standardized by the heads of department to provide continuity and allow us to monitor and analyze results. The learner's results will appear on ISAMS alongside their WTA's.

External standardized summative assessments from BCS, Cambridge and Edexcel replace the internal end of year examinations for many year groups. In Year 6 they have Checkpoint and BCS. In Year 8 BCS and in Key Stage 4, learners undertake their IGCE'S. In Key Stage 5 learners sit for their International A-Levels (IAL) that ultimately are used to access the world's top universities.

3) The 3 Pillars of Formative Teacher Assessments (WTA)

These assessments form 80% of what we do at ABC. Assessment opportunities, which are a natural part of teaching and learning, are constantly taking place in the classroom through discussion, listening and analysis of work. It is important that teachers know how well a child has progressed and that learners understand how well they are doing and what they must learn to help them improve.



The teacher evaluates and monitors bookwork, homework and classwork constantly producing a set of grades each week. These grades or WTA's, are recorded in ISAMS so parents have access to up to date records of their child's progress. The assessment give information that is used to 'inform' and guide teachers, learners and parents. The ABC model follows the UNESCO framework that see WTA's assessed in 3 areas. Knowledge, Application and Attitude/Decision Making.

Parental Reporting

Reporting to parents provides the opportunity for communication about individual learners' achievements, abilities and future targets. Regular reports will be written and, where appropriate, discussed with the learners and parents. The intention is to provide accurate feedback of each child's individual performance throughout the year. Constructive reporting can also have a positive effect on learners' attitudes, motivation and self esteem. Parents have access to our online (ISAMS) reporting or can also use the ISAMS app, to keep up to date with their child's progress.

The regular reviewing of tracking data give teachers the opportunity to revise and refine targets for the class. The discipline of regularly analysing learners' attainment will enable every learner to have challenging and realistic targets set for them. Reaching those targets will be enabled through effective classroom organisation, setting learning groups and careful planning.

Formative and summative assessments appear in ISAMS and are weighted as follows.....

Assessment For Learning	Description	Weighting
To Know (Formative)	In the assessment of 'to know', teachers look at what knowledge the learner has acquired and their understanding of that knowledge.	20%
To Do (Formative)	In the assessment of 'to do', teachers look at what learners are actually doing. Their experimentation, creativity, performance, problem solving and the application of their learning.	20%
To Be (Formative)	In the assessment of 'to be' teachers look at attitudes, effort, participation, behavior, unity, identity, respect and learner responsibility for their own learning.	10%
Assessment of Learning	Description	Weighting
End of Semester Examination (Summative)	Summative assessments provide teachers and learners with an overview of the learning that semester.	50%

Online Records & Reports:

Each **week** learners are given weekly teacher assessment grades (WTA) that are recorded in ISAMS and they can be accessed by parents and learners online. When parents enter their login, they are greeted with the weekly formative marks, as well as the 'running' average for each area of study. Parents wishing to do so, are encouraged follow their child's progress using ISAMS online or via the ISAMS smartphone app.

Your Child									
Subject	WTA 1			WTA 2			Accumulative Average		
	To Know	To Do	To Be	To Know	To Do	To Be	To Know	To Do	To Be
Subject 1									
Subject 2									
3..4..5.....									

The End of Semester Reports:

In December the end of semester 1 report is produced and in July the end of semester 2 report is produced. These are pdf's and made available to parents online by the end of each semester. All reports have quantitative and qualitative data. They feature teacher assessment grades (see below), they also

feature teacher and tutor comments.

Semester 1 Academic Report

Subject	Semester 1 Grades				Semester 1 Exam	Subject Teacher Comment
	To Know	To Do	To Be			
Subject 1						
Subject 2						

Semester 2 End of Year Report

Subject	Semester 1 Grades				Semester 2 Grades				Annual Final Assessment Grade				End of year Grade
	To Know	To Do	To Be	Semester 1 Exam	To Know	To Do	To Be	Semester 2 Exam	To Know	To Do	To Be	Exam	
Subject 1													
Subject 2													

Form Tutor Comment:

ABC Grading System

The ABC grading system has been standardized for use from Year 1 through to Year 13. It is used across WTA's and End of Semester Assessments, so that parents across Primary and Secondary can become familiar with and understand its use. It is important to understand that grading is aligned with international standards. These are externally standardized by BCS, Cambridge and Edexcel. They are internally standardized by Heads of Departments. A*- C are considered passing grades internationally.

Quantitative Data		Qualitative Data
Grade	Grade Boundaries (%)	
A*	91-100	The learner is performing consistently at an outstanding level, a year above the average for their age (internationally)
A	81-90	The learner is performing at an excellent level, well above average for their age (internationally)
B	71-80	The learner is performing at a good level, just above the average for their age (internationally)
C	61-70	The learner is performance is satisfactory, at a level average for their age (internationally)
D	51-60	The learner is performing adequately, but just below average for their age (internationally)
E	41-50	The learner is not performing well and at a level below average for their age
F	31-40	The learners performance is insufficient and at a level a year below the average for their age
G	21-30	
U	20 or lower	
X	-	No assessment was completed

Learner Bookwork Assessment (Effective Marking)

Research has shown that consistent and effective marking, as documented in this policy, has a significant impact on raising achievement. In a recent study about marking, learners highlighted a number of points they like:

- to see that their work is carefully considered
- to know that their effort is acknowledged
- to know clearly what they do well, where they go wrong, and, specifically, how they can improve
- detailed comments but not too much writing
- stickers and stamps (even for secondary learners)
- time to read what a teacher has written and to ask questions
- grades for work based on clear success criteria
- seeing examples of good work from other learners.

All marking should provide constructive feedback to every child, focusing on success and improvement against learning objectives and success criteria.

Marking should help the child become reflective learners and give them strategies to be able to improve their work and take the next steps in their learning.

We aim to provide a system of marking that is consistent and continuous, across each stage within our school, that informs and influences our planning and which enhances children's learning.

2016 report of the Independent Teacher Workload Review Group noted that written marking had become disproportionately valued by schools, unnecessarily burdensome for teachers and that quantity of feedback has too often become confused with the quality. Thus to recognize teacher workload and that assessment is central to learners' high attainment, ABC recognizes that not all pieces of work can be effectively marked but all pieces should be light marked.

'Light Marking' learners' books is part of our professional duty. Routinely reading, checking and monitoring learners' books connects us to their learning and helps to ensure that they care about the work they produce. It shows learners that we value their work and provides us with crucial on-going information about how well they are learning. It also enables us to monitor the completion of class-based and home learning tasks.

Every piece of work must be light marked to produce a grade either/and/or To Know, To do, To Be.

At least one in every 5 pieces of work must be effectively marked.

Effective marking should:

- Identify achievements and the next steps in their learning
- Relate to learning objectives and success criteria for each lesson
- Give children specific praise for the success of their work, showing it is valued
- Give children clear strategies on how they can improve their work
- Be read by learners and time should be given for them to improve their work
- Help teachers evaluate teaching and inform future planning and next steps in learning
- Show consistent codes and procedures throughout the school

- Provide a tool for teacher assessment

All teachers use the Effective Teacher Feedback form and it is stuck into the learners book. Heads of Department will monitor and check that 1 in every 5 pieces of work is effectively marked.

Effective Teacher Feedback				
1. Learner response	Yes	Mostly	Some-times	No
Has learner responded to any teacher feedback regarding presentation, grammar or spelling?				
Has learner responded to even better if challenge from previous assessment in book?				
2. Presentation	Yes	Mostly	Some-times	No
Have all titles and dates been underlined with a ruler?				
Has a ruler been used to cross through errors?				
Has a ruler been used for all lines and tables?				
Has best handwriting been used?				
3. Teacher Comments				
What Went Well?				
Even Better If Challenge:				
Learner response:				

Examination Procedures

Summative assessments take place at the end of each semester. External summative assessments are held at the end of the year and we operate under the guidelines and regulations of our accrediting bodies. Those being Edexcel, Cambridge and BCS. Failure of learners and staff to follow regulations jeopardises our international licences that can be revoked by the examining bodies.

The Head of Examinations and Assessment has the delegated responsibility for the coordination and management of external examinations and assessment.

Examination Body	Accredited Centre Number	Externally Assessed Examination taken
British Computer Society (BCS)		Level 1: ICT (ICDL) Level 2: ICT (ICDL Adv.)
Edexcel Pearson		Level 2: IGCSE's Level 3: IA-Levels
Cambridge		Yr 6 Checkpoint Yr 9 Checkpoint IGCSE's IA-Levels

Learners Code of Conduct:

- Learners should observe silence at all times during the examination
- The teacher/invigilator reserves the right to expel any learner from the room or hall if he/she misbehaves during the examination.
- Unauthorised materials are not allowed.
- Any learner who attempts to cheat will be dealt with severely.
- Learners sitting for the examination must adhere to the school rules with regards to behaviour, attire, hairstyle and accessories.

Before the Commencement of the Examination:

- Be seated according to the register numbers the seating plan for the hall.
- All bags and files are to be placed neatly at the rear of the hall.
- All learners are to be in their seats 10 minutes before the commencement of the examination.
- Learners are to check their pockets to ensure that there are no scraps of papers, notes and books in their possession.
- Electronic gadgets and communication devices are not allowed. Only nonprogrammable calculators and approved dictionaries are allowed for certain papers.
- No extra time will be given to the latecomers. Learners who report 45 minutes after the paper has started will not be allowed to sit for the paper.
- There should be absolute silence before the question papers are distributed and during the collection of the papers.
- Learners must read the instructions carefully immediately upon receiving the question papers.
- It is the responsibility of the learner to ensure they have been given the correct subject papers.

During the Examination

- Do not communicate with other learners in any way. If there are queries, learners are to raise their hands and clarify with the invigilator.
- Learners are not allowed to borrow any stationery from each other.
- Learners are not allowed to go to the toilet unless absolutely necessary.
- Do not leave any sheet of your answers or diagrams in such a position that another learner can read them.
- Learners who are suspected of, or who are caught cheating or attempting to cheat will be severely dealt with.
- Learners must stop writing immediately when told to do so by the invigilator at the end of the paper.

After the Examination

- At the end of each paper, learners remain quiet and ensure that all scripts are handed in as instructed by the invigilator.
- No learner is allowed to take any writing paper, used or unused, out of the examination room/hall.
- Learners are to leave in silence and do not disturb the other learners who might still be sitting for their papers.

Attendance during the Exam Period

- All learners will need to produce valid medical certificates in the event of sickness or medical leave. They must report to the Head of Examinations and Assessment immediately upon your return to school.
- A learner who is absent for any paper, without a medical certificate will receive an X on their statement of results.
- Learners with valid medical certificates will be scheduled for supplementary papers. However, if a learner reports sick again with a medical certificate on the day of the scheduled supplementary paper, they will be receive a VR (Valid Reason) on their statement of results.

The following instructions must be carefully noted and observed in every detail.

- 1. Identification** – All learners will be required show identification upon entering the test centre as follows: One current form of photo identification with signature (e.g., driver's license, passport, school or work identification, etc.) or, in the absence of photo identification, two current forms of identification with signature, and at least one of these forms should have a physical description (height, weight, colour of hair and eyes, etc.).

Anyone unable to meet these requirements will **NOT BE PERMITTED** into the test centre.

- 2. Personal Belongings** – Learners must provide their own pens or pencils. For multiple-choice exams a #2 pencil or HB lead is recommended. Hats, caps, and earphones may not be worn during the exam (except for religious observance). Simple foam earplugs are allowed and must be checked in with the Teacher - invigilator upon entrance to the exam. The ability to hear all verbal instructions, including exam start and stop times is the responsibility of the Learners, regardless of the use of earplugs. The only materials learners are allowed to have at their desk during the exam are writing instruments and approved calculators. Any other personal items must be set-aside prior to the exam start.

3. **Electronics** –All electronic devices are prohibited. **All cell phones discovered in the hall require an incident report. This may result in the exam being disqualified and in the worst case scenario, all 3 prior years exams and all 3 years forthcoming exams will be disqualified.**
4. **Food and Drink** – Only water is permitted in the examination room. For the consideration of other Learners.
5. **Absence** – No additional time will be given to learners who are absent for part of the exam, regardless of the reason for their absence.
6. **Calculators** - The following types of calculators are allowed.
 - ‘scientific calculators, including those with basic programming functions’
 - ‘those with standard memory functions’

The ABC Head of Examination and Assessments has final say on what is acceptable.

The learner cannot use their calculator instruction booklet during the exam or bring them into the exam hall. It is their responsibility to check the functionality of their calculator before they use it in the exams. Please remember that, in the answer book, learners must show the steps they took to arrive at your answer.

Learners may use and have on their desktop more than one of the approved calculators during the examination. The teacher - invigilator must check **all calculators** used during the exam. Learners are encouraged to bring a spare approved calculator and additional batteries to the examination.

Learners who neglect to purchase an approved calculator or who forget to bring one to the test site must write the examination without one. **Learners using a calculator other than the approved models will have their exam disqualified.**

7. **Activities requiring disciplinary action** – Learners must not give or receive assistance of any kind during the exam. Any cheating, any attempt to cheat, assisting others to cheat, or participating therein, or engaging in such improper conduct as listed below is a serious violation and will generally result in the disqualification of the learner, and such other disciplinary action as may be deemed appropriate. Examples of improper conduct:
 - Gaining access to exam questions before the exam.
 - Using an unauthorized calculator or other aid that is not permitted.
 - Looking/marking in the exam book before the signal to begin is given.
 - Making any changes, additions, deletions or otherwise marking, erasing or writing on the exam book or answer sheet after the time for the exam has expired.
 - Having access to or consulting notes or books during the exam.
 - Looking at or copying from another learner’s paper.
 - Enabling another learner to copy from one’s paper.
 - Talking/disturbing or otherwise communicating with another learner during the exam or during the read through period.
 - Copying questions or answers to take from the exam room.

- Taking exam materials from the exam room.
- Threatening or verbally abusing a teacher - invigilator responsible for curbing or reporting improper conduct.
- Presenting false information on an exam application.
- Failing to follow other exam instructions.

The Examination Office will pursue any evidence that a learner has cheated or failed to follow exam rules, in either letter or spirit. Any irregularity or suspected violation will be investigated and duly reported to the examination accrediting body.

8. Possible disruptions to examinations:

- In the event of a fire learners must leave their scripts as they are on the desks (as well as their bags in the front of the room) and leave the venue through the nearest **safe** exit as quickly as possible, but in an orderly fashion. In such an event the examination will in all probability be cancelled and moved to the first free day after the examination period.
- In the event of a medical emergency all learners close their scripts upon the desk. They follow standard school procedures. In such an event the examination will in all probability be cancelled and moved to the first free day after the examination period.

ALTERNATIVE ARRANGMENTS:

ABC wants to test your knowledge and skills fairly. We know that exam conditions can be difficult for some learners so we offer alternative arrangements. These are coordinated through the Inclusive Learning Centre and meet all standards and regulations for our accrediting examination bodies.

- Learners can apply for alternative arrangements if they have a disability, health condition, psychological need or specific learning difficulty that's likely to affect them during exams.
- We do not offer alternative arrangements because a learner's first language is not English. English is the required language and learners are expected to understand all relevant and technical words. We do not allow learners to use a dictionary during exams.