

The Junior and Senior School Assessment Policy

Policy Statement

The Junior and Senior School is committed to ensure that Assessment, Reporting and Recording provides students, staff and parents with information to set realistic and challenging targets for students to progress and improve their learning. In turn this will lead to students achieving the highest grades possible according to their level of ability in both internal and public examinations.

Policy Aims

The aims of the assessment policy within the school are to improve the learning of all students and enable each to fulfil their full potential. This will be achieved by procedures which:

- ensure that methods of assessment are appropriate for the purpose for which they are intended;
- help to identify individual needs of students to ensure that appropriate teaching methods and materials are being used;
- enable the potential, progress and performance of individual students to be identified and to inform future teaching;
- offer students the opportunity regularly to review progress and set personal targets for the future;
- enable teachers to use objective data to set formal targets for students
- encourage teaching staff to share and discuss assessment criteria with students and parents/carers;
- encourage students to assess and be aware of the strengths and weaknesses in both their own and other students' work;
- enable teaching staff to share views on progress with students and their parents.
- •provide students with the possibility of attaining the highest grades possible according to their levels of ability in summative tests and examinations.
- help students develop their knowledge, skills and understanding to help them reach their potential (in summative tests and examinations).

Procedures

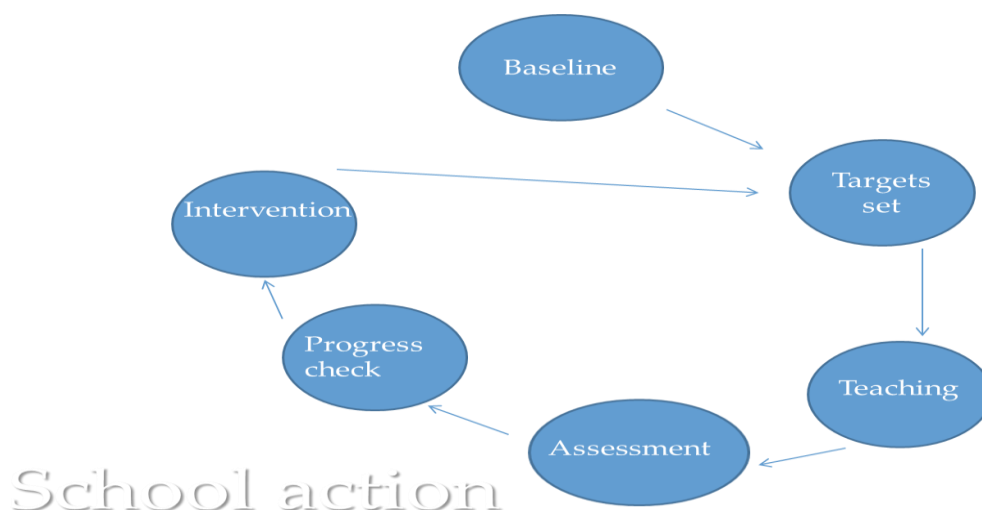
Data on students' attitude to learning and attainment in every subject area is collected across the year in line with the assessment calendar. These data collections are linked into meetings, progress checks, reports and ARD days or Parent Information evenings. The monitoring of student progress and effective target setting in all year groups underpins our vision to ensure that every student realises their full potential.

Baseline assessment

In order to do this we use data from the CEM Centre at Durham University and GL; this includes Baseline tests in Reception, yearly GL assessments from Year 1 to Year 6 in Maths and English, CAT4 (Cognitive ability tests) in Year 3, Midyis in Year 7, yearly GL assessments in Y7 and Y8 (Y9 from 2020) in Maths and English, Yellis in Year 10 and ALIS in Year 12. Data from baseline tests (and also IGCSE results in terms of ALIS) enables us to set realistic and challenging targets for our students and then to be able to benchmark their progress against these targets. In our Secondary phase students receive two progress checks and a full written report during the year. In our primary phase, students receive a report in December (Early Years) and January (Years 1-6) and another one at the end of the academic year. Students' progress towards their targets and their attitude to learning is continually monitored. Individual targets are set to help student's progression and we place great emphasis on celebrating success through our rewards system.

Monitoring and evaluation

Data is continually monitored by class teachers, Middle Leaders and SLT. Data reports are prepared by Pastoral leaders at Senior and Curriculum coordinators of literacy, numeracy and Greek at Christmas, Easter and the end of the school year / start of new one, identifying students requiring intervention and this is shared with the senior management. A full analysis of all results in their subject areas is submitted by Heads of Department at Senior every September to the management. Data updates are reported to the Board Junior and Senior School committees and the Full Board on an annual basis. At the point of data collection, attainment is checked and intervention may take place. For students who are underachieving, an intervention plan will be put in place. This may include extra support, letters home, meetings with parents, setting individual targets or support from an LSA. For those students exceeding their targets, teachers may want to increase their annual targets to ensure there is sufficient challenge. Intervention plans are also put in place to carefully monitor SEN/EAL students.



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Assessment of Learning – Summative assessment

Tests or quizzes are used at the end of a unit of work or to test understanding.

At the end of Term 1, KS1 and KS2 children are assessed in Maths, English and Greek. Formal testing takes place at the end of every year from Years 1-6 and 7-13. This takes the form of GL progress tests in literacy and numeracy for Years 1-6 and end of year school examinations in Years 7-10. All summative, internal tests will be returned to students so they may be used for formative purposes and areas for improvement identified and worked on.

Year 13 also sit internal Apolyterion tests in December, February and then via their mocks in March. The combination of these marks in addition to other aspects eg in PE, extra-curricular activities will be used to formulate a mark out of 20 for their final Apolyterion which is awarded at the graduation ceremony at the end of June. The school's Apolyterion or school leaving certificate is fully approved and validated by the Ministry of Education. It can only be obtained with an average attendance figure of 90%+ (other than in exceptional circumstances eg serious health issues etc)

At KS3 GL Progress Tests in English and Mathematics are also completed (Y9 in Summer 2020). In Year 11 students will sit I/GCSE examinations, in 8 - 10 subjects. In Years 12 and 13 students will sit AS and A2 level examinations in 3-4 subjects normally (exceptionally 2 subjects, considered on a case by case basis). Internal and GL Examination results will be fed back to students during specially timetabled days. This allows teachers to provide formative feedback to students to help them improve their skills and understanding and set targets for the following academic year. External examination results can be obtained online or from the school on results days. At I/GCSE and A level the exams officer and senior management will be available at the school on results days in August in case of queries or advice on re-marks and re-sits.

Plagiarism

The school has a Plagiarism policy which is shared with all examination level students at the start of the academic year. Subject etchers will also inform them of the penalties for plagiarism. The school uses plagiarism software to identify cases of plagiarised work. If the school suspects a student of plagiarism their work will not be submitted to the examination board.

Re-marks and Re-sits in External Examinations

Procedures for re-sitting examinations

All applications for re-sits at GCSE, IGCSE and AS and A2 levels must be made through the British Council. These applications and the exams themselves are organised by the British Council and any questions or queries regarding re-sits must be directed through them. Information and application forms are available from the British Council.

Enquiries About Results

All application for an EAR/ATS are made through the Examination Officer. There are a number of services available:

Clerical Check

Clerical check (papers will not be re-marked, marks are only re-calculated). This Service includes:

- check that everything you have written has been marked
- all of the marks have been added up to give the correct total mark
- the total mark has been correctly entered
- the application of any adjustments

Re-mark

A senior examiner will re-mark the paper, checking answers against the mark scheme. Once a paper has been re-marked, a clerical check is made as above. The enquiry should be completed within 30 days of acknowledgement of request.

Priority Re-mark (EDEXCEL EXAMS ONLY)

This offers the same services as EAR Service 2 but the enquiry should be completed within 18 days of acknowledgement of request. (only available for year 13 students who have a place at university or a further education college that is dependent on their A level results)

Review of Moderation

Post-results review of moderation for internally assessed/externally moderated controlled assessment and coursework components.

Where centre marks have been adjusted during moderation, this service checks that the moderator has made an accurate judgement on the centre's ability to mark the work to the national standard. This includes:

- a review of the original moderation by a senior moderator
- feedback with a similar level of detail to the original moderator report

This service can't be requested if centre marks have been agreed during moderation.

Access to Scripts (ATS)

Copies /originals of exam scripts are made available.

Deadlines for all applications must be strictly adhered to, if missed enquiries cannot be applied for at a later stage.

The deadlines vary but are generally as follows:

Third week in August	Deadline for applying for priority re-marks for EDEXCEL
First week in September	First date for application of Enquiries about Results.
Third week in September	Deadline for application of Enquiries about Results for all EDEXCEL, CIE and AQA exams.

Appeals

Any appeal against decisions must be lodged by the Centre, in writing within specified time limits.

The school reserves the right to ask to see a script if the student has not requested a re-mark. The school also reserves the right to ask for re-marks and pay for this service if the management decides that this will help the school to raise future attainment or if the school suspects that marking has been harsh. If the school requests a return of script or re-mark, it will bear the cost.

Low attainment in formal examinations

Where a student has performed below the expected level, he/she may be asked to re-sit the year. This will be done on a case by case basis and according to the individual profile of the child. However, as a rule of thumb if a student has not attained 5 A*-C or 9 – 5 passes at I/GCSE including English and Mathematics, it is not advisable to begin an A level course. Sometimes students may be allowed to start the A level programme with 4 passes, if at least one of them is English and Mathematics, on the understanding that he/she re-sits at least one I/GCSE (whichever one of English or Mathematics has not been achieved). These students will be advised to begin an A level programme of 3 subjects. After the Mock exams in March underachieving Year 12 students (2 grades below Alis predictions) are identified and targets set. Those whose achievement in the end of Y12 exams has not improved may be asked to repeat the year.

If a student achieves below the expected level at KS3 or in Year 10, unless he/she has designated special educational needs, he/she may be asked to re-sit their examinations either in June or at the start of September. This will be decided on a departmental level (however based on a general rule of thumb of pupils achieving at least 2 or more grades below their target or below 50%) and then senior managers will be advised who is re-sitting and why.

Students achieving grade C/grade 5 or below in a subject at I/GCSE are not advised to choose this subject at A level. If parents insist on their child taking this subject they will receive a formal letter from the school reminding them that we advised their son or daughter not to take the subject and that they should expect low grades at A level such as Ds, Es or even Us. The school

reserves the right to not include these students in their reported results as they will be deemed to be under 'parental-responsibility'.

Assessment For Learning – Formative Assessment

In order to help children to understand any gaps in their learning and to know how to improve teachers at The Junior and Senior School employ formative assessment techniques. This involves less formal assessment on a daily basis during lessons and using homework.

Assessment for learning is any assessment for which the first priority in its design and practice is to serve the purpose of promoting pupils' learning.

It thus differs from assessment designed primarily to serve the purposes of accountability, or of ranking, or of certifying competence.

An assessment activity can help learning if it provides information to be used as feedback, by teachers, and by their pupils, in assessing themselves and each other, to modify the teaching and learning activities in which they are engaged.

Such assessment becomes 'formative assessment' when the evidence is actually used to adapt the teaching work to meet learning needs.

Aspects of Formative Assessment

Formative assessment uses five key strategies

1. Clarifying and sharing learning intentions and criteria for success (Sharing learning intentions)
2. Engineering effective classroom discussion, questions and learning tasks that elicit evidence of learning (Questioning)
3. Providing feedback that moves learners forward (Feedback)
4. Activating students as owners of their own learning (Self-assessment)
5. Activating students as instructional resources for one another (Peer-assessment)

All of the above converge into one central theory;

Using evidence of learning to adapt lessons in real time to meet students' learning needs.

Sometimes a piece of homework may be marked in class by students (they may mark their own or another student's work), guided by the teacher or by examination specifications and grade criteria. At other times the teacher may mark the work and include written feedback on how it can be improved without including a summative score or grade. However, grades and scores will also be given routinely from KS2 onwards, to help children to know where they are in their learning journey. (For more details on homework, please refer to our Teaching and Learning Policy).

Appendix 1

Assessment calendars and procedures

At The Senior School an individual expected measure of achievement is set for each child at KS3 using the data provided by CEM at Durham University. If this measure is felt to be too low by teaching staff they may be amended, after evidence and reasons are brought to SLT for discussion and approval. These measures can be found in SIMS and on a spread sheet in the shared area. The expected measure is featured as an aspect on reports sent to parents allowing parents and students to benchmark their actual academic progress against their expected measure of achievement.

Targets for Years 10,11,12 and 13 are set using CEM Yellis and Alis data.

The data collected for reports is scrutinised by Heads of Department and Key stage leaders to look for any patterns of underachievement. Meetings are held with SLT to discuss intervention strategies. Any underachievement will be communicated to students and parents via a letter and/or a face to face meeting.

At present, reports containing standards achieved, areas of success and areas for improvement (KS3) or current grades and target grades (KS4 and KS5) are sent to parents at Christmas and Easter in The Senior School. A full written report containing data with formative comments is sent out at the end of the academic year in July. This format is likely to change once the outcomes of a review of the structure and frequency of reporting to parents has been discussed and approved.

In the Junior School two written reports containing formative comments, levels and targets are sent out annually in December (Early Years) and January (Years 1-6) and at the end of the year.

Appendix 2

Responsibilities

Deputy Head Curriculum – Baseline testing in Senior School

Deputy Head Curriculum/Head Teacher Junior School – Baseline testing in Junior School

Year Group Leaders Junior / Curriculum Coordinators Junior – Monitoring progress against targets and intervention strategies Junior

Key Stage Leaders / Heads of Department – monitoring progress against targets and intervention strategies – Senior

SLT / WLT – overall monitoring of all pupils' academic progress against targets

Inclusions Manager / SEN Coordinator / GMAT Coordinator – monitoring of progress against targets of SEN / GMAT pupils

Teaching staff – awareness of baseline targets. Regular use of formative and summative assessment to check progress of pupils

DOCUMENT CONTROL:

Policy Approved by the Board: December 2015

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