

## Secondary School Assessment Policy

### **Purpose of the policy**

At Si Ri Panya, assessment is a continuous process integral to teaching and learning. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

We use the National Curriculum 2014 (NC2014) as a starting point for all of the teaching and learning experiences that we provide for our children.

### **Attainment and achievement/progress**

There is an important distinction between these two terms:

1. **Attainment** refers to the standards a pupil has reached. This is a measure of relative performance against the age related expectations. Attainment is measured in relation to national average standards.
2. **Achievement/progress** is a relative measure that refers to how much progress a pupil has made from their initial starting point. It refers to the difference between where a pupil started from and where they have reached. Achievement/progress can be measured over different time frames: a term; an academic year; a Key Stage or the whole of a pupil's time at the school.

At Si Ri Panya we aim to create a high achievement culture and expect every pupil to reach the highest possible attainment that they are capable of.

### **Assessment Principles and Practice**

#### **1. Assessment is at the heart of teaching and learning.**

- a. Assessment provides evidence to guide teaching and learning.
- b. Assessment provides the opportunity for students to demonstrate and review their progress.

#### **2. Assessment is fair.**

- a. Assessment is inclusive of all abilities.
- b. Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.

#### **3. Assessment is honest.**

- a. Assessment outcomes are used in ways that minimise undesirable effects.
- b. Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.
- c. Assessment judgements are moderated by experienced professionals to ensure their accuracy.

#### **4. Assessment is ambitious.**

- a. Assessment places achievement in context against nationally standardised criteria and expected standards.
- b. Assessment embodies, through objective criteria, a pathway of progress and development for every child.
- c. Assessment objectives set high expectations for learners.

#### **5. Assessment is appropriate.**

- a. The purpose of any assessment process should be clearly stated.

- b. Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
- c. Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.
- d. Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.

#### **6. Assessment is consistent.**

- a. Judgements are formed according to common principles.
- b. The results are readily understandable by third parties.
- c. A school's results are capable of comparison with other schools, both locally and nationally.

#### **7. Assessment outcomes provide meaningful and understandable information for:**

- A. Pupils in developing their learning;
- B. Parents in supporting children with their learning;
- C. Teachers in planning teaching and learning;
- D. School leaders and Executive Board members in planning and allocating resources; and
- E. Government and agents of government.

#### **8. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.**

### **Methods of Assessment**

At Si Ri Panya we use three strands of assessment;

- 1. Admissions Assessment - This takes place before a prospective pupil is offered a place at Si Ri Panya International School.**  
To identify a pupil's ability in Maths and English, together with their English language skills and proficiency to ensure they are at the appropriate level to join the class both socially and academically.
- 2. Formative Assessment - This is the day-to-day ongoing assessment which takes place both inside and outside of the classroom.**  
To form a detailed picture of a pupil's knowledge, skills and understanding against the school's curriculum objectives and specific learning outcomes. It confirms effective teaching and learning and identifies gaps and misconceptions to inform next steps.
- 3. Summative Assessment - This is the end of term assessment which takes place in class.**  
To allow teachers and Senior Leaders to monitor the performance and progress of pupils over time, enabling teachers to evaluate the impact of their teaching and their pupils' learning at the end of a period of time. The information gathered here is shared with parents as part of the school report, enabling them to support their child's learning.

### **Admissions Assessment**

Prior to being offered a place at Si Ri Panya International School, prospective pupils must demonstrate their level of writing and maths proficiency. They must also then attend an interview with the Headteacher to demonstrate their English language skills to ensure they are at a suitable level to join the class.

- A written assessment using visual cues to plan and write a short descriptive piece of writing.
- A written mathematics assessment involving number and calculation questions.
- A spoken interview with the Headteacher, answering questions about a range of topics which will be familiar to them.

### **Formative Assessment**

The vast majority of our assessment is formative on-going assessment based around the Learning Intentions and Objectives, objectives from the UK National Curriculum (2014), the Cambridge Curriculum, and assessment for learning strategies that are set for each lesson. The marking and feedback takes the form of:

- Verbal feedback
- Written feedback
- Success Criteria
- Improvement / next steps comments
  - ✓ Reminder prompts
  - ✓ Scaffold prompts
  - ✓ Example prompts
- Self-assessment
- Peer-assessment
- Observation
- Discussion
- Questioning

Please read our 'Feedback and Marking Policy' to see details of how the strategies above are embedded throughout the teaching and Learning Si Ri Panya

## **Summative Assessment**

### **Monitor progress:**

At the end of each term, progress is measured in each subject with internal assessments which help teachers to check their learners' knowledge, skills and understanding. Teachers will create assessments based on the learning of the term and assess against the appropriate objectives, whether these are from the UK National Curriculum or the Cambridge Curriculum.

The Core Subjects of English, Maths and Science will use the Cambridge Progression Tests. These:

- Provide detailed information about learner performance.
- Compare strengths and weaknesses of individuals and groups.
- Come with clear guidance, standards and mark schemes.
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All of these end of term assessments will be internally marked and graded.

### **Check achievement:**

At the end of Key Stage 3 (Year 9), students have the opportunity to sit the Cambridge Checkpoint Tests in the Core Subjects of English, Maths and Science. These are external tests and are marked and graded by Cambridge International. These tests:

- See how learners are performing against an international benchmark, and in comparison to their peers in school.
- Help to monitor group and individual performance.
- Help teachers to identify specific gaps in their students' learning and effectively plan to bridge those gaps.

There is a fee to be paid by parents to Cambridge International for this optional service. The exam fees are set by Cambridge and are charged on a per subject, per pupil basis. The itemised fee amount is recorded in our fee schedule published on our website.

### **Track progress:**

Teachers will record pupil progress against the UK National Curriculum or Cambridge Curriculum objectives which are deemed most appropriate for the context of our school and pupils, using the Framed Learning In the Classroom (FLiC) programme. The following measures are used against each objective:

- **Accessing** - This means the pupil is at the early stages of meeting the objective and still requires support with their understanding.
- **Developing** - This means the pupil is gaining confidence in their understanding and application of the objective and is able to work with increasing independence.
- **Secure** - This means that the child is confident in their understanding and application of the objective and is able to work independently.
- **Embedded** - This means that the pupil has a deeper understanding of the objective and is internalising its meaning.

These judgments are made by the pupils' class teacher, taking into consideration their knowledge of each pupil's ability coupled with evidence in a range of forms, one of which being summative assessment. We recognise that, whilst useful, summative assessments only provide a snapshot of a pupil's performance at any given time.

## Reporting to parents

We operate an open door policy where parents can speak to the teacher before and after school any day or arrange a meeting for a suitable time if needed. In addition we have:

| Term                      | Parent-School Communication   | Mode      |
|---------------------------|---|-----------|
| <b>Term 1 - September</b> | <b>Getting to Know You Meetings:</b> Parents are invited to share any important information about your child which will help with their learning. This could include information about any particular learning needs, social skills, strengths, interests and areas for development where they may not feel as confident. This would also be a chance to share any medical conditions that could also affect your child's learning or their experience at school. | In person |
| <b>Term 1 - December</b>  | <b>Progress Report:</b> Parents receive a FLiC <b>progress report</b> which communicates their child's attainment against the different subject objectives, together with information regarding their social and emotional progress.  | Email     |
| <b>Term 2 - February</b>  | <b>Progress Meeting:</b> Parents are invited to meet with their child's class teacher to discuss academic and social progress since the beginning of the term. Teachers will share support strategies for implementation at home in order to promote children's learning.   | In person |
| <b>Term 2 - April</b>     | <b>Progress Report:</b> As above.   | Email     |
| <b>Term 3 - July</b>      | <b>End of Year Progress Report:</b> Parents receive a FLiC <b>progress report</b> communicating their child's attainment against the different subject objectives, together with information regarding their social and emotional progress over the course of the school year.  | Email     |
| <b>Term 3 - July</b>      | <b>Optional Progress Meeting:</b> This is an optional meeting which can be arranged between the parent and class teacher if the end of year progress report has raised any concerns or means for discussion.  | In person |