4a - Assessment and Recording Policy

School Policies	**Part 2**
ISI	Part 1: Quality of education provided – Teaching
Author Led	Headmaster
Date of Review	October 2026
Next Review	October 2027
Comment	Annual Review
Website	Yes

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Aims

- The purpose of marking and assessment is to inform and improve learning and teaching.
- The purpose of this policy is to explain how we do this at BISC.
- Our goal is to ensure that every student can fulfil their true potential at BISC.

Introduction

We recognise that assessment can be an imperfect tool when it comes to measuring improvements in learning. A single assessment is purely a snapshot of progress at that given moment of time, using an instrument which is often not always perfect.

However, assessment still remains an invaluable tool, not only because it helps supports decision making, but because it also informs the student and the learning and teaching community about current achievement and progress.

Finally, our assessment strategies take into account the ages, aptitudes and needs of all students, including those with educational needs. This ensures all students have the opportunity to learn and make progress which is then feedback to parents over the course of the academic year.

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Considerations

- Students – become more successful leaners when they are directly engaged in assessment, receiving and responding to feedback, reflecting on their progress and setting goals for their own learning.
- Teachers – become more effective when they continually learn about what the students know and can do. Teachers will adjust their teaching based on data and will offer well-considered and specific feedback to support learning.
- Parents and Legal Guardians – contribute to their child's growth as a successful leaner when they are informed and understand the role assessment plays, supporting learning and goals whilst promoting their child's joy of learning.
- The School Leadership Team (SLT) – can make informed decisions about targeting resources and support, using data to evaluate the depth and appropriateness of programmes, plus assessing the effectiveness of learning and teaching within the school.

We believe that developing an assessment capable learning community is the most effective way to improve student learning.

What is BISC assessing

Our approach to assessment recognizes the importance of assessing both the process and product of student learning. We assess what the student knows, understands, and can achieve at that point of their learning process.

Therefore, we have a rigorous programme of assessment across the curriculum in the following areas:

English Language, Mathematics, The Sciences, Modern Languages (including Arabic, French and Spanish), The Humanities, ICT, The Arts and Physical Education.

How are we assessing.

Evidence of student learning is recorded in several ways. All students use their exercise books to help them to record and reflect on their on their learning. The marking feedback plays an important role in documenting their learning journey and should have evidence of process as well as product.

Regular Work Scrutiny's are conducted by The Junior School, Prep School and Senior School and The SLT as part of the Total Quality Monitoring programme. This ensures that the diagnostic feedback given to students is informative and constructive.

Measuring Learning

It is important to remember that both Formative and Summative assessments can only measure what a student has learnt at that particular point of time. Standardised assessments (e.g. CEM and other baseline assessment methods) are used by BISC to support a larger picture of student achievement. Not all learning can or should be measured.

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Methods of assessment include:

- Teacher assessment – captured in exercise books, class tests and quizzes.
- Cambridge International Curriculum Progression Tests – internally marked.
- Standardised assessments – InCAS & CAT4 Tests.

InCAS tests (by the centre for Evaluation and Monitoring – CEM – Durham University) are used to give an indication of a student's ability as they progress through the Key Stages, whilst CAT4 tests are designed to assess the ability of the student prior to their acceptance to our school.

Documenting Learning

We gather all the data from the above assessments to create a complete picture of how the students are progressing using our Student Tracker. These are compiled by the Pupil Progress Managers and then overseen by the Deputy Headmaster.

We use this data to draw inferences about the profile of each year group to help inform planning and to monitor individuals' progress.

Further Notes for Junior School, Prep School and Senior School Reporting

All students in the Prep School and Senior School will receive 4 progress reports, plus 1 full written report throughout the course of the year, whilst students in the Junior School will receive 2 progress reports and 1 full written report.

Full Reports

Students in Years 11, 12 and 13 will receive their full written report at ½ Term, Term 2 – this is to ensure areas requiring improvement identified during their Mock Examinations can be acted upon.

Students in Year 5, 9 & 10 will receive their full written report at the end of Term 1.

Students in Year 6, 7 & 8 will receive their full written report at the end of Term 2.

All students (Junior School & EYFS) will receive their full written report at the end of Term 3.

Practice

Students in the Prep and Senior School will be given 5 formal assessments over the course of the year:

Assessment Title	Academic Year Timing	Nature of Assessment
Assessment 1 Term 1	Half Term Grades 1	Grades, Subject Grades and Tutor Comment
Assessment 2 Term 1	End of Term Grades 1	Grades, Subject Grades and Tutor Comment
Assessment 3 Term 2	Half Term Grades 2	Grades, Subject Grades and Tutor Comment
Assessment 4 Term 2	End of Term Grades 2	Grades, Subject Grades and Tutor Comment
Assessment 5 Term 3	End of Year Examinations	Grades, Subject Grades and Teacher, Tutor and Head of School Comment

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Students in the Junior School will be given 3 formal assessments over the course of the year:

Assessment Title	Academic Year Timing	Nature of Assessment
Assessment 1 Term 1	End of Term Grades 1	Grades, Subject Grades and Tutor Comment
Assessment 2 Term 2	End of Term Grades 2	Grades, Subject Grades and Tutor Comment
Assessment 3 Term 3	End of Term Grades 3	Grades, Subject Grades and Teacher, Tutor and Head of School Comment

*Junior School students will also receive 3 Student Conference meetings after each ½ term break so that parents are kept fully informed of their child(s) progress.

Half Term Grades (Prep School & Senior School)

Students will be given reported on in the following areas:

- Assessment Grade (A to G)
- Effort (4 – 1)
- Progress

The Effort grades are as follows:

- 4 = Outstanding
- 3 = Good
- 2 = Improvement required
- 1 = Unacceptable

Effort Grades

Rationale

Educational research has shown that there is a clear correlation between engagement and achievement. Professor Dwek in '*Mindset: How You Can Fulfil Your Potential'* makes a convincing case that a positive mindset will increase student achievement. A positive mindset from students in schools will include a commitment to engage purposefully and positively in academic work. There is no suggestion that excellent engagement will automatically result in top grades, but that it will help students to realise their potential. There is a significant amount of educational literature that suggests that as well as commentating on a students' level of understanding, teachers should also comment on the assessed level of engagement.

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Awarding engagement grades will reinforce a positive work ethic where it already it already exists. When a positive work ethic does not exist, it will provide an evidence base for helping students who are underachieving. It will therefore support the reporting system that the school operates.

Descriptors for Effort Grades

Obviously professional judgement will need to be exercised and what follows is only a suggestion:

Outstanding - There is an obvious pride taken in both presentation and the content of the work. There is evidence that the work is well planned, and that any advice given about previous work has been acted upon. The attitude displayed in class has been very positive with evidence of curiosity, collaboration and the student has answered and asked relevant and searching questions. Work is handed in on time and it would appear that the student has gone the extra mile and been proactive inside and outside the classroom.

Good – It is clear that the student has taken their work seriously, but there is less attention to detail than in the Outstanding category. For the most part the student's work maybe of an excellent nature, but not perhaps finished to the highest of standards. The attitude in class has not been as proactive as for the Outstanding category. It is likely that the student answers, but not ask searching questions and is less inclined to work collaboratively.

Improvement required – Work is rushed, untidy and usually incomplete. There will be very little evidence of planning within the classroom and work handed in late would usually fall into this category.

Unacceptable – Prep is not done and/or minimal effort has been put into their work. Their classroom attitude is unhelpful and there is little evidence of collaboration with either staff and/or their peers.

Grade Descriptors for Progress

Exceeding – The student is exceeding their teacher predicted grade.

Meeting – The student is meeting their teacher predicted grade.

Developing – The student is making progress towards their teacher predicted grade.

Emerging – The student is making progress, but still requires more work.

Full Reports

Students in the Prep School and Senior School will receive one full academic report during the year. The report will consist of subject reports, tutor reports and a Head of School comment. Each subject should identify areas of success that highlights progress and areas for development with a suggested course of action. As well as writing a report, teachers are expected to grade the student performance as per the half term guidelines.

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Marking and presentation

In order to improve learning through assessment, effective feedback should be given to students. Marking is one way of doing this. This enables students to become reflective learners and helps narrow the gap between what they can currently do and what they could do to improve.

Purposes of Marking

- To inspire students' further effort by praising current achievements.
- To assist students by setting clear targets to focus on where further development is needed.
- To enable the teacher to make judgements about student attainment.
- To provide feedback to teachers on how well the students have understood their current work and to enable him/her to plan the next stage of teaching and learning.

How we mark

Each term there are a number of opportunities to mark classwork, homework, extended assignments, formal and informal assessments. Each of these opportunities require a different level of marking and grading and therefore, a different use of reporting. In general, assessments will form part of our data and reporting, whilst all other marking is used to inform target-setting and informal comments on written reports.

However, staff should take into account all student work when it comes to writing reports or estimating grades.

Guidelines for Marking

Each different style of work will require a different marking methodology, but there will be some common elements. Therefore, in order to provide a degree of consistency across departments, the following guidelines must be adhered to:

- Work to be collected in regularly and returned as quickly as practicable. Core subjects should be marked every 2 weeks, whilst other subjects should be marked every 4 weeks. In every circumstance, diagnostic written feedback needs to be given.
- Homework needs to be marked within 1 week of submission.
- Responses should be constructive, acknowledging what has been achieved well, as well as highlighting areas for improvement.
- Correcting every mistake can be disheartening for the student, particularly in the case of EAL leaners. Therefore, focusing on particular aspects of the work (e.g. content and interpretation) will be seen as more constructive.

Marking Assessments

These are to be marked according to the relevant guidelines for each subject. Students in the Junior School & Prep School will be awarded grades from A – E, whilst in the Senior School it will be from A* - G.

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Types of Marking

- **Acknowledgement Marking** (flick and tick) - this checks that work is completed (obvious mistakes need to be corrected).
- **Quality Marking** – Students in the Prep School and Senior must receive written feedback every 2 weeks for all core subjects / 4 weeks for non-core subjects, whilst students in The Junior School must have their work marked on a weekly basis.
- Peer Marking and Self-Assessment - informs the student of the learning progress (formative).
- Verbal feedback - used more in some subjects than others. This needs to be evident in lesson observations/drop ins/student voice and work scrutiny.

Quality Marking

Don't set unnecessary targets. Other work will obviously be marked/looked at by the teacher (acknowledgement marking). The principle is the same for all subjects, but inevitability some departments may have to tweak things to suit their subject. Targets (How To Improve) points will be set by the subject teacher and will inform the student of what they need to do in order to improve the assignment. These should be precise:

- Marking of students' work in all subjects should be regarded as a regular means of communication with the student about their individual progress.
- This communication needs to be in a form which is comprehensible and clearly able to be understood by the individual student and legible.
- The feedback on progress that this represents should inform the next step in a student's learning.

- Standard English (grammar and spelling) should be addressed.

Responsibilities

It is the responsibility of the Heads of Faculty and The SLT:

- To monitor the consistent use of this policy across the school.
- To ensure the implementation of the Schools Marking policy and to ensure that marking is regular and formative.
- To establish a centralised system of recording and preserving marks and assessment levels awarded by the individual teachers with the department.
- To ensure regular standardisation of agreed assessment procedures so that meaningful grades are recorded and communicated to pupils.

It is the responsibility of all classroom teachers to:

- Ensure that all classwork and homework is marked regularly according to BISC marking policy. To keep a record of marks/levels/attainment achieved by students.
- Explain the marking and assessment grading system to the students.
- Ensure that assessment information informs further curriculum planning.
- To set individual short-term and long-term targets.

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