

# ASSESSMENT POLICY FOR MIS SECONDARY SCHOOL 2024-2025

## General Guidelines

- **Continuous assessment model is followed for all the year groups**
- Homework will be set and marked on an individual basis as per school marking policy.
- There should be no more than one week between handing out and returning work
- More challenging work may be assigned over more than one week.

## Year group specific guidelines

### KS3 – YEAR 7 to YEAR 9

ASSESSMENT PERIOD	TIME FRAME	NUMBER OF SUMMATIVE	FORMATIVE
1	13 AUG – 13 DEC	2 or 3	Throughout the period
2	06 JAN – 13 JUN	2 or 3	Throughout the period

Summative assessments should largely be used in terms of assessment for learning and should provide useful and specific feedback. These will be designed in order to assess a range of different aspects across the curriculum and these will also be differentiated based on the needs of the learner.

Other homework will be decided/marked on an individual teacher basis.

GRADE CODE	SKILLS CODE ( Attitude towards learning)
<b>A*: 90-100%</b>	<b>1:</b> Outstanding <b>2:</b> Good <b>3:</b> Satisfactory <b>4:</b> Requires Improvement <b>5:</b> Unsatisfactory <b>NA:</b> Not Applicable
<b>A: 80-89%</b>	
<b>B: 70-79%</b>	
<b>C: 60-69%</b>	
<b>D: 50-59%</b>	
<b>E: 40-49%</b>	
<b>F: 30-39%</b>	
<b>G:20-29%</b>	
<b>NG: 0-19%</b>	
<b>NA: Not Applicable</b>	

### IGCSE- YEAR 10 & YEAR 11

ASSESSMENT PERIOD	TIME FRAME	NUMBER OF SUMMATIVE	FORMATIVE
1	13 AUG – 13 DEC	2 or 3	Throughout the period

2	06 JAN – 13 JUN	2 or 3	Throughout the period
3	11 MAR -22 MAR	mock IGCSE Exam for Year 11	
4	20 APR 2020 - 25 JUN	Cambridge IGCSE exam for Year 11	

Grade boundaries are set by the exam board and vary year to year. However, since work should come from a variety of sources the following guideline are used for grading.

Assignments must be common to all students in a year group studying the same course and should be saved in the shared server.

<b>GRADE CODE</b>	<b>SKILLS CODE ( Attitude towards learning)</b>
<b>A*: 90-100%</b>	<b>1:</b> Outstanding <b>2:</b> Good <b>3:</b> Satisfactory <b>4:</b> Requires Improvement <b>5:</b> Unsatisfactory <b>NA:</b> Not Applicable
<b>A: 80-89%</b>	
<b>B: 70-79%</b>	
<b>C: 60-69%</b>	
<b>D: 50-59%</b>	
<b>E: 40-49%</b>	
<b>F: 30-39%</b>	
<b>G:20-29%</b>	
<b>U: 0-19%</b>	
<b>NA: Not Applicable</b>	

Other homework decided/marked on an individual basis - it should be noted that use of previous exam questions as homework assignments is considered good practice.

### **AS & A -LEVEL**

It is recognised that AS & A-Level Science courses are open to considerably more personal interpretation than lower school courses. Homework will consist of lab reports and past paper questions

Assessment plan for all A-Level Science subjects is as follows:

<b>ASSESSMENT PERIOD</b>	<b>TIME FRAME</b>	<b>NUMBER OF SUMMATIVE</b>	<b>FORMATIVE</b>
1	13 AUG – 13 DEC	2 or 3	Throughout the period
2	03 JAN – 13 JUN	2 or 3	Throughout the period
3	10 MAR - 21 MAR	mock Exam for year 12 and Year 13	
4	APRIL - JUNE, 2025	Cambridge AS & A level exam for Year 12 and 13	

Grade boundaries are set by the exam board and vary year to year. However, since work should come from a variety of sources the following guideline are used for grading.

Assignments must be common to all students in a year group studying the same course and should be saved in the shared server.

<b>GRADE CODE</b>	<b>SKILLS CODE ( Attitude towards learning)</b>
<b>A*: 90-100%</b>	<b>1:</b> Outstanding <b>2:</b> Good <b>3:</b> Satisfactory <b>4:</b> Requires Improvement <b>5:</b> Unsatisfactory <b>NA:</b> Not Applicable
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<b>C: 60-69%</b>	
<b>D: 50-59%</b>	
<b>E: 40-49%</b>	
<b>F: 30-39%</b>	
<b>U: 0-29%</b>	
<b>NA: Not Applicable</b>	

## **MARKING POLICY**

At MIS Secondary, we aim to provide:

- a. A school framework for effective marking and feedback that directly contributes to raising the achievement of all pupils.
- b. Encourage dialogue between children and adults regarding the progress, success and areas to target.
- c. Standardisation and consistency of practice throughout the school.
- d. Guidance to staff on the purpose, types and frequency of effective marking and feedback.

Feedback is defined as a response to children's work. This can be marking, discussion and formal or informal meetings. We believe that it is through effective feedback that formative assessment information can be utilised to support planning, target setting and achievements. It encourages children to reflect on their own achievement and to celebrate success. We value the success, achievement and progress of every child and that every child in school can learn and achieve their full potential. We believe that effective marking and feedback is an essential opportunity for:

- I. Children to know how well they have done, and what they need to do next.
- II. Children to feel happy about success and confident to extend themselves.

- III. Teachers to assess and evaluate children's progress against a specific learning objective
- IV. A list of success criteria **MUST** be shared with children. Teachers should encourage children to devise the success criteria if appropriate.
- V. teachers to celebrate, reinforce and challenge according to the teachers' awareness of the child's need for recognition, and feelings of success
- VI. Parents, through a review of their child's work at Parent-Teacher Conference, to be aware of the progress their child has made over time.

**Written feedback**

Teachers will ensure written comments are positive and constructive, so that the child understands how their work or performance can be improved. If the teacher marks a piece of work without the child present, time should be given to allow the child to read the feedback provided and where appropriate act upon it. All written comments should be clear, legible and neat in a handwriting style consistent with that being taught to the children.

Written feedback should be provided in various forms (comments, ticks, smiley faces, marking key or stickers) and be age-specific. Adults are to consider whether children can read and understand the comments, allowing some response time. It is recognised that comments are also used to inform other audiences about that particular piece of work, using the marking key.

The children will have time to act upon these comments immediately or in a focused group with an adult; the teacher will decide the most appropriate time to act on the comment considering the learning needs of that child.

Teachers are encouraged to use marking stamp as below to evaluate each chapter:

<b>MIS</b>	
<b>Teacher:</b>	<b>Date:</b>
What Went Well? (Give a positive comment. What did they do well? What did you enjoy reading in their work?)	
Even better if... (What student can do to improve their work? Give clear suggestions on area of improvement)	
Next Step (Tell your students what they need to do next or in their next piece of work to make it even better. Give them a short target.)	
Students respond (Read teacher's comment and answer, use different colour pen)	

## **Peer marking**

Children are encouraged to support each other and feedback on learning and achievement. Older children should be given the opportunity to act as response partners and pair mark work. This is often linked to 'talk for learning partners'. Children should be trained to do this and ground rules set and displayed, such as listening, confidentiality, key skills etc. Children should first point out things they like then suggest ways to improve the piece but only against the learning objective (WALT) or success criteria. Children could highlight evidence of key skills, complete a marking ladder or write a comment(s) in another child's book, which is then initialled.

## **Verbal feedback**

Verbal feedback is the discussion of work and direct contact with the child. It is particularly appropriate with younger, less able or less confident children. A discussion should be accompanied by the appropriate marking key symbol in the child's book or remark to serve as a permanent record for the child, teacher and parent. In some cases it may be helpful to add a record of the time taken and context in which the work was done.

## **REPORTING**

1. Reports should be completed in line with school policy. Reports may be interim or full (short or long).
2. Reports will include an Attitude to Learning grade as set out by the school policy.
3. **Detailed report will be issued to all the students after every semester. The Semester report highlights the attendance, academic performance in all the subjects and also explains the way forward for improvement in all the subjects. Pastoral report is provided by the homeroom teacher as well.**
4. Where it is decided that this does not represent the student's current level of achievement, reference should be made to the most recent test level in the body of the report.
5. Reports should have a grade for the pupils' attitude to learning and their average attainment over the Semester. Comments in reports should have a constructive tone and, remember, this is not the place to break bad news to parents! If there has been a major problem with a student, they should have been informed at the time.