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BSL Secondary Assessment Policy

Contents

Introduction

The purpose of this assessment policy is to:

- Inform teachers of the BSL assessment practices
- Bring consistency to the BSL assessment practices
- Improve the quality of BSL assessments
- Improve BSL standards

T*he BSL Assessment Philosophy*

BSL endeavours for excellence, therefore, assessments throughout the year should be used to measure the teachers' impact on the learner and the results of the assessments should be used to inform learning. Assessments should be used to empower learners and to develop independent learners. All BSL learners should be able to access the assessments, therefore, a variety of assessment styles must be used. BSL learners must be involved in the assessment process, not just in sitting the exam, but also in the evaluation of the assessments. All assessments must be timely, informative and related to what is being taught.

Assessment for learning

BSL promotes the use of Assessment for Learning (AFL): this involves the continuous use of classroom assessments to improve learning, AFL is a set of strategies to complement the learning. While AFL is usually associated with formative assessment, AFL should also be used when reflecting on summative assessment practices.

AFL involves:
- Regular self-assessment
- Positive relationships with learners
- Learners assessed against their own abilities
- Immediate and Personalised feedback

For effective AFL learners need to know:
- What they are learning?
- How they are learning?
- Why they are learning?

AFL uses success criteria that learners should also be involved in setting.

Formative Assessment

Formative assessment takes place throughout the year and supports the AFL philosophy. Formative assessment is a vital part of the assessment process and greatly improves motivation, self-esteem and learning.

- BSL teachers must use multiple forms of formative assessment to inform learners of their learning and progress
- Formative assessments should prepare BSL learners for summative assessments and provide learners with the opportunity to learn from mistakes
- Formative assessments should be recorded by the teacher
- Learners should be aware of the formative assessment strategies and be a part of the creating, delivering and evaluating process
- Formative assessment should be used to empower the BSL learners
- Reflecting on the formative assessment must become a part of the BSL teachers' practices

Key Characteristics	Teaching and Learning Strategies
Sharing learning objectives with learners	● Share learning objectives at the beginning of the lesson and, where appropriate, during the lesson, in language that learners can understand ● Use these objectives as the basis for questioning and feedback during plenaries. ● Evaluate this feedback in relation to achievement of the learning objectives to inform the next stages of planning
Helping learners to know and recognise the standards they are aiming for	● Show learners work that has met criteria with explanations of why ● Show learners work that has not met the criteria and show them why ● Give learners clear success criteria and then relate them to the learning objectives ● Model what it should look like, for example exemplify good writing on the board ● Ensure that there are clear shared expectations about the presentation of work ● Provide displays of learners' work which show work in progress as well as finished product
Involving learners in peer and self-assessment	● Give learners clear opportunities to talk about what they have learned and what they have found difficult, using the learning objectives as a focus

	• Encourage learners to work/discuss together, focusing on how to improve • Ask learners to explain their thinking: 'How did you get that answer?' • Give time for learners to reflect upon their learning • Identify with learners the next stages in learning
Providing feedback that leads learners to recognising their next steps and how to take them	• Value oral as well as written feedback • Ensure feedback is constructive as well as positive, identifying what the learner has done well, what needs to be done to improve and how to do it • Identify the next steps for groups and individuals as appropriate
Promoting confidence that every learners can improve	• Identify small steps to enable learners to see their progress, thus building confidence and self-esteem • Encourage learners to explain their thinking and reasoning within a secure classroom ethos
Involving both teacher and learners in reviewing and reflecting on assessment information	• Reflect with learners on their work, for example through a storyboard of steps taken during an investigation • Choose appropriate tasks to provide quality information (with emphasis on process, not just the correct answer) • Provide time for learners to reflect on what they have learned and understood, and to identify where they still have difficulties • Adjust planning, evaluate effectiveness of task, resources, etc. as a result of assessment

Summative Assessment

Summative assessment is: Assessment of learning that measures what learners know or can do at a particular point in time.

When using summative assessments:BSL learners must know in advance when summative assessments will take place.

- BSL summative assessments must appraise a broad range of concepts, attitudes, knowledge and skills appropriate to the subject
- BSL learners must have access to success criteria or rubrics in advance of summative assessments
- Summative assessments should be based on subject specific curriculum assessment criteria (BSL assessment criteria, IB, IGCSE etc)
- Excellent exemplars and exemplars that do not meet the criteria should be made available for learners
- Assessment tools should not be limited to standardised and teacher-created tests, as they should also include a variety of opportunities to allow learners to demonstrate learning
- BSL assessment grades included on learners' reports and the BSL transcript must be based on multiple assessments and performance samples over time. Teachers may amend final summative report grades in the case of major improvement by the learners
- BSL grades should indicate actual academic performance; they do not include attendance or behaviour
- Failure or success on one test or one assigned task will not be sufficient basis for failing or passing the course/subject or grading period.

Planning

Consideration into the form and style of assessments should be referred to in the unit plans this includes both formative and summative assessments. There should also be reference to how the assessments will be recorded and how they will be used - all assessments must be informative.

Teachers must be able to justify the assessment
- Summative assessments and rubrics must be shown to Key Stage coordinators in advance of the assessment
- Planning must be made into the delivery of the assessments
- Planning must be made into the feedback of assessments
- Assessments should reflect the planned Learning Objectives (LO), the LOs must be available to learners and constantly referred to during lessons. They should also be clear on the Google Classroom for each subject and class.

Assessments must be relevant to what has been taught.

Assessment Styles

Assessments may take many different forms, teachers should incorporate many different forms of assessment as part of their teaching and learning routine.

Formative assessments and minor summative assessments may take the form of:
- Class discussions/participation
- Group work
- Minor tests/past papers
- Minor presentations
- Minor research projects
- Homework tasks
- Minor performances
- Practical work
- Demonstrations
- Minor orals
- Peer and self-assessment opportunities
- Mini-performance task assessments

Major summative assessments may take the form of:
- Major written assignments and essays
- Major presentations
- Major performances
- Major research projects
- End of unit tests, past papers and examinations
- Midyear examinations
- End of year examinations
- Internal assessments and coursework
- Portfolios
- Major orals
- Major performance task assessments

Grading

At BSL all attainment for Secondary learners is assessed using the levels 7 (high) to 1 (low). This is shown on the grid below with the appropriate descriptions. Departments should use grade, subject specific IGCSE and IB % grade boundaries when establishing attainment grades where appropriate. Grade boundaries for Years 1-9 should be set by departments.

Level	Attainment	Description	Indicative IGCSE equivalent
7	**Outstanding attainment**	Demonstrates exceptional knowledge of the subject with a degree of understanding well above what is expected of a learner at this stage; consistently performing at this superior standard.	**A***
6	**Excellent attainment**	Demonstrates excellent knowledge of the subject with a degree of understanding consistently above what is expected of a learner at this stage.	**A**
5	**Very good attainment**	Demonstrates a thorough knowledge of the subject with a degree of understanding above what is expected of a learner at this stage.	**B**
4	**Satisfactory attainment**	Demonstrates a secure knowledge of the subject with a degree of understanding in line with what is expected of a learner at this stage.	**C**
3	**Low attainment**	Demonstrates some knowledge of the subject with a degree of understanding below what is expected of a learner at this stage.	**D**
2	**Very low attainment**	Demonstrates very limited knowledge of the subject with a degree of understanding significantly below what is expected of a learner at this stage.	**E**
1	**Negligible attainment**	Demonstrates very limited knowledge of the subject with a degree of understanding significantly below what is expected of a learner at this stage.	**F**

Deadlines, missing work and absences.

Deadlines

Teachers must set and communicate reasonable timelines for assignments and support learners in meeting these timelines. The timelines teachers set should provide adequate time for
learners to complete the work, while being mindful of other demands and of learners strengths and
challenges. They should also use their professional judgment to support and motivate learners who do not take responsibility for their work through the use of a variety of strategies to ensure learners make regular progress on assignments.

This should be done by:

- Assisting learners to manage time effectively—monitoring Learners progress at each stage of a complex assignment can ensure they stay on track.
- Anticipating which learners may require additional supports to complete assigned tasks, and monitor those learners more closely.
- Choose, when appropriate, to extend time for completing assignments, especially for learners who communicate with the teacher in advance of the due date.
- Contact parents to discuss strategies for keeping learners on track when they are falling behind or not taking responsibility for their work.

Missing work

Teachers must establish, communicate, and apply consequences for late and missing work. Learners must understand that there will be consequences for not completing or for submitting assignments late. If, after establishing and clearly communicating expectations regarding assignments, setting and communicating timelines for assignments, and supporting learner learning using the strategies provided above, learner work is still late or missing, teachers may apply the following strategies based on their professional judgment:

- Develop an agreement with the leaner to complete the work.
- Require the learner to complete missing work during a supervised detention.
- Use appropriate support from tutors or other teachers, the school counsellor and the senior management to address issues that may be preventing the learner from completing assigned work.
- Provide additional support for learners who are learning English or French as an additional language.
- Provide alternative assessment tasks that accommodate special learning needs.
- In applying consequences to late or missing work, teachers will consider the nature of the assignment, the individual circumstances of the learner (especially struggling

learners), and the potential impact of the consequence on subsequent learning and motivation. Whatever the consequence, learners are ultimately responsible for the timely completion of their assignments and for knowing that there are consequences for failure to complete work.

Absence

If a learner is absent during a summative assessment they should be given every opportunity to complete the assessment at a later date. If a learner is unable to complete a summative assessment the mark should be recorded as 'absent' not zero.

Plagiarism

Plagiarism or cheating: Learners must understand that the tests/exams they complete and the assignments they submit as evidence of learning must be their own work and that cheating and plagiarism will not be tolerated. Teachers must communicate and reinforce expectations of academic honesty with learners. Proven plagiarism or cheating should be graded zero. Learners should be asked to redo work honestly. We strictly adhere to the IB guidelines on plagiarism. Parents must be informed of any incidents involving plagiarism for any summative assessments or pieces of exam coursework.

Please also refer to the [BSL Academic Honesty Guide](#)

Feedback

While we, at BSL, recognise the place for exam results and grades, more emphasis should be made into the learners progress and reflections on the process.

At BSL teachers must give feedback within the week following an assessment. Feedback should be focused and personalised, there are 4 levels of personalised feedback. Feedback at BSL should focus on; feedback about the task, feedback about the process and feedback about self-regulation and not about the learner as a person.

Feedback about the task…	- Includes information about errors - whether something is correct or incorrect - Incorporate information about the depth or quality of the work, often against implicit or explicit criteria - May include a need for more information - Is more powerful when it corrects misconceptions than when it alerts learners to lack of information
Feedback about the Processing…	- Gives information about how learners approached the task - Provides information about the relationship between what a learner did and the quality of the performance - Suggests possible alternative strategies that also would be useful - Scaffolds transfer
Feedback about Self-Regulation...	- Concerns the process learners use to monitor and control their own learning - Can lead to learners seeking, accepting, and acting on feedback information - Develops learners' confidence as learners - Encourages metacognition—thinking about thinking
Feedback about the Self as a Person…	- Is generally not a good idea - Does not contain information that can be used for further learning - Implies that achievement is something beyond learners' control - Leads to a kind of academic fatalism

(DLST, 2011)

Marking

The main purpose of marking should be:

- The purpose of marking can be formative, summative or both, but it will be used primarily as
- part of assessment for learning to help learners make progress.
- To identify strengths and areas for development: Clear and realistic feedback and targets for improvement should be included when marking.
- To value/acknowledge learners' work.

Marking guidelines:

- Exercise books/homework should be marked regularly. All learners' work should be returned marked within one week with the exception of major assessments which should be returned within two weeks.
- Completion of tasks should be marked with an evaluative comment and suggestions should be made for the next steps for improvement. The most effective marking takes place alongside learners rather than at a distance.
- Feedback should be specific and constructive so that the learner understands how to improve for the next assessment; it is essential that they feel that improvement is possible.
- Praise should be given for work of a high standard or good effort. Use praise liberally to motivate learners.
- Regular cross department moderation should be practiced where possible, especially with external assessments.

Literacy

All teachers have a responsibility to develop learners' literacy skills. Sometimes it will be appropriate to provide feedback about spelling, punctuation or other aspects of writing. However, literacy objectives may not have formed part of the learning intentions or success criteria for the work carried out and it would also be an unrealistic aim and counterproductive to mark every grammatical error in every piece of learners' written work. A balance needs to be struck. It is important to correct subject specific vocabulary.

EAL

Learners not writing in their first language: For assessments in many subjects, it is important to remember that some learners will not be using their first language. Teachers are not marking for grammatical accuracy; what is important is that learners present their thinking as clearly as possible. All teachers should aid ESL learners by highlighting and improving language errors, where applicable.

For further information please also refer to the BSL Marking policy

The right to appeal academic grades

Parents/guardians and learners shall have the right to review or appeal any final grade given to any learners. Such an appeal should proceed as follows:

1. The learners and/or parent/guardian should arrange a conference with the individual teacher whose assessment or evaluation is in question to discuss the teacher's rationale for the grade.
2. If the learners or parent/guardian is not satisfied with the outcome of the conference, he/she may appeal to the Senior Leadership Team (SLT) for a second review of the teacher's assessment and evaluation of the learners.
3. A conference shall be arranged with a member of the SLT, the teacher, parents/guardians, and the learners.
4. The decisions of the SLT, based on the findings of such a conference, shall be final.

Tracking

Learners progress should be recorded and tracked. Alongside the reports there is also the Academic Review that should be completed 3 times a year. Comments should also be made if there are learners of concern and the strategies teachers will use to raise standards.

Teachers should also keep personal tracking forms that record not only the summative assessments but also the formative assessments. Observations that have been carried out should also be recorded. Grades can also be stored on Google Classroom and the individual and personalised comments and feedback on learners work.

Reports

There are 3 formal BSL reports sent to parents/guardians per year.

In December and March a progress report is sent out. Teachers will need to put an attainment and an effort grade for their subject, if a learner is awarded a level 3 or below and/or an effort grade C or D a comment about why and what the learner can do to raise their grades must be sent to the homeroom tutor to be added to their comment section.

In June a full report is sent out. Teachers will need to put an attainment grade, an assessment grade and an effort grade. They will also need to write a comment about the progress and give 3 SMART targets for the learner to work on. Tutors are also required to write a comment about the learners overall achievements.

Evaluations

Regular evaluations should become part of the teachers' routine. Learners should be heavily involved in the evaluation process not only in order to become independent learners but also for teachers to assess the effectiveness of their teaching.

- At the end of each unit/topic there should be a learners evaluation form
- After each assessment learners should be involved in the evaluation process
- Teachers should also reflect on the assessments when completing the unit plan reflections
- Teachers should plan and organise moderation meetings within subject departments and with Key Stage coordinators.

Assessment Timeline

- **August** - Assessment planning meetings should take place between subject departments and Key stage coordinators during the Inset days.
- **August/September** - At the start of the academic year in-formal base-line assessments will be carried out by the subject teachers. This should inform teachers of the current subject knowledge of the learner and what areas need to be covered. The grades should not be shared with parents. Learners must be involved in the evaluation process, individual targets can be formed as a result of these assessments.
- **September** - Moderation meetings between subject departments and or Key Stages should take place.
- **November** - Grades should be entered on the Academic review with comments for learners of concern and action points for teachers to help them raise their grades.
- **November** - Assessment planning for the January assessments should be shared with Key Stage coordinators and within subject departments.
- **December** - Formative assessments should be the main source of grading the learners in November ready for the Progress reports to go out to Parents early December.
- **January** - Mock exams for Y11 and Y13 will take place in the hall under exam conditions. Y7, Y8, Y9, Y10 and Y12 will have an assessment week, exam conditions in classrooms. All learners will come off timetables for this week.
- **February** -Moderation meetings between subject departments and or Key Stages should take place.
- **March** - Formative assessments should be the main source of grading the learners for the March Progress Reports.
- **April** - Grades should be entered on the Academic review with comments for learners of concern and action points for teachers to help them raise their grades.
- **April** - Assessment planning for the May assessment week should be shared with Key Stage coordinators and within subject departments.
- **May** - Exam season for IGCSE and IB learners. Assessment week for all remaining learners will take place the week following the end of the IB and IGCSE exams
- **May** - Moderation meetings between subject departments and or Key Stages should take place.
- **June** - Grades should be entered on the Academic review with comments for learners of concern and action points for teachers to help them raise their grades.
- **June** - Moderation meetings between subject departments and or Key Stages should take place.
- **June** - Full reports go out with term grades, assessment grades, a comment about progress and 3 SMART targets.
- **June** - Planning should begin for the next academic year baseline assessments.

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