

Assessment Policy 2012

All Kings' policies, including this Assessment Policy, will be ratified by the Board of Directors and signed by the Chairperson. Each policy will be co-signed by the principal of each school. Review dates will be similar for each school.

Date	Review Date	Coordinator	Nominated Director
28/11/11	28/11/12	Director of Studies- Academic Director of Studies -EFL	NIGEL PAMPLIN

Assessment

We believe assessment is central to teaching and learning. We are in agreement with the Black and William (1998) definition of assessment as it 'refers to all those activities undertaken by teachers and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged'.¹

In practical terms, this approach provides valuable feedback which allows teachers to adjust their practices and materials, enabling more efficient and effective teaching and improving the *validity* of future assessment. It also provides students with a measure of the success of their learning. This enables them to focus on their learning strategies and on learning the specific knowledge they need.

In order to monitor and measure learning, effective assessment is both *summative*, allowing reflection of what has been learned and to what degree, and *formative*, allowing prediction of what still needs to be learned and to what degree.

Therefore, within our schools, we undertake:

- **Assessment of learning** (summative assessment), which provides a summary of what has been learned in regard to both attainment and achievement at a specific point in time.
- **Assessment for learning** (formative assessment), which we regard as the most important kind of assessment, and is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. (Assessment Reform Group, 2002)²

Evaluation of Progress

We recognise the crucial role that effective assessment plays when measuring progress and, in turn, effective target setting. We have written *Kings Target Setting Policy* (2012) with this relationship in mind. To evaluate progress it is essential that any assessment is firstly *reliable* and secondly can be cross-referenced with reliable data on predicted, past or average performance.

All assessment must therefore be:

- **Contextualised**, by always comparing or measuring it with or against other relevant data.

¹ Black, P.J. & William, D. (1998) *Inside the Black Box: Raising standards through classroom assessment*, King's College, London.

² Assessment Reform Group (2002) *Assessment for Learning: 10 Principles*, Assessment Reform Group

We acknowledge the value of continual evaluation and reflection and are developing our practices to reflect this. The values and aims set out in this policy are a consideration at every level; from Board to students. Comprehensively bringing assessment for learning into our schools is a key target for 2012-2013.

We will be striving to provide regular and repeated assessment opportunities at every level and in a range of forms. These will include:

At Curriculum Level:

Formal (aural/oral/written/spoken/practical) examinations, regular academic reporting, mock exam week(s), revision days/review weeks, examination result league tables and school academic targets, outlining curriculum content and aims.

At Course Level:

End-of-module or unit tests, weekly tests, presentations, mock exam papers selected revision support materials printed/online), predicted academic grades, test booklets, syllabus aims and outlines, academic tutorials.

In Teaching Practices:

Assessment using constructive verbal feedback, constructive written feedback.
Standardised marking systems and marking criteria.
Assessment through autonomous student verbal presentations and visual displays.
Assessment through peer evaluation and peer feedback tasks.
Assessment using informal timed activities and quizzes.
Habitual concept-checking, review and recall, provision of clear lesson aims and summary.

On an Autonomous level:

Reflective, self-assessment and self-diagnostic tasks, self-study materials, self-testing, autonomous goal-setting.

We wish to work closely with our students and to hear their views and opinions on safeguarding as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that students should be encouraged to form and to express their views.

Aims

- To ensure that all students are accurately and fully assessed prior to enrolment or entering a class;
- To recognise the role of assessment in increasing teaching and learning efficiency;
- To use assessment as an effective means of learning for both teachers and students;
- To use the results of assessment to continually reevaluate both teaching and learning;
- To recognise and use a varied range of effective assessment methods, both formal and informal;
- To ensure that all assessment is placed in context, and considered in relation to set goals and targets;
- Retain and accurately record and collate assessment data as required

¹ United Nations, (1989) *Convention on the Rights of the Child –Chapter IV Human Rights*, United Nations 2012, <http://treaties.un.org>, accessed 09.02.12

Procedure

<p>Role of Directors</p>	<p>The Directors have:</p> <ul style="list-style-type: none"> ▪ delegated powers and responsibilities to the Principal to ensure all school personnel are aware of and comply with this policy; ▪ nominated the Director of Academic Development to visit the schools regularly, to liaise with the Principal and Directors of Studies and to report back to the Directors; ▪ taken responsibility for the effective implementation, monitoring and evaluation of this policy
<p>Role of the Principal</p>	<p>The Principal will:</p> <ul style="list-style-type: none"> ▪ ensure all school personnel, students and parents are aware of this policy; ▪ monitor the effectiveness of this policy; ▪ annually meet with the Director of Academic Development and Directors of Studies regarding the development of this policy
<p>Role of the Director of Academic Development</p>	<p>The Director of Academic Development will:</p> <ul style="list-style-type: none"> • visit the school's Principal and Director of Studies (acting as the Assessment Recording and Reporting Coordinator) to ensure the policy is implemented effectively at least every 6 months; • report back to the Board of Directors
<p>Role of the Director of Studies (as Assessment Recording and Reporting Coordinator)</p>	<p>The Director of Studies will:</p> <ul style="list-style-type: none"> ▪ lead and implement of the Assessment policy throughout the school; ▪ work closely with the Principal and the Director of Academic Development to deliver this policy; ▪ work closely with course directors and senior teachers to deliver this policy; ▪ collate information for the target setting process (in accordance with school's Target Setting Policy 2012) which may include: <ul style="list-style-type: none"> -school or departmental targets; -class or group targets; -individual study plan targets; ▪ oversee a study plan for every student on a course of 12 weeks or more as near as possible to the start of his/her course, forming the basis of their Record of Achievement folder; ▪ to ensure all students are assessed as appropriate on arrival at the beginning of the course; ▪ keep accurate records of students' achievements; ▪ ensure reports include assessment data where available; ▪ organise in-house training for both teaching and academic administration staff to ensure understanding, implementation and compliance with this policy; ▪ provide guidance and support to all teaching staff; ▪ keep up-to-date with new developments and resources;

	<ul style="list-style-type: none"> ▪ review and monitor how we assess; ▪ report to the Principal and the Director of Academic Development on the success and development of this policy every 6 months
<p>Role of Teaching Staff</p>	<p>Teaching staff will assess students to:</p> <ul style="list-style-type: none"> • ascertain the level of attainment; • plan the next stage of learning; • provide information for record keeping; • report assessments to students, parents/parents' representatives/guardians and school personnel as required; • include assessment data in their progress reports; • endeavour to keep up-to-date with new assessment initiatives; • attend in-house training <p>Teachers' planning will show:</p> <ul style="list-style-type: none"> ▪ clear learning objectives and outcomes; ▪ key learning skills; ▪ differentiation; ▪ key questions; ▪ opportunities for peer and self-assessment; ▪ curricular targets; ▪ references to previous learning; ▪ objectives and success criteria; ▪ lesson evaluation and plans for subsequent lessons; ▪ resources and materials with level reference <p>Teachers will give students written and/or oral feedback which will:</p> <ul style="list-style-type: none"> ▪ be constructive; ▪ be centred on the qualities of the work; ▪ be linked to the learning objectives and learning outcomes; ▪ identify strengths and weaknesses; ▪ identify what the student needs to do to improve and how improvements will be achieved
<p>Student Consultation</p>	<p>Student consultation is integral to our process of regular self-evaluation and continuous improvement and will take place in a variety of ways.</p> <p>The methods will include:</p> <ul style="list-style-type: none"> • A Student Forum (which will meet regularly and also be consulted by the Principal) • An appointment system and means of contact with the Principal and key staff members • Operating an 'open door' policy in school whenever possible • Student Questionnaires (on a variety of matters relating to the school and/or and social issues) • Open Class discussion (on a variety of matters relating to

	<p>the school and/or and social issues)</p> <ul style="list-style-type: none"> • Suggestion Box (allowing anonymity if desired) <p>Every effort is made to provide a variety and range of consultation methods to all students. Every student who attends a course at Kings will be encouraged and given the opportunity to provide feedback on every aspect of school life during their stay with us.</p> <p>A separate policy exists for student consultation which explains these processes in more detail.</p>
Role of students	<p>Students will:</p> <ul style="list-style-type: none"> ▪ be assessed appropriately on arrival or at the start of the course; ▪ be made aware of learning objectives; ▪ discuss an individualised study plan if they are on courses of 12 weeks or more ▪ manage a Record of Achievement folder (if applicable) ▪ discuss what they have already experienced, know and understand; ▪ discuss and identify what they need to do to improve; ▪ self-assess their work; ▪ discuss their work with a peer
Role of Parents/Parents' representatives/guardians	<p>Parents will:</p> <ul style="list-style-type: none"> ▪ be made aware of this policy; ▪ will be made aware of who to contact to discuss this policy; ▪ receive reports every 12 weeks
Recording Assessment Data	<p>Assessment data will be recorded by the relevant teachers and included as part of academic reporting, or submitted, as appropriate, for collation by the Director of Studies (as Assessment Recording and Reporting Coordinator).</p>
Target Setting (School)	<p>Academic targets for the school as a whole, departments and classes are criteria of the school's Target Setting Policy (2012).</p> <p>These will be reviewed annually, based on assessment data collated during the year.</p>
Target Setting (individual)	<p>All students of 12 weeks or more will be given:</p> <ul style="list-style-type: none"> ▪ a study plan (as part of their Record of Achievement) incorporating individual target/targets which is set after discussion with the Director of Studies or senior teacher; ▪ an end-of-year target in both literacy and personal development, where appropriate <p>This information is also included as part of the school's Target Setting Policy (2012).</p>

Student Records	<p>All students of 12 weeks or more will have:</p> <ul style="list-style-type: none"> ▪ a paper/electronic folder of their records kept by the Academic Management Team; <p>All academic students will have;</p> <ul style="list-style-type: none"> ▪ a Record of Achievement folder from September 2012 <p>All Diploma students will have;</p> <ul style="list-style-type: none"> ▪ a Record of Achievement folder from September 2012
Meetings with Parents	<p>Parents are invited to the school or their agent's office in their country in order to be kept up-to-date with their child's progress.</p>
Reporting to Parents* *(if parents are the fee payers)	<ul style="list-style-type: none"> ▪ Parents will receive interim, usually termly, reports summarising their child's progress. ▪ Parents will be invited to communicate any questions or concerns to the Director of Studies through their agent/representative or directly with the school.
Associated Policies and Publications	<p>This policy has been written with reference to and in accordance with the following policies and publications:</p> <ul style="list-style-type: none"> • Kings Curriculum Policy 2012 • Kings Target Setting Policy 2012 • The published Aims and Ethos of the School • Kings Strategic Objectives 2012-2015
Monitoring the Effectiveness of the Policy	<p>The effectiveness of this policy will be reviewed annually, or when the need arises, and the necessary recommendations for improvement will be made to the Directors.</p>

Principal:		Date:	
Chairman of the Board of Directors:		Date:	

Kings Assessment Policy 2012 Appendix A:

**Annual Review of Policy for Kings LOCATION School:
Kings Assessment Policy 2012**

Date	Review Date	Coordinator	Reviewer
28/11/11	28/11/12	WELFARE OFFICER	PRINCIPAL

This Appendix A to the Kings Assessment Policy 2012 contains information which is specific to Kings School LOCATION and will be reviewed and updated **annually** by the Principal and Coordinator.

Date of Last Review:	00/00/12
Academic targets for the school, including school or departmental targets, class or group targets and individual study plan targets (as part of Kings Target Setting Policy 2012) have been agreed within the school and communicated to all academic members of staff.	YES/NO
Every student enrolled is formally assessed on arrival.	YES/NO
All students on a course of 12 weeks or more are issued with a Record of Achievement Folder and agree an Individual Study Plan with a relevant member of teaching staff.	YES/NO
Every student receives a formal academic report at least every 12 weeks, or on completion of their course, which contains relevant assessment data.	YES/NO
All teachers have received at least one training session relating to effective assessment in the last 12 months.	YES/NO
Effective assessment is a criteria of lesson planning and formally assessed as part of teacher observation.	YES/NO
Shared marking schemes and procedures have been agreed and are used in the school for language-based assessment.	YES/NO
Shared marking schemes and procedures have been agreed and are used in the school for subject-based assessment.	YES/NO
As a means of comparing results and performance, Kings refers to the	ALPS

<p>following external resources and data (please specify):</p>	<p>ALIS LEAGUE TABLES EXAM BOARDS OTHER</p>
<p>All teachers are required to record relevant assessment data in class registers which is communicated to the Directors of Studies every half term, or as required.</p>	<p>YES/NO</p>
<p>The last yearly report relating to agreed academic targets and recorded performance was issued on:</p>	<p>00/00/12</p>
<p>The Policy conforms with the latest versions of any regulations and guidelines referenced in the Policy document.</p>	<p>YES/NO</p>
<p>Students, host parents, parents' representatives and parents are aware of the latest policy and current procedures through the Student Handbook, the online policies and the Parents' Handbook respectively.</p>	<p>YES/NO</p>
<p>Annual student consultation on the policy has taken place on (date).</p>	<p>00/00/12</p>
<p>Monitoring the Effectiveness of the Policy</p> <p>The information in this policy and appendix will be reviewed annually by the Principal, or when the need arises, and the necessary recommendations for improvement will be made by the Principal to the Board of Directors.</p> <p>Comments or recommendations for changes should be summarised below:</p>	
Empty space for comments	

