



TSIS

Thai Sikh International School

TSIS Assessment and Reporting Policy

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TSIS Assessment Policy

1.0 Aims and Purpose

The purpose of this Assessment Policy is to outline the core fundamentals at TSIS which ensure a collaborative and consistent approach to the application and use of assessment data. We aim to establish a culture of systems and routines that enables every child to develop and progress across all subjects.

1.1 Our Core Principles

Using the principles and processes of assessment, we aim to:

- provide detailed information to students about how they can make progress by setting targets for improvement
- monitor progress and support learning using formative and summative assessment
- recognise the achievements of students frequently
- guide future planning, teaching and curriculum development
- inform parents and the wider community of student achievement
- identify students who need intervention to enable them to progress
- provide information to ensure continuity when the pupil changes school or year group

2.0 Types of Assessment

Formative:

This is the ongoing assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. Results and observations are kept in teacher's own records, or the children's own books as well as centrally for the monitoring by school SLT.

Teachers are expected to use a range of formative assessment methods to support learning and progress. Some examples of the types of formative assessment a teacher may choose to use would be: observations, questioning, exit slips, assessed homework tasks, quizzes presentations, self/peer assessment, projects and research, surveys, focus groups, interviews. This is not an exhaustive list but provides information on the nature of formative assessment at TSIS

Summative:

These occur at the end of the academic year for years 7-9 (KS3) and at the end of each report cycle for years 10-13, as is identified by the school assessment calendar. Years 7-10 have 3 report cycles, years 11-13 have 2 report cycles. (See Appendix A)

Summative tests help teachers make end of key stage 'best fit' assessments and are also of use in determining the overall subject level for pupils at KS3 and make accurate iGCSE predictions at KS4 and A-Level predictions at KS5. Summative tests help teachers and students set clear goals and targets for progression during each cycle. These are identified by report cycle personal targets.



2.1 Records and Record Keeping

Teachers use records to review student's progress, set appropriate targets for the future and to form the basis of reports. Records are kept in many ways. These include:

- Centralised Google Drive evidence folders for consistency purposes
- Teacher's planners
- Children's work held by each teacher
- Teacher's notes
- Teacher's mark books

2.2 Implementation

Teachers are required to keep an up-to-date record of marks where formative and summative assessment has been made. This is held centrally in our shared Google Docs and is open and transparent for all to see. Individual teachers are responsible for keeping this up to date and it is the role of Deputy Headteachers to ensure that data is monitored and routinely checked.

3.0 Marking

Marking Consistency and Scrutiny

The Senior Leadership Team (SLT) should undertake periodic checks of the frequency and quality of marking. This should take place once per half term with the SLT collecting an agreed sample of books from a range of students – e.g. 2 students from each year group.

The SLT should check that the marking policy (See Appendix C) is being followed and correctly applied, ensuring that to improve comments are written regularly and that there is evidence that these are being monitored/followed up by the class teacher.

e.g. You have listed all the significant events required but it would be better if they were written in a chronological order. This would significantly improve your piece of work.

At times it will be sufficient to tick in the mark book to record task completion. Posters, letters, diaries and other forms of transformational writing not intended as assessment tasks which help to establish student understanding or are designed to rehearse a particular writing style may be awarded an effort grade.

3.1 Oral Assessment

Occasionally it may be appropriate to give an oral comment to a student on his/her work. This is appropriate when immediate feedback is required and can be just as effective as a written comment.

3.2 Student Assessment

Teachers may use this method of assessment to establish the current progress levels of their students to modify their teaching to meet the needs of different students in the class. This method of assessment is ongoing during the year.

3.3 Peer Assessment

Peer assessment is very valuable as it develops critical awareness and engagement with learning.



Peer assessment:

- gives students feedback on their work from someone other than themselves or their teacher
- provide students with insight into the criteria to be used for assessing a piece of work
- allows students to see the work being done by other students and make comparisons to their own work
- encourages conversation and discussion about the standard of work compared expectations

3.4 Self-Assessment

Self-assessment is the process by which the student assesses their own work using a set of criteria. Once pupils understand how to assess their current knowledge and the gaps in it, they will have a clearer idea of how they can help themselves progress.

Teachers and pupils can set targets relating to specific goals, where the pupils will then be able to guide their own learning, with the teacher providing support where necessary or appropriate. In addition, pupils will need to:

- be supported to admit problems without risk to self-esteem
- be given time to work problems out.

Self-Assessment helps students:

- reflect on and assess the quality of their own work.
- feel supported to admit problems without risk to self-esteem.
- Resolve issues without any time pressures.

4.0 Coursework Assessment and Marking (Years 10 – 13)

Coursework forms a significant part of the final grade awarded in many subjects at iGCSE and A-Level and can be an area in which many students whose first language is not English can work more carefully to produce assignments reflecting their highest attainment. Teachers should follow the guidance provided by examination boards but should always carefully monitor progress and provide timely and appropriate feedback and advice throughout the completion of controlled assessments or other coursework. It is imperative that teachers follow and controlled assessment guidelines to ensure they no exam board regulations are broken.

5.0 Assessment Sampling

Samples of students work at all levels should be held centrally in a place where all teachers of the subject have access to the folder for consultation/standardisation purposes. Subjects holding regular 'moderation' meetings should copy the work discussed at these meeting and add it to the Assessment Portfolio for reference purpose and as evidence of good practice.

Standardisation/Moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for levels in the following ways:

- With colleagues in school, within and across year groups.
- By using the QCA and SATs exemplification materials

For the purpose of moderation, single-subject teachers will collaborate with subjects similar to their own, for example languages.



6.0 Reporting

Full subject reports and homeroom comments are written at various times of the year based on the assessment and reporting calendar further in this document. It is important that appropriate personalised targets are set which are measurable for the student and teacher.

Subject reports outline a child's progress in the core and foundation subjects and iGCSE options at KS4 and AS and A-Level subjects at KS5. The teacher will make a comment on the attainment of the pupil in relation to their ability and the expectations of the course of study. Written comments should highlight the positive and point out areas where improvements are needed with advice about how those improvements can be achieved. All students should receive advice about how they can attain more highly.

6.1 Student Learner Attributes and Students as Global Learners

Students are expected to build e-portfolios showcasing their work towards becoming global learners and demonstrating key learner attributes. (See student as global learners/learner attributes tables in assessment folder). Homeroom teachers will meet with students weekly to monitor their e-portfolio progress. At the end of each report cycle, Homeroom teachers write a reflective report with students which is sent home to parents alongside the subject report.

7.0 Assessment Data Input and Tracking

Teachers will enter assessment data for each of the students that they teach across all subjects taught in the relevant year group.

KS3 students are assessed using the following criteria:

- Unit/Topic proficiency – graded Working Towards/Working At/Working Beyond/Exceptional (can be a combination of formative and summative in-class assessments)
- Overall Grade – This is an average of performance in specific units – graded A*-G
- Attitude to learning – graded on levels 1-5 using the attitudes to learning rubric (see appendix B)
- Student achievement and targets – individual targets for each subject.

To reflect contact/teaching hours per week, core subjects will enter proficiency levels (WB/WA/WT/E) for four units; other subjects (e.g. languages) will enter proficiency levels for two units.

Students in Year 10 through 13 will be assessed using the following criteria:

- target grade – What the student is predicted to achieve based on their Cat4 tests (KS4) and iGCSE performance (KS5)
- Current Working At grade – What level the student is currently working at – this judgement takes into account both formative and summative assessments and should be based on grade thresholds for individual subjects (i.e. exam grade thresholds for previous years).
- Projected/predicted grade – What that student is likely to achieve at the end of year 11 or 13 if they continue working at their current level. This also reflects whether a student is currently meeting their potential or not and forms a useful tool in judging future performance.



7.1 Report Grade Boundaries

KS4 and KS5 grade boundaries will vary depending on the specific subjects sat by a student. Current Working At Grades should reflect the typical thresholds for the exams students will sit.

KS3 overall grade boundaries provide an overview of a student's proficiency in a subject and are derived from the average of their performance in individual units from that report cycle.

KS3 Overall Grade Boundaries

Grade	Total (4 or more lessons / week)	Total (3 or less lessons / week)
A*	15	7
A	13	6
B	11	5
C	8	4
D	7	3
E	6	2
F	5	2
G	4	2

7.3 Awarding of E and U Grades or Attitude to Learning grades of a 2 or lower

A teacher who is awarding an 'E' or 'U' grade or an attitude to learning grade of 2 or lower must have a record of communication with the parents to inform them of their concerns regarding their progress. These grades should not be a surprise to either the teacher, student or parents. We expect teachers to keep in regular contact with parents regarding any ongoing concerns.

8.0 Parents Consultation

Parents are invited to attend formal interviews with the teacher after each report cycle (See Assessment calendar Appendix A). at these meetings the teacher will have the opportunity to discuss on going assessment and progress of the students they teach and offer the parents advice on how the students can continue to improve moving forward. It is also the opportunity for parents to ask relevant questions about the courses and its contents. Or to raise any concerns they may have about their child's learning, achievement or progress.

8.1 Parent Teacher Consultation Dates

Report Cycle 1: November 19th and 20th 2019 (All year groups)

Report Cycle 2: March 11th 2020 (Year 7-10 only)

March 18th(Year 11-13 only)

Report Cycle 3: June 9th and 10th 2020 (Year 7-10 only)



9.0 Post Report Intervention

Following on from reports being issued to parents. The TSIS Senior Leadership Team (SLT) will meet to examine the students across the school. This will involve praising and rewarding the high achievers but also recognising where students are failing or performing below expectations. As a result, students will be invited for meetings with the Deputy Headteachers and in some cases the Headmaster to set appropriate targets and offer possible intervention. This may include any EAL provision or extra support classes.

In some cases where the concerns are serious, parents will be invited for an urgent meeting to discuss their child in more detail.

Each subject is expected to know the students who are of a concern to them to offer departmental level intervention and support.

Homeroom Teachers and House Heads will use the report data to support students pastorally and offer advice and guidance. In some cases the school councillors will be available for students who are having difficulties with motivation or self-esteem

10.0 Assessment & Reporting Dates

For a detailed outline of key assessment and reporting dates, please refer to Appendix A.



11.0 Appendix A

TSIS Middle/High School Assessment Calendar 2019-20

Autumn Report Cycle

Key Dates	Key Information	Notes
October 29 th 2019	Summative Exams Commence	KS4/5 only
November 14 th 2018	All Grades and Comments Submitted	
November 15 th 2019	SLT Report Quality Assurance	
November 18 th 2019	Reports to be Printed	
November 19 th /20 th 2019	Reports Issued to Parents/ Parents Meeting	

Spring Report Cycle

Key Dates	Key Information	Notes
February 24 th 2020	Summative Exams Commence	KS4/5
March 6 th 2020	All Grades and Comments Submitted	For Year 7-10 only
March 9 th 2020	SLT Report Quality Assurance	For Year 7-10 Only
March 10 th 2020	Reports to be Printed	For Year 7-10 Only
March 11 th 2020	Reports Issued to Parents/ Parents Meeting	For Year 7-10 only

Mock Exams: Year 11-13

Key Dates	Key Information	Notes
February 24 th 2020	Mock Exams Commence	
March 13 th 2020	All Grades and Comments Submitted	
March 16 th 2020	SLT Report Quality Assurance	
March 17 th 2020	Reports to be Printed	
March 18 th 2020	Reports Issued to Parents/ Parents Meeting	Year 11-13 Only



Summer Report Cycle

Key Dates	Key Information	Notes
May 18th 2020	Summative Exams Commence	Summative for Year 7-10
June 4th 2020	All Grades and Comments Submitted	
June 5th 2020	SLT Report Quality Assurance	
June 8th 2020	Reports to be Printed	
June 9th/10th 2020	Reports Issued to Parents/ Parents Meeting	



11.1 Appendix B

TSIS Attitudes to Learning Rubric

Criteria	Unsatisfactory	Satisfactory	Excellent
	1	3	5
	2-Requires Improvement		4-Good
Preparedness	<ul style="list-style-type: none"> Rarely on time for class Frequently asks to leave class Absences are not documented in advance and/or demonstrate no follow up Rarely prepared with materials for class Does not prepare to work until instructed by the teacher Assignments and homework until instructed by the teacher Assignments and homework are rarely complete Assignments and homework are rarely handed in on time 	<ul style="list-style-type: none"> Usually on time for class Absences are usually documented in advance and are followed up appropriately Regularly prepared with materials for class Regularly prepared to work on arrival to class Assignments and homework are regularly completed Assessments and homework are regularly handed in on time 	<ul style="list-style-type: none"> Always on time for class All absences are properly documented in advance and are followed up thoroughly Always prepared with all materials Always prepared to work on arrival to class Assignments and homework are always complete Assignments and homework are always handed in on time
Engagement	<ul style="list-style-type: none"> Requires monitoring to stay focused and on task Rarely listens to instructions and feedback Often displays disrespectful behaviour (either disruptive or disengaged) Rarely works with care and attention to detail; work is often unfinished and/or rushed Rarely demonstrates long-term planning skills Rarely seeks clarification or assistance when needed 	<ul style="list-style-type: none"> Usually attentive and on task; ignores distractions Usually listens to instructions and feedback Usually listens actively and respectfully to others Usually works with care and attention to detail; work shows evidence of revision Usually demonstrates long-term planning skills Usually seeks clarification or assistance as when needed 	<ul style="list-style-type: none"> Always attentive and actively engaged Always listens carefully to instructions and feedback Always listens actively and respectfully to others Always works with care and attention to detail; work shows thorough examination and revision Always demonstrates focused long-term planning to complete tasks Always seeks clarification or assistance when needed
Initiative	<ul style="list-style-type: none"> Rarely takes a reflective role in own learning needs and interests; often appears disconnected from learning Rarely interested in identifying learning opportunities and strategies to meet personal needs and achieve goals Rarely shares ideas or asks questions; may refuse to participate Often relies on the work of others in group work; demonstrates little to no initiative 	<ul style="list-style-type: none"> Usually needs encouragement to assess and reflect on own learning strengths, needs and interests Usually needs assistance in identifying learning opportunities, choices, and strategies to meet personal needs and achieve goals Usually needs encouragement to participate and share ideas and opinions Usually allows others to take leadership initiatives in groups 	<ul style="list-style-type: none"> Always assesses and reflects critically on own learning strengths, needs and interests Always indemnifies learning opportunities, choices, and strategies to meet person needs and achieve goals Always demonstrates a genuine desire to learn and to share ideas through participation and inquiry Always initiative discussion, asking significant questions, and acting as an effective leader in groups



11.2 Appendix C

Marking Policy

1. Marking code

Using a standardised marking code ensures clear feedback for students and promotes literacy across the curriculum. Teachers should pay particular attention to subject-specific terminology i.e. units of measurement/theories/techniques/equipment etc.

A standardised marking code should be used in all subjects where English is the language of instruction (Thai, Panjabi, Chinese and Hindi are exempt). Teachers are not required to use the full range of codes/symbols; the extent to which the marking code is used will differ between subjects.

Symbol	Meaning
∧	You have a missing word .
ww	You have used the wrong word .
t	You have used the wrong tense .
sp	Spelling error.
p	Missing or incorrect punctuation .
c	Missing or incorrect capital letter .
g	Error in grammar .
?	Your writing is confusing .

2. Frequency of feedback

To ensure consistency in the feedback students receive, teachers are expected to provide meaningful feedback to students either fortnightly or monthly. For subjects with 4 or more contact periods a week, fortnightly feedback is expected. For subjects with 1,2 or 3 contact periods a week, feedback should be provided at least once a month.

3. Quality of feedback

'Meaningful feedback' should be written and include:

- I. Rubric/level descriptors (when assessing skills)



- II. Student strength/success (when assessing skills or knowledge)
- III. Student target/area for improvement (when assessing skills or knowledge).

4. Issuing feedback

In the interest of consistency, handwritten feedback will be given using the 'feedback template' below. Feedback slips will be printed on light blue paper and attached to student work. If teachers prefer to type their feedback or are using rubrics, these should be printed on light blue paper.

Student strength/success:

Student target/area for improvement: