



**BRITISH INTERNATIONAL
SCHOOL of TIMISOARA**

THE IB DIPLOMA PROGRAMME

We Provide the Foundation on Which Our Children Can Flourish

Preliminary Assessment Policy

Our Vision

*We provide the Foundation on which our Children can Flourish
Inspiring our students to Learn and Live with Purpose*

Our Mission

Building a community of learners where students are given meaningful opportunities to learn, experience, grow, succeed and excel in all areas of their academic and personal development

Our Core Values

*We Think, We Explore and We Learn
We Listen, We Respect and We Care
We Speak Up, We Participate and We Strive*

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Introduction

The purpose of this policy is to provide a clear framework for assessment and reporting to parents across the whole school (with a focus on years 12 and 13) to ensure consistency in marking, to enable accurate tracking, to facilitate formative planning, and to enable staff to offer accurate feedback to students and parents.

“The purpose of assessment is to improve standards, not merely to measure them” (Ofsted).

Overview

“The quality of assessment has a significant impact on attitudes to learning and on attainment in schools by stimulating and challenging pupils to work hard and by encouraging teachers to focus on how to improve the learning of individual pupils” (Ofsted, “Good assessment in secondary schools”).

Aims of the policy

- To provide clear guidelines on the school’s approach to assessment and reporting;
- To establish a coherent approach to assessment and reporting across the Secondary School;
- To provide a system that is clear to students, staff, and parents;
- To collect data which can be used to track and evaluate student progress accurately;

Formative Assessment

Assessment for learning (**formative**) should take place all the time in the classroom [see below]; it is essential as it improves learning. There are many ways in which it can do this:

- It gives effective feedback and encouragement to a student;
- It actively involves pupils in their own learning;
- Teachers adjust their teaching to consider the results of assessment;
- It is used to motivate and improve the self-esteem of students;
- It is used by pupils to assess themselves and to understand how to improve.

The following techniques could be used when assessing students formatively, including:

- Questioning;
- Comment marking: 'WWW/EBI';
- Identifying targets for improvement;
- Self-assessment;
- Peer assessment;
- Devising test questions;
- Analysing and devising mark schemes, unit planners etc.;
- Feedback from tests.

Baseline Assessment

Baseline testing will be carried out at the start of each academic year for students in Years 7-12 and it is provided by GL Education: <https://www.gl-education.com/assessments>

All the students in the school will sit a baseline assessment (CAT4) and a PASS assessment at the beginning of the year. These are all done through the GL Education provider and are meant to provide us with valuable information about the students’ abilities, skills and potential. The results will give us valuable information that will be used to support the students with their academic and emotional development. The CAT4 assessment will be used to provide an iGCSE target grade that student progress will be tracked against.

| Level | End of Year Assessment Point | Short Description |
|---------------|--|---|
| Key Stage 3 | Baseline assessment – CAT4 (GL Education) (Year 7) | <ul style="list-style-type: none"> Cognitive ability test (academic abilities and potential) |
| | PASS - Pupil Attitudes to Self and School | <ul style="list-style-type: none"> Assess students' mindsets and attitudes to learning to ensure they reach their potential Inform and support teaching and intervention strategies to optimise wellbeing |
| Key Stage 4/5 | Baseline assessment – CAT4 (GL Education) (Year 10 & 12) | <ul style="list-style-type: none"> Cognitive ability test (academic abilities and potential). |
| | PASS - Pupil Attitudes to Self and School | <ul style="list-style-type: none"> Assess students' mindsets and attitudes to learning to ensure they reach their potential Inform and support teaching and intervention strategies to optimise wellbeing |

Summative Assessment Points

All new students entering the secondary school will be assessed in English and Maths and the data used to assess their needs and ensure a smooth transition into the school. All new students will also be GL Assessed using CAT4.

At the end of certain years/key stages, students will sit formal examinations offered by Cambridge International Examination (CAMBRIDGE) and the IB (subject to authorisation) as stated in the table below:

| Class | Formal Examinations |
|-----------------|--|
| Year 7 | CAMBRIDGE Progression Tests: English, Mathematics and Science (marked internally) |
| Year 8 | CAMBRIDGE Progression Tests: English, Mathematics and Science (marked internally) |
| Year 9 | CAMBRIDGE Checkpoint Exams: English, Mathematics and Science (marked externally) |
| Years 10 and 11 | CAMBRIDGE exams (i.e.) International General Certificate of Secondary Education (iGCSE) in all the subjects studied in Years 10 and 11, with the exception of Romanian, PE and PSHEE (marked externally) |
| Years 12 and 13 | IB exams (subject to authorisation) at the end of Year 13 in all the subjects they studied (marked externally) |

Special cases related to summative assessment in Secondary School

Although the academic path of all the students in the Secondary School follows the same route in terms of externally marked assessment (from Year 7 up to Year 13), we tend to look with care at each students' ability and strengths and do our best to provide personalised programmes meant to ensure the best possible academic portfolio for every student in the school.

We track progress, analyse results and trends, we put support in place (when needed), and we work with the parents in order to ensure the best possible academic path for every single student in the school. As a consequence, there are situations where we allow certain students to deviate from the normal route; this is usually the case for students with SEND, but it could also be the case for students joining us in the middle of the iGCSE or the IB Diploma Programme

(subject to authorisation) coming from a different academic system. We look at every case with close attention and we decide with the parents on the best possible route for their child based on the special circumstances.

Ongoing assessment and Mock Examinations (internally marked)

All students will be evaluated in every subject through both formative and summative assessments during each term in a process of continuous assessment based on topics studied up to that point. All the results of these tests will be recorded and will be used by teachers to monitor pupils' progress towards their targets. Teachers are responsible for ensuring results are recorded in their mark books. Reports will be released to parents on **Schoolbase** following the pattern stated below which is dependent upon the year group the student is in.

For the autumn term, there should be a minimum of 5 definitive assessments carried out due to the length of the term. In the spring term, the number of assessments should be no less than 4. For the summer term, the number of assessments should total 5 for KS3 and Year 10. For Year 11 and KS5, the only assessment in term 3 will be the end of year mock exam, which will be reported as the term 2b report.

End of Year Exams (internally marked)

End of Year Exams are set at different times of the year depending on the Key Stage. For all students in Key Stage 3 and Year 10, end of year exams will coincide with end of year assessment and summer reports which will be released in June of every academic year. These grades will also provide prediction grades for iGCSE, IB/AS and A2 exams.

Mock examinations are part of the Secondary School programme. Mock exams are set every year at the end January (before the Cambridge exam entries) for the Checkpoint and iGCSE. The results of these tests will be sent to parents and based on these results exam entries will be made for the CAMBRIDGE summer session.

'End of Year Mock Exams'/assessments for KS4, will take place in April prior to the study leave period commencing in May. These tests/assessments are intended to offer students and parents a final clear assessment and an indication of a student's current level prior to taking their final external exams. The IB Mock Examinations will take place in January/February. After the IB Mock Exams the final set of predicted grades will be issued.

Students' performance should be assessed based on the school procedure at KS3 (effort and achievement in classwork and homework (**Exceeding, Meeting and Emerging: E+, E, E-**). At Key Stage 4 and 5 the CAMBRIDGE and IB (subject to authorisation) exam grade levels (A* - U and 7 - 1) will be used for current levels and targets, in addition to school policy on effort and achievement.

The grade conversion matrix for students in Years 12 and 13 is detailed below:

| Exam Score <i>Original Marking</i> | Pass/Fail | Years 12 to 13 <i>Conversion SchoolBase Reporting</i> | Borderline <i>For Teacher's Use</i> | Description <i>Schoolbase Reporting</i> | Transcripts <i>Leaving Documents University Application</i> |
|---------------------------------------|-----------|--|--|--|--|
| 97-100 | Pass | 7 | High | Outstanding | A+ |
| 94-96 | Pass | 7 | Medium | Outstanding | A+ |
| 90-93 | Pass | 7 | Low | Excellent | A |
| 89 | Pass | 6 | High | Very Good | A- |
| 87-88 | Pass | 6 | Medium | Very Good | A- |
| 85-86 | Pass | 6 | Low | Very Good | A- |
| 84 | Pass | 5 | High | Very Good | B+ |
| 82-83 | Pass | 5 | Medium | Very Good | B+ |
| 80-81 | Pass | 5 | Low | Very Good | B+ |
| 77-79 | Pass | 4 | High | Good | B |
| 74-76 | Pass | 4 | Medium | Good | B |
| 70-73 | Pass | 4 | Low | Good | B- |

| | | | | | |
|-------|------|---|--------|----------------|----|
| 67-69 | Pass | 3 | High | Satisfactory | C+ |
| 64-66 | Pass | 3 | Medium | Satisfactory | C+ |
| 60-63 | Pass | 3 | Low | Satisfactory | C |
| 55-59 | Fail | 2 | High | Unsatisfactory | D+ |
| 50-54 | Fail | 2 | Medium | Unsatisfactory | D |
| 45-49 | Fail | 2 | Low | Unsatisfactory | E |
| 40-44 | Fail | 1 | High | Unsatisfactory | F |
| 35-39 | Fail | 1 | Medium | Unsatisfactory | F |
| 30-34 | Fail | 1 | Low | Unsatisfactory | F |
| 0-30 | Fail | 0 | All | Unsatisfactory | F |

In addition, all students are regularly assessed, for example with quizzes and end of chapter/module tests throughout each term, in order to monitor progress and understanding.

Targets are set by subject teachers at the start of each year, and specific targets for improvement are identified by the teacher when marking each summative task. These targets and expectations are shared with pupils and where possible pupils should be given experience of marking, moderating and reviewing test papers, if it is appropriate for their age and skills.

Record Keeping

Grades awarded in assessments should be clearly recorded in the teachers mark-book. A tracking system of the internal assessment grades is kept on **Schoolbase**. This is available to all teachers and it is used to track student progress.

IB Predicted Grades

There will be three sets of predicted grades in the IB Diploma Programme issued as follows:

- End of Year 12/DP1;
- Beginning of Year 13/DP2 (these will be used for university application);
- Final Predicted Grades; After the Mock Exams (Year 13/DP2).

Reporting

Year 7 and 8 reports will contain a Key Stage 3 level (**Exceeding, Meeting, Emerging: E+, E, E-**), a target and an effort grade (1, 2, 3, 4). These reports will be available 3 times a year.

For Year 9 upwards, the reports will contain an iGCSE target grade/predicted grade (A* - D), a current iGCSE working at grade (A* - U) and an effort grade (1, 2, 3, 4). For Years 12 and 13 the 1-7 grading system will be used. These reports will be available 3 times a year. Comments from tutors will be available in some of the reports depending on the term.

| Year | Term 1 (October) | Term 2 (February) | Term 3 (June) |
|-----------------|---|---|---|
| 7 and 8 | <ul style="list-style-type: none"> • Effort grade • Key Stage 3 level • Target • Subject teacher comment • Form tutor comment • Child comment | <ul style="list-style-type: none"> • Effort grade • Key Stage 3 level • Target • Subject teacher short comment (progress and targets) • Child comment | <ul style="list-style-type: none"> • Effort grade • Key Stage 3 level • Target • Subject teacher comment • Form tutor comment • Child comment |
| 9 and 10 | <ul style="list-style-type: none"> • Effort grade • iGCSE target • Current grade • Subject teacher comment • Form tutor comment • Child comment | <ul style="list-style-type: none"> • Effort grade • iGCSE target • Current grade • Subject teacher short comment (progress and target) • Child comment | <ul style="list-style-type: none"> • Effort grade • iGCSE target • Current grade • Subject teacher comment • Form tutor comment • Child comment |

| | | | |
|--------------|--|--|--|
| 11-13 | <ul style="list-style-type: none"> • Effort grade • IGCSE/IB target grade • Current grade • Subject teacher comment • Form tutor comment • Child comment | <ul style="list-style-type: none"> • Effort grade • iGCSE/IB predicted/target grade • Current grade • Subject teacher short comment (progress and target) • Child comment | <ul style="list-style-type: none"> • Effort grade • iGCSE/IB predicted/target grade • Current grade • Subject teacher comment • Form tutor comment • Child comment |
|--------------|--|--|--|

Storage of IB Confidential Exam Materials

All examination question papers, examination stationery and other confidential material will be immediately transferred to and kept within secure storage by the IB Coordinator (authorized keyholders: Head of School, IB Coordinator, Assistant IB Coordinator). The exam storage room complies with the IB requirements as outlined in ,Secure storage of confidential IB examinations material booklet 2022’ publication.

Conduct of Examinations

All examinations will be conducted in line with the requirements outlined in ‘Conduct of examinations booklet 2022’. All DP teachers/invigilators will receive a copy of the aforementioned document. An in-house training session will be delivered to all DP teachers/invigilators two weeks prior to the start date of the examination session. There will also be info sessions for students to ensure they understand and adhere to the IB rules. Various posters will be displayed inside and outside exam room but also in the Library and study areas (Conduct of Examinations: Notice to candidates and Items not permitted).

Further reading: this policy needs to be read in conjunction with the ‘Conduct of examinations booklet’ published by the IB.

Policy Review

This policy will be collaboratively reviewed regularly by the School Leadership Team and DP teachers and will be adjusted as necessary based on all possible requirements and updates for this area.

*Drafted, October 2021
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Next review date: June 2022.*