



**British International School
of Timisoara**

We Provide the Foundation on Which Our Children Can Flourish

School Policies

Secondary School Assessment policy

Approved by: Head of School Date: May 2019

Last reviewed by: School Leadership Team Date: June 2022

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Secondary School Assessment policy

General

British International School of Timisoara is a coeducational private international school offering a British-style education and accepting children aged between 4 and 18.

British International School of Timisoara offers its students a truly international experience through a British-style curriculum and adheres to the guidelines of the Council of British International Schools, Cambridge Assessment International Education and the International Baccalaureate Organisation. Our qualified, internationally-experienced and dynamic educators teach all subjects in English, with the exception of the lessons of Romanian, which are being taught by qualified and engaging local teachers.

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*

At BIST we want to ensure that all members of our community understand and adhere to our school ethos and values. Rules and regulations will be in place to protect all members of the community and to give everyone equal opportunities for development and progress.

Introduction

The purpose of this policy is to provide a clear framework for assessment and reporting to parents across the school 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

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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:

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

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

- Questioning
- Comment marking: 'WWW/EBI'
- Identifying targets for improvement
- Self-assessment
- Peer assessment
- Devising test questions
- Analysing and devising mark schemes
- 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.

Class	End of Year Assessment Point	Short Description
Key Stage 3	Baseline assessment – CAT4 (GL Education) (Year 7)	Cognitive ability test (academic abilities and potential)
	PASS - Pupil Attitudes to Self and School	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)	Cognitive ability test (academic abilities and potential)
	PASS - Pupil Attitudes to Self and School	Assess students' mindsets and attitudes to learning to ensure they reach their potential Inform and support teaching and intervention strategies to optimise wellbeing.

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Summative Assessment Points – Secondary School

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 as stated in the table below:

Class	Cambridge and IB 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 & 11	CAMBRIDGE exams – International General Certificate of Secondary Education (IGCSE) in all the subjects studied in Year 10 and 11, with the exception of PE and PSHEE (marked externally)
Years 12 & 13	IB Diploma Programme – at the end of Year 13 in all the chosen subjects (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 programme 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 6 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 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, 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 and IB results.

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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 & 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 & 5, 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.

Pupils' performance should be assessed based on the CAMBRIDGE exam grade levels (A* - U) and these will be used for current levels and targets. In addition, we will also be issuing effort grades (A* - C).

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.

Reporting

For Secondary school students, the reports will contain a target grade (A* - D), a current Cambridge level grade (A* - U) and an effort grade (Very Good, Good, Satisfactory and Needs Improvement). These reports will be available 3 times a year. Comments from subject teachers and form tutors will be available in some of the reports depending on the term.

Year	7 – 9	Year 10	Year 11
Autumn	<ul style="list-style-type: none">• Effort grade• Current level• Target• Form tutor comment	<ul style="list-style-type: none">• Effort grade• Current level• Target• Form tutor comment	<ul style="list-style-type: none">• Effort grade• Current level• Target• Form tutor comment
Spring	<ul style="list-style-type: none">• Effort grade• Current level• Target	<ul style="list-style-type: none">• Effort grade• Current level• Target	<ul style="list-style-type: none">• Effort grade• Current level• Target
Summer	<ul style="list-style-type: none">• Effort grade• Current level• Target• Form tutor comment	<ul style="list-style-type: none">• Effort grade• Current level• Target• Form tutor comment	<ul style="list-style-type: none">• Effort grade• Current level• Target• Form tutor comment

Review

This policy will be reviewed by members of the School Leadership Team on a yearly basis.