



King's College  
*The British School of Madrid*

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Soto de Viñuelas

## Assessment Policy Whole School

### Rationale

*In keeping with our Mission statement, assessment at King's College, Soto is used to ensure that our students develop their potential and achieve to the best of their ability. Assessment is focused on improving students' achievement and progress, rather than just documenting student attainment.*

*Assessment at King's College, Soto provides a means of reporting to parents, producing data for tracking students' progress and providing feedback to teachers to inform the teaching and learning planning cycle. Assessment at King's College, Soto also provides corrective feedback to students to give them an idea of what they have achieved and their next steps to improvement.*

### Aims / Objectives

- To ensure consistency in assessment procedures within each section of the school
- To support the school's overall Vision and Mission Statement
- To inform teaching and learning
- To ensure feedback to students is constructive and useful
- To inform reporting to parents

### Linked Policies:

- Teaching and Learning policy
- Secondary and Primary Marking Policies
- Reporting Policy

### Who was consulted in the writing of the policy?

- College Leadership Team
- Primary and Secondary Leadership Teams
- Subject Coordinators and Heads of Department
- Teachers



## Assessment Policy Early Years Foundation Stage

Assessment plays an important part in helping teachers recognise children's progress, understand their needs, and plan activities and support. Ongoing assessment (formative assessment) is an integral part of the learning and development process. Observational assessment provides information about children's learning and development; staff observe the children and use observations to inform their planning. All staff contribute to the observations and an individual child profile is built up over the year which informs the EYFS Profile which is the statutory assessment at the end of the Reception year.

The Early Years Foundation Stage guidance states that *"Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share"*.

### Our aims are to ensure that

- The starting point for assessment is the child, not a predetermined list of skills
- Observations show what the child can do – significant achievements – not what they can't do
- Staff observe as part of their regular routines
- Children are observed in play and self-chosen activities as well as in planned adult directed activities
- Observations are analysed to highlight achievements, needs for further support and planning for what comes next.
- Parental contributions are used and valued as a central part of the assessment process
- Children are involved and encouraged to express their own views on their achievements

The effectiveness of our assessment system rests on the quality and significance of the observations and not the quantity. Over time observations are made in different learning contexts and at different times of the day to cover the breadth of learning opportunities.

### What we observe

Observations are carried out when children are involved in different types of learning experiences and activities both indoor and outdoor.

- Play and child-initiated activities



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Soto de Viñuelas

- Practitioner led activities
- Activities which have been planned, but which children will carry out independently for most of the time

#### **How we observe**

Participant observations

- When the adult is involved in play with children
- When the adult is involved in planned practitioner led activities

#### **1. Spontaneous Observations**

- When you notice something significant that you are not involved in

#### **Conversations with children**

- Informal conversations and discussions which are noted down
- 'Interviewing' children about their own learning and interests

#### **Recording**

- Photos of children carrying out a particular activity or involved in play alongside annotated notes describing the learning process

#### **Samples**

- Drawings, independent emergent writing, photos of models, art work

#### **2. Planned observations**

- Where the observer deliberately stands back to observe and does not become involved.

#### **During the observations we:-**

- Write down in short, quick notes what is significant to the child's learning and development.
- Look out for the things we don't already know or anything new (significant achievement). We also include any language used.
- Note of the date, time, area of learning and context (stand alone evidence).

#### **After the observations we:-**

- Decide what it tells us about the child's learning and development.



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Soto de Viñuelas

- Consider the next steps for that child and implications for future planning.

### **Parent and family involvement**

At the start of the year Parents of Pre Nursery, Nursery and Reception children are invited to an informal meeting where curriculum plans are shared with them. Individual meetings with families take place before the beginning of the year with ongoing dialogue and involvement wherever possible. There will be formal assessments, informal and formal observations taking place that will be recorded onto a child's individual and group records. All those who contribute to the welfare or education of the child are involved in the assessment process. Each child's progress is recorded and progress is shared through ongoing dialogue with parents and reports. Parents who have children with specific needs meet with the teacher and any professional involved as appropriate to report on achievements and set new learning intentions. At the end of the year parents of Pre Nursery and Nursery children will receive their child's report based on age and stage and at the end of Reception, parents will receive a report linked to the Foundation Stage Profile. Learning journeys also act as an ongoing record for children and their families

Assessment is used to plan further activities for the children to support them in developing on to the next stage. Planning is for each individual child and uses their previous experiences and abilities. Observation, assessment and planning is an on-going cycle for each child, aimed at supporting their individual development and learning across all seven areas. For all children in Pre Nursery we complete a 2-year-old progress check in partnership with parents between 24 and 36 months. This short written summary provides parents with feedback on their child's development in the three prime learning and development areas of the EYFS: Personal, social and emotional development; Physical development; and Communication and language. Additional summative assessments are also conducted throughout the child's time in our EYFS, such as a baseline assessment upon starting, termly and transition assessments. Class teachers track children's progress in each aspect of the three prime areas and each aspect of the specific areas (17 aspects in all) depending on the age/stage of each child.

### **On entry baseline assessments**

These will be carried out within the first two/three weeks of children entering either Nursery or Reception classes, in Pre Nursery this may take longer depending on how each child settles in. Evidence will be recorded on the EYFS profile. Termly summary assessments, based on observational evidence for the specific areas of learning will then be recorded in order to judge progress.

Term 1: end of Autumn Term summary

Term 2: end of Spring Term Summary

Term 3: end of year summary. In Reception each child's level of development is assessed against the 17 ELG's. teacher's indicate whether children are working towards, meeting or exceeding expected levels.

### **Proposed measure for 'good level of development'**

Children will be defined as having reached a good level of development at the end of the EYFS if they achieve at least the 'expected' in the ELGs for

- All three prime areas (PSED, PD and Communication and Language)
- The specific areas of Literacy and Mathematics



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*The British School of Madrid*

Soto de Viñuelas

## Primary Assessment Policy

### Introduction

At King's College in the Primary Department we believe that effective assessment provides information to improve teaching and learning. To do this in our school, we undertake two different but complementary types of assessment: assessment for learning and assessment of learning.

This policy should be read in conjunction with the Primary Marking and Feedback Policy.

**Assessment for learning** (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge). At King's College, Assessment for Learning is based on four principles:

- Making the learning objective clear by using LF- (Learning Focus) In addition through sharing context and success criteria (steps for success)
- Peer/self evaluation
- Pupil feedback
- Effective questioning

Formative assessment will be completed using two app-based pieces of software in order to best support staff:

- EYFS: 2Simple to track children's progress on the EYFS Profile. This data will feed into our KS1 and KS2 system
- KS1 & KS2: Classroom Monitor will be used to track on-going attainment against the new curriculum outcomes

**Assessment of learning** (summative assessment) involves judging pupils' performance against our King's College standards and the national standards. Teachers may make these judgements at the end of a unit of work, end of term, of a year, or of a key stage.

We give our children regular feedback on their learning so that they understand what it is that they need to do better. Research has shown that their involvement in the review process raises standards, and that it empowers pupils to take action towards improving their performance.

Summative assessment will be measured through a number of data capture points:

- September- All pupils in Year 3 and Year 5 will take a CAT4 test to measure potential attainment
- September - All pupils from Year 1 to Year 6 will take a PASS test to measure their attitudinal feelings towards school and learning



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*The British School of Madrid*

Soto de Viñuelas

- December- end of term internal assessments
- March – end of term internal assessments
- May/June – Progress Towards English and Progress Towards Maths to determine attainment

### **Diagnostic Testing**

We use diagnostic testing to identify children's strengths and weaknesses in their learning in order to best support them in class.

In Year 3 to 6 we use CAT4 data to provide teachers with a comprehensive profile of a pupil's reasoning abilities, and as such the core abilities related to learning.

CAT4 assesses a pupil's ability to reason with and manipulate different types of material through a series of Verbal, Non-Verbal, Quantitative and Spatial Ability tasks. The resulting data can then be used to identify a pupil's strengths, weaknesses and learning preferences, providing accurate and reliable information that is essential for personalised learning.

The more we know about a pupil, the better position we should be in to offer a learning environment and ways of teaching and learning that allow pupils to maximise their potential. Information about a pupil's reasoning ability will be key to many decisions and should be considered alongside attainment data which is captured using Progress Towards Maths, Progress Towards English and PASS testing.

In Year 1 to 6 we use the PASS survey to provide us with information about the attitudes of our pupils. Pupil Attitudes to Self and School (PASS) is an all-age attitudinal survey that provides a measurement of a pupil's attitudes towards themselves as learners and their attitudes towards school

### **Observational Assessment**

Teachers in EYFS use 2Simple to support their observation of children engaged in learning activities allowing them to identify strengths and areas for development.

Teachers in KS1 and KS2 will use Classroom Monitor to record observations and track learning.

### **Objectives**

The objectives of assessment in the Primary school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children recognise the standards to aim for, and to understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents that enables them to support their child's learning;
- to provide the Deputy Head and Head of Primary with information that allows them to make judgements about the effectiveness of the Primary Department

### **Using Data to inform Teaching and Learning**



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Using both summative and formative data, teachers will meet on a termly basis with the HT or DHT to discuss pupil progress. At this meeting, teachers should have available a completed pupil progress report which will then be reviewed at each subsequent meeting.

After the completion of Pupil Progress Meetings, the Pupil Progress reports will then be shared with the Primary Leadership Team, the SENCO and Maths and English Coordinators. They will then meet in order to create an action plan to maximise pupil progress.

### **Data Capture**

Data capture on iSAMS will occur for beginning, mid-year and end of year testing. Teachers will be asked to add data to mark books.

At reporting periods, teachers will be asked to rate children on a 6 point scale ranging from working below to working above expectations. This data will be entered via the Report Wizard function and will then be available for tracking and monitoring purposes in iSAMS Tracking Manager.

### **Transition Procedure**

The key assessment objectives for Year 6 have been built into the key assessment objectives of Year 7 in order to improve transition.

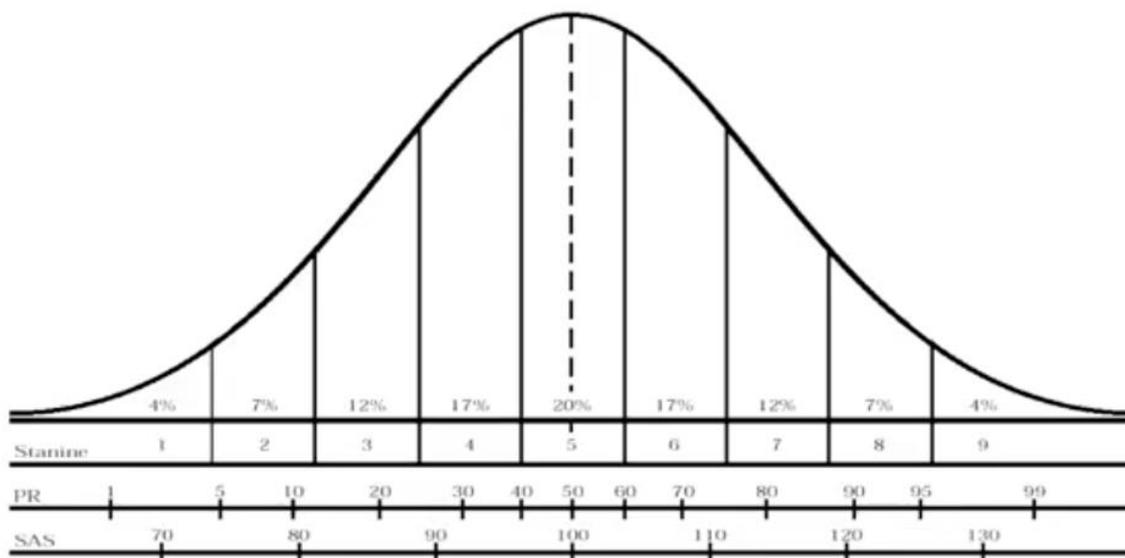
For transition purposes, the Year 6 end of year results will translate into the Secondary levels and reporting system that will be used in Year 7. The Progress Towards Maths and Progress Towards English Stanine Scores will be translated into the 1 to 9 Secondary Reporting System by the Secondary School Director of Studies. Combined with teacher assessment from Primary formative data, report levels, CAT4 and PASS to build a learner profile to share with Year 7 teachers to ensure a productive start to the Key Stage which takes account of prior learning and progress.



King's College  
*The British School of Madrid*

Soto de Viñuelas

**GL Assessment Stanines**



	GL Assessment Y6 results (Stanine)	Classroom Monitor Levels Year 6 (WT to WB+)	Expected outcome at End of Year 7 (using Year 6 language to illustrate potential progress)
1	3 and below	WT WT+	
2	4-5	WW, WW+	
3	6-7	WB	
4	8-9	WB+	WT
5			WT+
6			WW, WW+
7			WB
8			WB+



9			
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### **Planning for assessment**

We use the Primary school's curriculum overview to guide our teaching. In this plan, we give details of what is to be taught to each year group. In our Academic Calendar plan, we identify opportunities for assessment.

To support our teaching, we use the National Curriculum of England and Wales and in Foundation Stage we use the Early Years Framework. We use the assessment guidelines in these schemes to help us to identify each child's level of attainment.

We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's ability. Our lesson plans make clear the expected outcomes for each lesson.

Teachers always share the lesson's learning Focus (LF) with the children as the lesson begins. They also indicate the way in which the activity is linked to the learning objective and the success criteria (SoS) against which the work will be judged.

Teachers use a variety of questioning techniques and analyse pupils' responses to find out what they know, understand and can do, and to reveal their misconceptions.

We are continuously aware of children not achieving or over-achieving expected attainment and we adjust plans accordingly.

Targets are set in English, maths and science. In other subjects students and teachers use 'I can' statements.

### **Recording**

In the Primary School we recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We find it unnecessary to keep a formal record of all these assessments; we record only the information that affects future learning.

We annotate our planning sheets as a record of progress measured against learning objectives and we use that to inform our planning.

We take the objectives for individual lessons from the broad learning objectives within the school's curriculum plan. These in turn reflect the demands of the National Curriculum. Our teachers record the progress of each child for writing, reading maths and science in relation to the National Curriculum level of attainment and where applicable, standardised scores. This allows us to monitor the progress of each child.

All data is recorded on iSAMS and Classroom Monitor.



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*The British School of Madrid*

Soto de Viñuelas

Class teachers meet with the Key Stage Coordinator regularly so that children who are failing to meet or exceeding the learning objectives are highlighted and a plan of action is devised.

### **Reporting to parents**

We have a range of strategies that keep parents fully informed of their child's progress in school. We also encourage parents to contact the school if they have concerns about any aspect of their child's work.

On written reports and in all meetings with parents the children's individual targets in each core subject are shared, discussed and amended according to the child's ability or success.

We use a 6-band scale to report to parents and to track progress on Classroom Monitor.

On our KS1 and KS2 reports an indication is given, in all subjects, as to whether a child is:

- Working beyond expectations +
- Working beyond expectations
- Working within expectations +
- Working within expectations
- Working towards expectations +
- Working towards expectations

This ensures that pupils understand their performance and allows them to take action towards improving.

We write individual comments on all subjects of the National Curriculum, and on

For those parents with concerns that are not answered in the report, we offer an opportunity to meet with their class teacher.

We offer parents of pupils in EYFS the opportunity to discuss their child's Learning

Profile with the teacher. We also share learning moments with our parents using the 2Simple Parent Share feature.

At the start of a term, each of our teachers gives parents an update that identifies the main areas of study for that particular class (Parent Teachers Planners / Curriculum Maps). In this update, the teacher identifies how parents can support any elements of the work during the rest of the term.

### **Feedback to pupils**

We believe that feedback to pupils is very important, as it tells them how well they have done, and what they need to do next in order to improve their work. We have an agreed code for marking (see Marking & Feedback policy), as this ensures that we all mark in the same way, and the children learn to understand it.

We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson, although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we may write a comment on the children's work during marking. We give written comments to children of all ages.

When we give written feedback to a child, we relate this to the learning objective for the lesson. We make clear whether the objective has been met, and we produce evidence to support our judgement. If we consider that the



King's College

*The British School of Madrid*

Soto de Viñuelas

objective has not been met, we make it clear why we think so. In either case, we identify what the child needs to do in order to produce (even) better work in the future.

Teachers give pupils feedback that confirms they are on the right track, and which encourages them to make an improvement. Teachers give pupils suggestions as guidance but they recognise that pupils gain most when they think things through

for themselves.

We allow time (wherever possible) for the children to absorb any comments written on their work, to answer any questions written on it by the teacher, and also to ask any questions of their own. There may also be corrections or areas of improvement that they can work on during this time.

Having children assess their own or each other's work can be very effective, because it enables them to clarify their ideas on progressing to the next step, but this must be carefully managed, to avoid unhelpful comparisons. Teachers always reflect upon the work themselves afterwards.

### **Moderation of standards**

All subject leaders study examples of children's work within their subject area during Book Looks and Book Shares. Subject leaders use the national exemplification materials to make judgements about the levels of the children's work and moderate across year groups, Key Stages and other King's Group schools. All our teachers discuss these levels, so that they have a common understanding of the expectations in each subject. By doing this, we ensure that we make consistent judgements about standards in the school.

It is each subject leader's responsibility to ensure that the samples that they keep of children's work reflect the full range of ability within each subject.

We arrange staff meetings within our King's Madrid Schools to ensure that our levelling is accurate and in line with other schools.

### **Monitoring and review**

The Deputy Head of Primary is responsible for monitoring the implementation of this policy.

The Key Stage Coordinators are responsible for the overall analysis at Year Group and day-to-day monitoring within their Key Stages.

The Subject Coordinators are responsible for the overall analysis at their subject and termly monitoring within their subject.

All Coordinators (Key Stage, English, Maths and Science) should produce a termly report about pupil progress and data within their responsibility remit.

The PLT and SPLT also inspect samples of the children's work to ensure that the policy is being implemented in the classroom.



King's College  
*The British School of Madrid*

Soto de Viñuelas

## Secondary School Assessment Policy

### Definition

Assessment is the process of obtaining, analysing and interpreting evidence for use by both pupils and teachers to enable the review, planning and improvement of learning. It is a validating and measuring tool that is fully integrated with the delivery of the curriculum and is an essential component of effective classroom practice.

### Purpose

Assessment supports each pupil in the development of his or her learning potential, encouraging attainment with clear judgement criteria and communication of next steps. Our assessment of learning skills and organisation fosters personal responsibility and celebrates positive attitudes to learning.

Regular, meaningful assessment of attainment, learning skills and organisation allows us to track pupil progress effectively and report to parents not just on current attainment but also on next steps and dispositions which will allow pupils to become life-long learners.

The functions of Assessment are to:

- Provide information about a pupil's academic attainment and progress
- Reinforce desirable, effective and successful learning practices and strategies
- Foster self-esteem and personal responsibility in every pupil
- Produce data and information to report to parents on their child's academic progress and development of skills
- Produce data and information to enable the College to track the progress of each child
- Produce data and information which enables the College to assess the effectiveness of teaching
- Motivate pupils to become life-long learners

Effective Assessment requires regular feedback, provided in language that can be understood clearly by pupils, parents, other teachers and persons in the wider community. It is not sufficient that pupils and their parents are given indications of levels of current/expected attainment alone. We understand that to develop potential, pupils need to be made aware of where they are now and how they can improve, with next steps clearly communicated.

### Implementation

Each department is responsible for the implementation of the Assessment Policy. Any changes made to suit a subject-specific context must be included within the Departmental Handbook and lodged with the Director of Studies. It must not contravene or contradict the College's Assessment Policy.

Each department has developed a model of progression for KS3 and subject levels (9-1) should be communicated clearly to pupils and be included in the Departmental Handbook alongside, where appropriate, details of:

- Frequency and criteria used for assessment



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Soto de Viñuelas

- The range of techniques and strategies used to assess pupil progress
- Procedures used to standardise marks (where more than one teacher delivers a subject)
- How 'setting' is used and calculated (if this applies)
- Procedures for dealing with pupils deemed to have a special educational need (including those designated as 'Gifted and Talented')

Expectations for Feedback and Marking in the Secondary School are included at the end of this document.

### **Assessment and Reporting**

The College publishes a guide to reporting procedures, including a timeframe in an Assessment and Reporting Calendar.

#### ***The British Section***

Throughout **Key Stage 3**, assessment of attainment will be carried out using King's Levels (9-1), divided into three phases – Development, Consolidation and Mastery.

There is a separate model of progression in each subject and in each year of KS3 which lays out the criteria for the award of levels and makes next steps clear.

In Year 9, pupils start IGCSE courses in science and are assessed using Key Stage 4 criteria.

In **Key Stage 4** (GCSE/IGCSEs) assessment of attainment will be carried out using criteria specified in the syllabus of delivery. Assessment during the reform transition period will be on a 9-1 scale with a conversion chart for subjects which are still graded A\*-G.

In **Key Stage 5** (A-Levels) assessment of attainment will be carried out using criteria specified in the syllabus of delivery and is graded from A\*-E (with U as unclassified).

#### ***The Spanish Section***

We are required to deliver a core Spanish curriculum to Spanish nationals and this is assessed in accordance with best practice in the Spanish education system. In the Spanish system, it is possible for a pupil to "fail" a year and the College is obliged to provide an additional opportunity for pupils to reach the "pass" grade of "5".

The Spanish Section uses a 10-point grading scale:

<b>Grade</b>	<b>Spanish</b>	<b>English</b>
9.0-10	The best possible grade and is called " <i>sobresaliente</i> "	outstanding
7.0-8.9	Called " <i>notable</i> "	very good
6.0-6.9	Called " <i>bien</i> "	good
5.0-5.9	The lowest passing grade and is called " <i>suficiente</i> "	sufficient
3.0-4.9	Called " <i>insuficiente</i> "	insufficient
0.0-2.9	The lowest possible grade and is called " <i>muy deficiente</i> "	very poor



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## Targets

We aim to support our pupils to achieve to the very best of their ability and to develop their potential. Targets are set every year using data from standardised tests and the experience and judgement of our teachers. Targets are reviewed during each reporting cycle and tracking point to ensure that they are aspirational yet realistic, providing each individual pupil with the opportunity to celebrate the progress they have made.

We expect pupils to achieve targets by the end of each academic year and monitor progress towards these targets at regular intervals to ensure that any necessary intervention is swift and effective.

## Progress

Pupils making progress are acquiring broader knowledge and developing skills.

Each subject has a clear model of progression which charts this acquisition of knowledge and skills.

To progress from one level/grade to the next is achieved when pupils improve the **quality of their work** and **increase the breadth of contexts/ topic areas** in which they are able to apply the knowledge and skills they have acquired.

The working at level/grade provides pupils with a level/grade at which they are working within the model of progression for each subject in each year (KS3) or qualification (A Level and GCSE/IGCSE).

Grades/levels are not awarded according to "intelligence", "potential" or expected outcomes at the end of a year/course. They should be directly linked to the success criteria associated with the King's Level/ A Level or GCSE/IGCSE grade taking into account the **breadth of knowledge and skills** needed to achieve a particular grade/level.

## Expected Achievement Requirements for Sixth Form Entry

Entry into Year 12 is not automatic but depends on pupils achieving the required number of GCSE/IGCSEs and, where appropriate, a pass in both validation subjects (Spanish system). Entry requirements are:

- Each pupil must achieve at least 5 [five] GCSE/IGCSE pass grades between A\*-C (9-5 in the reformed subjects), excluding English as a Second Language and Spanish as a Foreign Language.
- It is expected that pupils achieve at least a 'B' grade at GCSE/IGCSE in each subject they intend to choose at AS-Level.
- In the case of pupils taking subjects in the Spanish system that take validation subjects, each pupil is expected to pass Lengua Española and Ciencias Sociales with a 5.0 or higher.
- Pupils joining the school having previously studied in other national education systems must display the ability to be able to access courses in the British system.

## Linear A Levels

King's College does not offer AS qualifications in reformed subjects. Pupils will sit an examination at the end of Year 12, which will allow the College to ensure that sufficient progress has been made in order to continue with the second year of A Level courses. Where appropriate, we will consider a reduced range of subjects for some pupils.

## Verbal Feedback:



King's College  
*The British School of Madrid*

Soto de Viñuelas

Immediate feedback that is **positive and specific** is probably the most effective. Positive and specific means explaining what is good, why it is good and how it can be improved. Socratic questioning is a powerful tool when providing verbal feedback, encouraging thinking at a deep level. It is legitimate to give detailed verbal feedback on work instead of written comments when appropriate. It must be made explicit to students that this feedback is *the* feedback that will be given.

#### **Written Feedback:** (*Routine marking without grades*)

Written feedback will be in the form of written comments that should be encouraging, positive and specific, with clear targets for improvement. Comments should contain as much praise as possible but always with specific, constructive guidance (E.g. WWW – What Went Well, EBI- Even Better If). It is important that students know what is good about a piece of work and what they need to do to improve further. All work that is to be given written feedback should be returned within a week of the handing in date and students should be given specific Directed Improvement and Reflection Time (DIRT) to act on the comments given.

If written feedback is to be most effective as a tool to improve performance then the work should not include a grade /level. Levels should only to be used to track student progress by staff. Levels should be recorded in Markbooks on ISAMS for tracking purposes every 6 weeks but should not be communicated to students/ parents. At KS4 grades should only be given on work completed for a summative assessment. Grades achieved should also be recorded in markbooks on ISAMS and a current working grade is reported to parents every 6 weeks.

#### **Peer and Self-Assessment**

All work that is peer or self-assessed should be returned and assessed within a week of the handing in date. Students should annotate work that is self and peer assessed with an agreed notation that indicates that the work has been marked and feedback received. Where work is to be peer or self-assessed, this should be made clear to students and validated as an alternative to teacher marking. Therefore, students should have clear success criteria to assess their work and comments made should refer to this.

#### **Feedback via Rubrics**

Feedback may also be given via rubrics provided to the students. Teachers may highlight learning outcomes / skills successfully achieved and students may use rubrics to assess their own progress or the progress of peers. Students should be given time to reflect on their progress according to rubrics provided and reflect on the next steps to progress still further and make amendments as appropriate to their work.

#### **Success Criteria:**

As far as possible, work should be set with accompanying success criteria given in advance. Students should be aware of the success criteria for both effort and attainment. Success criteria should be clear to students from the learning outcomes displayed each lesson.

#### **Attitudes to Learning:**

Students' A2L should be discussed and grades may be recorded in the teacher mark book to build up information



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*The British School of Madrid*

Soto de Viñuelas

over time about a student and to aid grading for reports.

### Frequency of Feedback and Marking

Regular formative feedback is key to enabling pupils to achieve success. Pupils' exercise books and/or files should contain evidence of this feedback. In addition to the broad range of informal feedback and advice which teachers give to pupils both during and outside of lesson time, formal, individual, written feedback and marking should be carried out by teachers on a regular basis. At least one piece of work should be marked by the teacher at the end of a unit of work, depending on the arrangements of the department, which will vary according to how many lessons the subject has during a week. A further piece of work should be assessed with formative comments in the course of teaching each unit. These timeframes obviously do not reflect instances that may disrupt the usual delivery of curriculum content, such as (but not limited to), internal/external examinations, events, trips and excursions, project and coursework etc.

### Evidencing Feedback and Marking

Please note that these are not exhaustive lists, and some types of marking and feedback will be continuous and not necessarily recorded. However, evidence of feedback and marking can be shown by:

#### Summative Assessment

This gives pupils a clear indication of the quality of an *individual piece* of work produced.

This marking may include the following features:

- King's Levels, IGCSE/GCE grades, percentage or numerical scores;
- Results from tests, exams or other formal summative assessment;
- Ticks and associated comments.

#### Formative Assessment

Advising pupils what they must do to improve and make progress to the next level/grade.

Formative Assessment may include the following features:

- Praise and encouragement
- Nudging and Questioning
- Next Steps / www and ebi

### Evaluation of Progress

Progress is the accumulation of knowledge and skills. Each subject has a clear model of progression. Progress from one level/grade to the next is achieved by pupils improving the **quality of their work** and **increasing the breadth of contexts/ topic areas** in which they are able to apply the knowledge and skills acquired.

Evaluation of progress provides pupils with a level/ grade at which they are working within the model of progression for each subject in each year or qualification (A Level and GCSE/IGCSE).

It is directly linked to the success criteria associated with the King's Level/ A Level or GCSE/IGCSE grade.



It takes into account the **breadth of knowledge and skills** needed to achieve a particular grade/level.

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Policy Reviewed: March 2017	Reviewed by : Nicola Lambros, Paula Parkinson, Tom Parkinson, Matthew Taylor
Next Review: August 2017	Approved: College Leadership Group



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