

Assessment Policy

English Secondary and IB

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Introduction

Assessment informs the teaching and learning at our school. It serves as a dynamic process, aimed at fostering growth, highlighting strengths, and guiding continuous improvement through self-reflection.

At IIL, we are committed to fostering a transparent, equitable, and supportive assessment culture that emphasizes growth and learning over performance measurement. We believe that:

- **Students** have the right to fair, consistent, and clearly communicated assessments that support learning. They are responsible for meeting deadlines, engaging with feedback, and upholding academic integrity.
- **Teachers** are entitled to resources and professional development to design authentic, varied, and program-aligned assessments. They are responsible for providing timely feedback, communicating expectations clearly, moderating with colleagues, and helping students understand success criteria.
- **Parents and Guardians** have the right to accurate, regular updates on their child's progress and are responsible for supporting their child's assessment preparation within the school's academic policies.
- **School Leadership** is responsible for ensuring assessment practices are consistent, inclusive, and aligned with the school's values, while providing necessary resources to the school community.

This collective effort builds a learning environment where assessments are tools for growth and development.

Types of Assessment

Our assessments are shaped by the requirements of the programmes we follow. We use a range of strategies (e.g. teacher assessment, peer assessment, self-assessment etc) and tools to assess learning.

Our assessment framework furnishes teachers and learners with comprehensive feedback, encompassing both qualitative and quantitative dimensions. Within the IB Diploma Programme, assessments are benchmarked against the IB Grade Descriptors¹ for quantitative evaluation,

¹ <https://www.ibo.org/contentassets/0b0b7a097ca2498ea50a9e41d9e1d1cf/dp-grade-descriptors-en.pdf>

whilst qualitative assessment aligns with the development of crucial ATL (Approaches to Learning) skills and the cultivation of Learner Profile² attributes.

Assessment is divided into three categories:

- **Pre-assessment** is any assessment before instruction begins. Pre-assessment is both assessment of and for learning as it assesses prior knowledge with the aim of adapting programmes and instruction to learner needs. Typically, we might use entrance tests to determine an applicant's suitability for admission into English Secondary or the IB Diploma Programme³. Similarly, pre-assessment is used to validate a student's language level⁴. Pre-assessment may also be used to determine which IB subjects a learner is best suited to take.
- **Formative Assessment**, or 'assessment for learning', facilitates reflection. This can be either students reflecting on their own learning based on what they can or cannot do and/or teachers reflecting on the effectiveness of their instruction and adapting to improve this. Formative assessment is a regular practice in every classroom, taking a variety of forms (e.g. questioning, discussion, quizzes etc).
- **Summative Assessment**, or 'assessment of learning,' takes place after instruction is over and is concerned with measuring student performance against objective assessment criteria to judge levels of attainment. In IGCSE and IB Diploma classes, summative assessment is normally based on past paper questions. The ultimate summative assessments are those graded externally, namely the Checkpoint (Year 9) and IGCSE (Year 11) examinations, as well as the IB Diploma (Year 13). Summative assessment forms the basis of predicted grades in Years 11 and 13.

At IIL, we have a culture of cooperation, communication, and collaboration between teachers within and across all curricular programmes. Teachers who teach in parallel use the same assessments wherever possible. Under the guidance of Subject Coordinators, teaching teams meet regularly to ensure that there is standardisation of grading, as well as a uniform articulation of progression.

If appropriate, assessments are adapted in duration, format or method of response according to the agreed access arrangements in a student's ILP⁵.

² <https://www.ibo.org/benefits/learner-profile/>

³ See IIL's [English Secondary and IB Admissions policy](#) for more details.

⁴ See IIL's [English Secondary and IB Language policy](#) for more details.

⁵ See IIL's [English Secondary and IB Inclusion Policy](#).



Homework

Homework is only set if there is a clear objective which will reinforce learning and/or cultivate independent study habits. Students are given at least one week to complete graded homework assignments.

Students in the IB Diploma Programme classes are expected to take ownership of their own learning journey and plan their own programme of study outside the classroom, under the guidance of their subject teachers and personal tutors.

Reporting

Course outlines and assessment objectives are shared with students via the school virtual communication portal (ENT) or via ManageBac.

Parents are regularly informed about their child's progress. The results of assessments are recorded either in ENT or in the ManageBac gradebook. Furthermore, we invite parents to actively engage in their child's learning by encouraging them to review and discuss the feedback from assessments together.

Parent/teacher conferences take place twice a year. These evenings are opportunities for parents to meet all subject teachers individually and receive feedback on academic performance, including strategies for improvement. Students are also encouraged to attend these meetings. This helps cultivate a healthy and transparent relationship between teachers, parents, and students.

Report cards are issued three times a year. Subject teachers provide detailed written comments to support the grade given (1 - 7 for IB classes/ A - E for Years 7 - 11) and suggest areas for improvement. Report card grades are based on a combination of summative assessments and a holistic measure of a student's ability. Report cards in Years 7 – 11 also indicate a student's degree of engagement in their learning to give additional context to their academic achievement. A synthesis from the form teacher/personal tutor focuses on commonalities between subject based recommendations.

Following the issue of report cards, students in the IB Diploma programme complete a structured self-reflection exercise, guiding them through a process of introspection. They are encouraged to set themselves SMART goals to drive their learning journey. Progress towards these goals is overseen by their personal tutor.

Assessment Calendar



The dates of class assessments are communicated to students and parents via ENT or ManageBac with at least one week's notice. Wherever possible, there are no more than two assessments scheduled in a day.

Mock exam dates for Year 11 and Year 13 students are communicated at the start of the academic year.

For Years 12 - 13, the calendar of deadlines for Internal and External Assessments is reviewed at the start of each academic year by the Subject Coordinators and the IB Diploma Programme Coordinator. Every attempt is made to ensure that assignments are spaced in time, so that students can perform at their best. The calendar forms part of the *IB Student and Parent/Legal Guardian Handbook* and the deadlines are added to ManageBac.

Retaking External Examinations

If it is recommended by the guidance team, past students of IIL may be allowed to re-sit IB examinations as external candidates.

However, they can only be accommodated as candidates for the November session if this is the final session for that subject before the guide changes and/or they are applying to enter university in the upcoming January. Otherwise, re-sit exams will be scheduled for the May session. Additionally, we may recommend that the student repeats an Internal Assessment under the guidance of a member of IIL staff.

IGCSE examinations can only be retaken in exceptional circumstances, with the agreement of the Director of English Secondary.

Analysis of Assessment data

As life-long learners, teachers strive to continually improve. To that end, at IIL we believe that all external assessment data serves a formative function. Detailed analyses of IGCSE and IB Diploma results is carried out by the IGCSE Exams Officer and the IB Diploma Programme Coordinator respectively following the release of results. These data are shared with the subject teachers at the beginning of the academic year, along with, for IB teachers, any feedback from Internal Assessment moderation and examiner reports. Insights gained from this analysis form the basis of our subsequent practises and approaches to teaching.

Communication and Review of Assessment Practices

The assessment policy forms part of the *English Secondary Staff Handbook* which is shared with all new staff. In addition, new staff are assigned a mentor who is usually teaching the same subject. Their mentor helps guide them in assessment principles and practices whilst ensuring that they have access to past assessments.



This policy is reviewed in subject coordination meetings before the start of each academic year.

*This policy forms part of the English Secondary Staff Handbook and the IB Student and Parent/Guardian Handbook.
It is available on the school website at: [Assessment Policy](#)*