



THE REGENT SECONDARY SCHOOL

Assessment Policy

Reviewed by the Assistant Principal (Academics): October 2024
Previous Review: August 2022
Next Review: October 2025
Approved by the Board: October 2024

Aim:

At The Regent Secondary School, the purpose of assessment is to create a positive and supportive framework that enhances student learning, aids teachers in refining their instructional methods, and informs parents about their child's academic progress. This policy ensures a unified approach to assessment and reporting across all subjects and grade levels. Assessment is a crucial component of the educational process at The Regent Secondary School, and by adhering to this policy, we commit to the following:

- Assessment tasks will present significant challenges, engage pupils, and foster deep learning. These tasks will allow pupils to demonstrate their learning through higher levels of evaluation and creation.
- Assessments will be crafted to reflect the progress made by pupils and highlight areas for further development. They will strike a balance between being attainable and challenging.
- Teachers will ensure that students understand the learning objectives for each unit and lesson, and the methods of assessment that will be used, both formative and summative.
- Parents will receive a clear assessment outline to foster a genuine partnership between the school and home.
- Clear success criteria will be integrated into the assessment tasks.
- Pupils will receive specific, constructive oral and written feedback on their progress throughout each unit and formative assessment. This feedback will be timely and consistent, allowing students to revise and enhance their work based on the input received, demonstrating their learning effectively.
- Teachers will conduct moderation at key points throughout the session to guarantee that assessment tasks are rigorous and reliable in evaluating learning. This moderation process will help establish a shared understanding of task requirements and maintain consistency in teachers' evaluations of student progress.
- Examinations are included in the assessment program to gauge pupil progress and prepare them for testing knowledge acquisition spanning across more significant periods. This will enhance their time management skill, help them learn to manage stress effectively and be well equipped for the final secondary school qualifications examinations.

Policy Statement:

The assessment framework is subject to the following principles:

Assessment FOR Learning aims to:

- enhance teaching practices by identifying areas that require focused instruction.
- offer students the chance to reflect on feedback and set goals for their academic achievement.
- highlight the need to review the curriculum and pedagogical approaches.

Assessment OF Learning focuses on:

- evaluating what students know and measuring their progress within the curriculum.
- positioning students on a progress continuum with appropriate grade indicators.

- informing the reporting process regarding student achievements.

Assessment AS Learning encourages:

- students to reflect on their learning and establish personal goals.
- opportunities for self-assessment and peer assessment among students.

For clarity, the following definitions will be utilised in this document:

Summative Assessments –

refer to evaluations aimed at determining a student's level of achievement, typically conducted after a course.

Formative Assessments –

are designed to identify pupils' learning needs and should be integrated into the learning process.

Guidance:

A. ASSESSMENT OF LEARNING

Baseline Testing, Term 1, September

Baseline testing is a starting point for measuring potential and aptitude to succeed in the curriculum areas. CAT4(GL Education) assessments are conducted for every year 7 and new pupils in other year groups, to generate baseline data captured in the form of school targets for every subject in school reports.

Internal Assessment

Continuous assessments are spread out across various points in the academic year. In the first and second half of each term, at least two formative assessments of no more than 50 minutes must be completed. All pupils in the class must be given the same assessment opportunity to generate comparative data.

End-of-term/year examinations will be conducted at the later stages of each term. Through the adaptation of the timetable by the VPA/AVPA, a longer session will be allowed to ensure students have the experience of sitting longer single assessments, in preparation for their checkpoint assessments at the end of Key Stage 3 (three 2hr sessions) and their IGCSE examinations at the end of Key Stage 4 (sessions could be as long as 2hrs 30mins).

IGCSE Mock examinations are conducted for Year 11 students at the start of the second term. These examinations are summative and also essential as formative assessment tools to guide the final preparations for IGCSE examinations.

Homework

Homework should be treated with caution and best used as a source of formative assessment. Homework grades should not be included in continuous assessment data. The independent effort of pupils must always be assured, and the teacher must take steps to ensure that the work presented is that of the pupil. It is recognised that some subjects have coursework components as part of the IGCSE assessment, so pupils will need to be trained about the need to do homework themselves without the assistance of peers, study teachers, or other would-be tutors.

Projects

Projects can be used as a vehicle for learning, but not as assessment tools. In the subjects where projects play a key role in assessment, the teacher must still guarantee that the work produced is unassisted, and detailed assessment rubrics must be provided for all tasks.

External Assessment

The Regent Secondary School is a Partner School to the British Council. The British Council is an associate member of Cambridge International Education (CIE).

At the end of each key stage, pupils sit external examinations, independently conducted by the British Council, and moderated by CIE. External testing and examinations allow our school to benchmark itself against other UK and International schools worldwide.

Yr. 9 – Cambridge Checkpoint Examinations (CAIE)

Yr. 11 – Cambridge IGCSE Examinations (CAIE).

Pupils can sit examinations for professional qualifications in some specific subject areas. A list of the subjects and the awarding bodies are as follows:

French – Diploma in French language studies (DELF)

Drama – London Academy of Music and Dramatic Art (LAMDA)

Music – Associated Board of the Royal Schools of Music (ABRSM)

B. REPORTS

Half-Term Reports

Formal progress reports are issued to parents at the end of each half-term. These contain attainment grades (letter grades and their numerical equivalents) for every academic subject, each reflected against school targets. Effort grades are also captured in the report to reflect the measure of self-application the teacher has awarded the pupil.

End of Term/Year Reports

More detailed reports are issued to parents at the end of the first term, second term, and academic year. These contain the attainment, school target, and teacher comments detailing achievements and SMART next-step targets.

Programmes of Study Reports

Gradeless assessment reports are issued to parents in half-termly intervals. These reports provide information on the level of mastery achieved by pupils in the various subject-specific strands covered in class.

Other Reports

CAT4 Parent's report is also issued to parents, which captures the pupil's learning strengths and academic potential.

A Checkpoint examination summary report is also provided. This gives end-of-key stage 3 progress data for maths, English, and science.

Cambridge IGCSE final examination results are also sent by CIE to all Year 11 pupils during the summer break following their graduation.

C. ASSESSMENT FOR LEARNING

AFL is the day-to-day process used by teachers to continually gauge the attainment and progress of students in their classes. Assessment for Learning is:

- central to classroom practice
- a key professional skill for teachers
- is committed to a shared understanding of success criteria
- constructive guidance on how to improve
- supportive of students developing capacity for self and peer assessment

At the end of a taught curriculum unit, teachers will make a professional judgment on mastery levels achieved in the specific strands within the unit. These judgments are made against curriculum objectives identical to those of the English National Curriculum. This task is completed using the **Programmes of Study** (POS) module integrated into the school's information management system (SIMS Capita).

D. COMMUNICATION OF ASSESSMENTS/REPORTS

Pupils: Pupils receive information on their performance and progress through verbal and written feedback on class and homework. Also, see Marking Policy.

Parents: Parents receive information on their child's performance and progress at fixed intervals. All formal reports generated are sent to parents by email. Parent-teacher meetings are scheduled for the beginning of each term. Compulsory meetings are held at the end of the academic year with parents of pupils identified as being of concern. These scheduled meetings are earmarked as the minimum expected contact between parents and the school. Opportunities to communicate achievement or concerns are available throughout the year via phone calls, email, Google Classroom, Edulink One (an app that links parents and pupils to the school's information management portal), and scheduled face-to-face meetings.

Assessment and Reporting Cycle

The assessment and reporting programme at The Regent Secondary School is conducted as follows:

Assessment and Reporting Programme			
Term 1	During first half-term	Continuous assessments*	20%
	During first half-term	POS Report	
	End of first half-term	Mid-term Report	
	First week second half-term	Teacher Conference (1st week)	
	During second half-term	Continuous assessment*	20%
	During second half-term	POS Report	
	End-of-term	Examinations**	40%
	End-of-term Report		

Term 2	First week first half-term	Teacher Conference (1st week)	
	During first half-term	Continuous assessments*	20%
	During first half-term	POS Report	
	End of first half-term	Mid-term Report	
	First week second half-term	Teacher Conference (1st week)	
	During second half-term	Continuous assessment*	20%
	During second half-term	POS Report	
	End-of-term	Examinations**	40%
	End-of-term Report		
Term 3	First week first half-term	Teacher Conference (1st week)	
	During first half-term	Continuous assessments*	20%
	During first half-term	POS Report	
	End of first half-term	Mid-term Report	
	First week second half-term	Teacher Conference (1st week)	
	During second half-term	Continuous assessment*	20%
	During second half-term	POS Report	
	End-of-year	Examinations**	40%
	Subject Final Year Result = (Term 1 + Team 2 + Term 3) ÷ 3		
End-of-year Report/Parent-Teacher Conference			

E. PROMOTION

Promotion at the end of the academic year is not automatic and depends on promotion criteria. The promotion requirements at The Regent Secondary are that pupils must achieve at the end of the academic year:

- a 60% (C grade) minimum for English
- a 60% (C grade) minimum for Mathematics
- and a minimum overall average of 60% for all subjects.

If, at the end of the academic session, a student has not achieved all of the three criteria listed above, he/she will not be eligible for promotion and will be required to repeat the year or withdraw from school. The senior management team will decide based on the pupil's best interest. Conditional Promotions may be granted at the discretion of the Senior Management Team to a student who narrowly misses out on the promotion criteria.

F. RECORDING

Key information from internal assessments is recorded in the school's information management system, and monitored by the Assessment Manager and the SIMS Manager. Assessment data is made available to relevant staff in several formats for them to use to inform teaching and learning. Teachers and departments keep ongoing formal and informal assessment records for students in their classes.

G. ACCESS ARRANGEMENTS

Pupils on the SEN register will have been evaluated by an educational psychologist. The assessment report and other supporting documents are submitted to CIE for access arrangement privilege to be granted. Once granted, the candidate is entitled to 25% additional time on all papers in the examination series. This applies to both Cambridge Checkpoint and IGCSE. The Regent Secondary School also applies the same consideration for any qualifying pupils during our internal summative assessments.

H. ROLES AND RESPONSIBILITIES

The overall responsibility for assessment belongs to the principal. However, this responsibility has been delegated to the Assessment Manager who leads the assessment program for the whole school. Class teachers are responsible for assessing children in their care, and Heads of Faculty are responsible for monitoring assessment within the subject under their remit.