

Assessment Policy

All Kings' policies will be ratified by the Board of Directors and signed by the Chairperson. Each policy will be co-signed by the principal of each school. Review dates will be similar for each school.

Coordinator	Nominated Director	Chair of Board of Directors
Director of Academic Programmes Director of EFL Programmes	DIRECTOR OF ACADEMIC DEVELOPMENT	NIGEL PAMPLIN

Assessment

We believe assessment is central to teaching and learning. We are in agreement with the Black and William (1998) definition of assessment as it 'refers to all those activities undertaken by teachers and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged'.¹

In practical terms, this approach provides valuable feedback which allows teachers to adjust their practices and materials, enabling more efficient and effective teaching and improving the *validity* of future assessment. It also provides students with a measure of the success of their learning. This enables them to focus on their learning strategies and on learning the specific knowledge they need.

We recognise that at the point of entry we need to take into account the range of cultural, educational, linguistic, socio-economic and political backgrounds which may impact on initial assessment, target setting and progress.

In order to monitor and measure learning, effective assessment is both *summative*, allowing reflection of what has been learned and to what degree, and *formative*, allowing prediction of what still needs to be learned and to what degree.

Therefore, within our schools, we undertake:

- **Assessment of learning** (summative assessment), which provides a summary of what has been learned in regard to both attainment and achievement at a specific point in time.
- **Assessment for learning** (formative assessment), which we regard as the most important kind of assessment, and is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. (Assessment Reform Group, 2002)²

Evaluation of Progress

We recognise the crucial role that effective assessment plays when measuring progress and, in turn, effective target setting. We ensure through Quarterly Review meetings that targets are set within each school relating to Achievement and Attendance as well as student satisfaction

All assessment must therefore be:

- **Contextualised**, by always comparing or measuring it with or against other relevant data.

We acknowledge the value of continual evaluation and reflection and are developing our practices to reflect this. The values and aims set out in this policy are a consideration at every level; from Board to students. Comprehensively bringing assessment for learning into our schools remains a key objective.

We provide regular and repeated assessment opportunities at every level and in a range of forms. These will include:

¹ Black, P.J. & Wiliam, D. (1998) *Inside the Black Box: Raising standards through classroom assessment*, King's College, London.

² Assessment Reform Group (2002) *Assessment for Learning; 10 Principles*, Assessment Reform Group

At Curriculum Level:

Formal (aural/oral/written/spoken/practical) examinations, regular academic reporting, mock exam week(s), revision days/review weeks and school academic targets, outlining curriculum content and aims.

At Course Level:

End-of-module or unit tests, weekly tests, presentations, mock exam papers selected revision support materials), predicted academic grades, test booklets, syllabus aims and outlines, academic tutorials.

In Teaching Practices:

Assessment using constructive verbal feedback, constructive written feedback.
Standardised marking systems and marking criteria.

Assessment through student verbal presentations and visual displays.

Assessment through peer evaluation and peer feedback tasks.

Assessment using strategies such as concept checking, review and recall

Provision of clear lesson aims and summary.

On an Autonomous level:

Provision and review of clear learning objectives as an opportunity for student self assessment and teacher assessment of students' learning

Aims

- To ensure that all students are accurately and fully assessed prior to enrolment or entering a class;
- To recognise the role of assessment in increasing teaching and learning efficiency;
- To use assessment as an effective means of learning for both teachers and students;
- To use the results of assessment to continually reevaluate both teaching and learning;
- To recognise and use a varied range of effective assessment methods, both formal and informal;
- To ensure that all assessment is placed in context, and considered in relation to set goals and targets;
- Retain and accurately record and collate assessment data as required

Procedure

Role of Directors	The Directors have: <ul style="list-style-type: none">▪ delegated powers and responsibilities to the Principal to ensure all school personnel are aware of and comply with this policy;▪ nominated the Director of Academic Development to visit the schools regularly, to liaise with the Principal and Directors of Studies and to report back to the Directors;▪ taken responsibility for the effective implementation, monitoring and evaluation of this policy
Role of the Principal	The Principal will: <ul style="list-style-type: none">▪ ensure all school personnel, students and parents are aware of this policy;▪ monitor the effectiveness of this policy;▪ annually meet with the Director of Academic Development and Directors of Studies regarding the development of this policy
Role of the Director of Academic Development	The Director of Academic Development will: <ul style="list-style-type: none">• visit the school's Principal and Director of Studies (acting as the Assessment Recording and Reporting Coordinator) to ensure the policy is implemented effectively at least every 6 months;• To formally review the policy annually• report back to the Board of Directors
Role of the Director and Course	The Directors of Academic and EFL programmes will:



<p>Directors of Academic and EFL programmes</p>	<ul style="list-style-type: none"> ▪ lead and implement the Assessment Policy throughout the school; ▪ work closely with the Principal and the Director of Academic Development to deliver this policy; ▪ work closely with all academic and EFL staff to deliver this policy; ▪ collate information for the target setting process may include: <ul style="list-style-type: none"> -school or departmental targets; -class or group targets; -individual study plan targets; ▪ oversee a study plan for every student on a course of 12 weeks or more as near as possible to the start of his/her course; ▪ to ensure all students are assessed as appropriate on arrival at the beginning of the course; ▪ keep accurate records of students' achievements and attainments; ▪ ensure reports include assessment data, where available; ▪ organise in-house training for both teaching and academic administration staff to ensure understanding, implementation and compliance with this policy; ▪ provide guidance and support to all teaching staff; ▪ keep up-to-date with new developments and resources; ▪ review and monitor how we assess; ▪ report to the Principal and the Director of Academic Development, as needed, on the effectiveness of the school's assessment procedures
<p>Role of Teaching Staff</p>	<p>Teaching staff will assess students to:</p> <ul style="list-style-type: none"> • ascertain the level of attainment; • plan the next stage of learning; • provide information for record keeping; • report assessments to students, parents/parents' representatives/guardians and school personnel as required; • include assessment data in their progress reports; • endeavour to keep up-to-date with new assessment initiatives; • attend in-house training <p>Teachers' planning will show:</p> <ul style="list-style-type: none"> ▪ clear learning objectives and outcomes; ▪ differentiation; ▪ key questions; ▪ opportunities for peer and self-assessment; ▪ curricular targets; ▪ references to previous learning; ▪ objectives and success criteria; ▪ lesson evaluation and plans for subsequent lessons; ▪ resources and materials with level reference <p>Teachers will give students written and/or oral feedback which will:</p> <ul style="list-style-type: none"> ▪ be constructive and specific; ▪ be centred on the qualities of the work; ▪ be linked to the learning objectives and learning outcomes; ▪ identify strengths and weaknesses; ▪ identify what the student needs to do to improve and how improvements will be achieved
<p>Role of Academic Administration</p>	<p>The Academic Administrators will:</p> <ul style="list-style-type: none"> ▪ support the implementation of the Assessment policy throughout the school; ▪ support the assessment of new students as appropriate on arrival at the beginning of the course; ▪ keep accurate records of students' achievements and attainments; ▪ ensure that markbooks are available and updated; ▪ produce tracking data from these markbooks as and if required by the Directors and Course Directors of Academic and EFL programmes; ▪ ensure reports include assessment data, where available and directed by



<p>Student Consultation</p>	<p>the Directors and Course Directors of Academic and EFL programmes;</p> <p>We wish to consult our students and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.</p> <p>Student consultation is integral to our process of regular self-evaluation and continuous improvement and will take place in a variety of ways.</p> <p>The methods will include:</p> <ul style="list-style-type: none"> • A Student Forum/ Council (which will meet regularly and also be consulted by the Principal) • An appointment system and means of contact with the Principal and key staff members • Operating an 'open door' policy in school whenever possible • Student Questionnaires (on a variety of matters relating to the school and/or and social issues) • Open Class discussion (on a variety of matters relating to the school and/or and social issues) • Suggestion Box (allowing anonymity if desired) <p>Every effort is made to provide a variety and range of consultation methods to all students. Every student who attends a course at Kings will be encouraged and given the opportunity to provide feedback on every aspect of school life during their stay with us.</p> <p>A separate policy exists for student consultation which explains these processes in more detail.</p>
<p>Role of students</p>	<p>Students will:</p> <ul style="list-style-type: none"> ▪ be assessed appropriately on arrival or at the start of the course; ▪ be made aware of learning objectives; ▪ discuss an individualised study plan if they are on courses of 12 weeks or more ▪ discuss what they have already experienced, know and understand; ▪ discuss and identify what they need to do to improve; ▪ self-assess their work; ▪ discuss their work with a peer
<p>Role of Parents/Parents' representatives/guardians</p>	<p>Parents will:</p> <ul style="list-style-type: none"> ▪ be made aware of this policy; ▪ will be made aware of who to contact to discuss this policy; ▪ receive reports every 12 weeks
<p>Recording Assessment Data</p>	<p>Assessment data will be recorded by the relevant teachers and included as part of academic reporting, or submitted, as appropriate, for collation by the Directors of Academic and EFL Programmes</p>
<p>Target Setting (School)</p>	<p>Academic targets for the school, are set as part of the Quarterly Review process</p> <p>These will be reviewed annually, based on assessment data collated during the year.</p>
<p>Target Setting (individual)</p>	<p>All students of 12 weeks or more will be given:</p> <ul style="list-style-type: none"> ▪ a study plan incorporating individual objectives/targets which is set after discussion with the Director of Academic/EFL programmes, ADoS, Senior Teacher or Subject Tutor;



Student Records	All students of 12 weeks or more will have: <ul style="list-style-type: none"> a paper/electronic folder of their records kept by the Academic and EFL Management Teams;
Meetings with Parents	Parents are invited to the school or their agent's office in their country in order to be kept up-to-date with their child's progress.
Reporting to Parents* (if parents are the fee payers)	<ul style="list-style-type: none"> Parents will receive interim, usually termly, reports summarising their child's progress. Parents will be invited to communicate any questions or concerns to the Director of Studies through their agent/representative or directly with the school.
Associated Policies and Publications	<p>This policy has been written with reference to and in accordance with the following policies and publications:</p> <ul style="list-style-type: none"> Kings Curriculum Policy The published Aims and Ethos of the School Kings Strategic Objectives
Monitoring the Effectiveness of the Policy	The effectiveness of this policy will be reviewed annually, or when the need arises, and the necessary recommendations for improvement will be made to the Directors.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

This policy affects or is likely to affect the following members of the school community (✓)		Students ✓	School Personnel ✓	Parents/carers ✓	Directors	School Visitors	Wider School Community			
Question	Protected Characteristics							Conclusion		
Does or could this policy have a negative impact on any of the following?	Age	Disability	Gender	Gender identity	Pregnancy or maternity	Race	Religion or belief	Sexual orientation	Undertake a full EIA if the answer is 'yes' or 'not sure'	
YES									Yes	No
NO	✓	✓	✓	✓	✓	✓	✓	✓		✓
UNSURE										
Does or could this policy help promote equality for any of the following?	Age	Disability	Gender	Gender identity	Pregnancy or maternity	Race	Religion or belief	Sexual orientation	Undertake a full EIA if the answer is 'no' or 'not sure'	
YES	✓	✓	✓	✓	✓	✓	✓	✓	Yes	No
NO										✓
UNSURE										
Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.									



Annual Policy Review Sheet - Appendix A:

Review Date	Primary Reviewer Name (Policy Coordinator)

This Appendix A should be completed **annually** by the Policy Coordinator and Principal with specific details of each individual Kings college.

Date of Last Review:	
Date of Next Review:	
Is this policy being implemented fully, with all outlined procedures followed as prescribed?	YES/NO
I confirm that within the last 12 months, academic targets for the school, including school or departmental targets, class or group targets and individual study plan targets have been agreed within the school and communicated to all academic members of staff.	YES/NO
I confirm that, in accordance with the Policy, 100% of students enrolled are formally assessed on arrival.	YES/NO
I confirm that, in accordance with the Policy, all students on a course of 12 weeks or more are issued with a Record of Achievement Folder and agree an Individual Study Plan with a relevant member of teaching staff.	YES/NO
I confirm that, in accordance with the Policy, every student receives a formal academic report at least every 12 weeks, or on completion of their course, which contains relevant assessment data.	YES/NO
I confirm that, in accordance with the aims of the Policy, all teachers have received at least one training session relating to effective assessment in the last 12 months.	YES/NO
I confirm that, in accordance with the aims of the Policy, effective assessment is a criteria of lesson planning and formally assessed as part of teacher observation.	YES/NO
I confirm that, in accordance with the aims of the Policy, shared marking schemes and procedures have been agreed and are used in the school for language-based assessment.	YES/NO
I confirm that, in accordance with the aims of the Policy, shared marking schemes and procedures have been agreed and are used in the school for subject-based assessment.	YES/NO
I confirm that all teachers are required to record relevant assessment data which is communicated to the Directors of Academic and EFL programmes every half term, or as required.	YES/NO



If this policy is not being implemented fully, as prescribed, please outline what you have put in place instead and the reasons behind the change.

How are staff made aware of this policy?

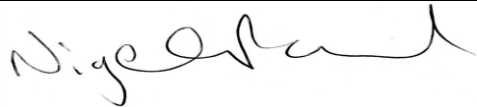
Staff Induction
CPD training

Does this policy require any specific/specialised training for staff, if yes please specify what it is and whether it has been done?

Monitoring the Effectiveness of the Policy

The information in this policy and appendix will be reviewed annually by the Principal, or when the need arises, and the necessary recommendations for improvement will be made by the Principal to the Board of Directors.

Please comment on the overall effectiveness of this policy – giving any suggestions or recommendations for improvement...

Coordinator:		Date:	
Principal:		Date:	
Chair of Board of Directors:		Date:	
Name of School:			
Next Review Date:			

