



Assessment Policy

Rationale

Assessment complements and informs the teaching and learning process thus is an essential and integral part of the school strategy. The rationale behind the assessment system at Mallorca International School is to ensure that assessment is as accurate as possible, data gained is of good value and is utilised to the fullest extent.

Following the removal of National Curriculum levels in Great Britain, Mallorca International School has committed to developing its own tailor made assessment system taking into account curriculum-related expectations in line with the British National Curriculum as well as the individual needs of the students at the school and their distinct line of progression.

Aims

The overriding aim is to support the students in their learning journey. To achieve this the school aims:

- To gather information for students, teachers and parents about individual attainment, strengths and areas for development.
- To provide quality feedback to pupils, teachers and parents, using information gathered, and to secure personalised next steps to further learning.
- To determine the nature of support required by individual learners.
- To promote learner engagement. When the students are clear about the aims of the work, for example, through Learning Intentions and Success Criteria, they know how to succeed. This can raise self-esteem and motivation.
- To generate data in order to measure attainment and map progression throughout the school.
- To create improved links between EYFS, primary and secondary to promote smooth transitions in learning.

Types of Assessment Utilised

Self-Assessment

Self-Assessment enables students to take charge of their own learning process and fosters independent learning strategies. It is also a powerful tool to increase understanding of the concepts covered. Self-assessment gives power for students to:

- Know which areas they can improve on, by encouraging them to consider their own work
- Determine ways in which to improve
- Become actively involved in the feedback process
- Become actively involve in setting targets for improvement, challenge and development: with practice, learning intentions can be devised by the students themselves

Peer Assessment

Similarly to self-assessment, Peer Assessment enables students to take charge of their own learning process, though, encourages them to collaborate to share standards and expectations. The same bullet-pointed benefits as outlined for 'self assessment' previously are achievable, however, through discussion and exchange of ideas in pairs or groups students have the possibility of making a more in depth analysis and of considering different angles. Peer assessment also supports the school's value driven education policy developing collaborative skills.

Teacher Formative Assessment

These strategies include:

- Clear learning intentions and success criteria linked to the learning to take place. Both teachers and students should foster a sense of achievement by sharing challenging and realistic expectations.
- Skilful questioning by the teacher. Questioning should enable ALL students to consider responses (not just first hand up) and ideally enable all students to answer, e.g. through use of wipe boards and markers.
- Encouraging students to ask questions to extend and clarify their learning.
- By use of signals/physical gestures, e.g. thumbs up if understood, down if not, or any angle in between.
- Mini-plenaries that take place throughout the lesson acting as 'check-points' to monitor whether the group is on track, as well as individuals.
- By teacher observation of daily individual, pair and group work.
- A plenary at the end of the lesson that relates closely to the learning intentions and success criteria.
- Asking individual students for oral feedback from students.
- Reviewing written work and homework completed in books.

Teacher Summative & Diagnostic Assessment

Summative Assessment gives an overall indication of the level of attainment in a subject area. Diagnostic Assessment is a step further and geared to identifying which specific skills and concepts have been mastered while highlighting the specific skills and concepts that have not yet been attained. Diagnostic Assessment should be linked to pre-determined learning objectives. These approaches provide baselines for future assessment. Strategies for conducting these sorts of assessments at Mallorca International School include:

- Computer based assessment using Durham University's CEM assessment systems.
- MySchool-developed pencil and paper assessments based on the school's specific curriculum. It is important to note that these assessments should be delivered carefully according to the individual needs of each student (independently if possible, if not - one to one with teacher/TA, small group with reader, large group or possibly with a translator in the case of non-language-based subjects).
- Independent task assessed by teacher using MySchool-developed criterion scale.
- Commercial or government assessment material; e.g. Read Write Inc phonics assessments, DfE phonics check.

Procedures

Self Assessment, Peer Assessment & Teacher Formative Assessment

Teachers are expected to embed AfL strategies into their teaching and learning strategic planning. Self-Assessment, Peer Assessment and Teacher Formative Assessment should elaborate naturally on a day to day basis without special arrangements being made. Such strategies inform the next progression in the given unit as well as differentiation strategies and possible individual interventions. Quality learning is not possible without this continuous cycle. As such this is a specific element of focus for the staff appraisal system.

MySchool Level Ladder

The core of the summative assessment system at Mallorca International School is the level ladder. The ladder consists of 12 levels each sub-divided into 3 sub-levels to more clearly define level of attainment. A specific set of criteria/learning outcomes are linked to each level of the ladder. The specific sub-level gained is dictated by the number of criteria at a particular level that a student has attained. These thresholds vary according to subject area and to an extent from level to level.

Students are judged to be working at one of the 12 levels and their attainment is further quantified to be at one of 3 sub-levels within the level band (emerging, consolidating and achieved – MySchool's 'ACE' system). Students are expected to progress at an average pace of 1 sub-level per term which equates to 1 whole level each year.

Table of points/levels:

Points	Sub-Level	Age Expectancy	Points	Sub-Level	Age Expectancy
1	Level 1 – Emerging	Y1 (term 1)	19	Level 7 – Emerging	Y7 (term 1)
2	Level 1 – Consolidating	Y1 (term 2)	20	Level 7 – Consolidating	Y7 (term 2)
3	Level 1 – Achieved	Y1 (term 3)	21	Level 7 – Achieved	Y7 (term 3)
4	Level 2 – Emerging	Y2 (term 1)	22	Level 8 – Emerging	Y8 (term 1)
5	Level 2 – Consolidating	Y2 (term 2)	23	Level 8 – Consolidating	Y8 (term 2)
6	Level 2 – Achieved	Y2 (term 3)	24	Level 8 – Achieved	Y8 (term 3)
7	Level 3 – Emerging	Y3 (term 1)	25	Level 9 – Emerging	Y9 (term 1)
8	Level 3 – Consolidating	Y3 (term 2)	26	Level 9 – Consolidating	Y9 (term 2)
9	Level 3 – Achieved	Y3 (term 3)	27	Level 9 – Achieved	Y9 (term 3)
10	Level 4 – Emerging	Y4 (term 1)	28	Level 10 – Emerging	Y10 (term 1)
11	Level 4 – Consolidating	Y4 (term 2)	29	Level 10 – Consolidating	Y10 (term 2)
12	Level 4 – Achieved	Y4 (term 3)	30	Level 10 – Achieved	Y10 (term 3)
13	Level 5 – Emerging	Y5 (term 1)	31	Level 11 – Emerging	Y11 (term 1)
14	Level 5 – Consolidating	Y5 (term 2)	32	Level 11 – Consolidating	Y11 (term 2)
15	Level 5 – Achieved	Y5 (term 3)	33	Level 11 – Achieved	Y11 (term 3)
16	Level 6 – Emerging	Y6 (term 1)	34	Level 12 – Emerging	N/a
17	Level 6 – Consolidating	Y6 (term 2)	35	Level 12 – Consolidating	N/a
18	Level 6 – Achieved	Y6 (term 3)	36	Level 12 – Achieved	N/a

Summative & Diagnostic Assessment of Reading, Writing, MFLs, Geography, History, Technology, PE, Music and Art

MySchool levels are defined by utilising a criterion scale to assess a student’s response to a task(s). Students are assessed against MySchool levels thrice yearly towards the end of each term.

In order to assess reading students are asked to complete activities individually and in groups. These activities include reading out aloud, providing oral responses to questions, discussing issues arising from texts, providing written responses to texts, selecting answers from set options and linking key words/phrases, and final the possibility of a formal test. Care should be taken when assessing EAL learners to test their understanding of texts specifically, i.e. to ensure that a lack of understanding of the question itself does not influence results.

In order to assess writing students are asked to produce at least two written pieces in response to set tasks, (ideally covering fiction and non-fiction in different contexts in the case of the subject of English Language). The teacher will then use the MySchool criterion scale to check off which criteria each student has attained.

Similar, or a combination of these, strategies are used to assess across other subject areas as appropriate.

Summative & Diagnostic Assessment of Mathematics and Science

Students are assessed thrice yearly using a mixture of bespoke Mathematics assessments created which specifically link to the new British Curriculum for Mathematics and ‘bought in’ graded assessments (from Pearson) which are based on the new British National Curriculum. Questions on each assessment are derived from learning objectives covered during the term and indeed learning objectives are clearly stated on the assessment immediately preceding each question. This gives the teacher an excellent opportunity to compile diagnostic data regarding strengths and areas of development. In addition, provides students with feedback too.

Specific care is taken when delivering these assessments in order to ensure that lack of English language does not affect the assessment results. These are not tests of English skills. Teachers should elect suitable assessment strategies such as one to one with teacher/TA (perhaps a translator in the case of mathematics), small group with reader, large group or independent.

Data derived from these assessments is then converted into a MySchool level according to a set of thresholds carefully calculated following a process of moderation.

External Diagnostic Assessment

Mallorca International School utilises the Durham University CEM assessment systems once yearly. These assessments yield standardised and age-related scores for each student as well as diagnostic data on areas of strength and areas for development. General areas covered by the assessments include:

- Reading
- Writing
- Mathematics
- Developed Ability
- Attitudinal

Data from these assessments is used in a variety of ways:

- As a quality assurance method of the MySchool in-house assessment system
- To identify strengths and areas for development of each individual student
- To identify possible SENs to look in to
- To set realistic and achievable targets for each individual student
- To measure value added
- To make strategic decisions school-wide

Moderation

Moderation takes place to ensure that teachers have a shared understanding of the standards that the students are expected to achieve and how to implement the MySchool assessment systems. These take the form of workshops, formal meetings or informal discussions; particularly concerning the use of developing, consolidating and secure criteria. Shared planning, teaching and assessment also take place with teachers sharing samples of work, reviewing their judgements and agreeing strengths and next steps.

Tracking Progress

MySchool levels are logged using a tracking sheet on a termly basis in order to track the progress of students. The points value attributed to each level makes it possible to track mathematically using an electronic system and presents possibilities to derive useful graphs from data. In addition to the tracking of MySchool curriculum-based data, age-related data and standardised scores derived from the CEM assessments is also logged and tracked on an annual basis. Finally, developed ability scores are logged.

Sharing Assessment with Parents

Parents are always welcome to book an appointment to discuss their son/daughter's development and next steps for learning. In addition to these periodic meetings at either the request of parents or staff, the school organises specific parent-teacher meetings twice yearly for which all parents are expected to participate. During these meetings staff discuss options and progression routes with parents as partners in their children's learning.

School reports are issued on a termly basis. These give an indication of how each individual student is attaining in line with the age-related expectation of their year group. This is graded as either 'Exceeding', 'Progressing On', 'Meeting', 'Working Towards' or 'Below'. Grading is calculated mathematically based on summative assessments and the MySchool levels ladder in order to ensure accurate reporting. Staff are given dispensation to 'round' results one sub-level up or down in lieu of complementary formative assessments. Only on the end of year report do staff report actual MySchool assessment levels to parents. Reports issued for all three terms contain fields in which staff write in personalised learning targets for the following term, ideally accompanied by practical examples to make clear the objective. Targets are written clearly and concisely in to be easy to understand for parents that speak little English.

Monitoring and Review

This policy should be reviewed as standard a minimum of once every two years. Given the current stage of school development this policy should be reviewed on an annual basis until further notice.

Date of implementation: October 2018

Date of last review: October 2018

Policy review date: October 2019