



**KING'S
COLLEGE
SCHOOL**

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Secondary Assessment Policy





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Secondary Assessment and Marking Policy

1. Purpose

The purpose of this policy is to establish a clear and consistent approach to assessment and marking at King's College. The policy aims to ensure that all students receive regular, meaningful feedback on their learning progress through a variety of methods, including verbal, written, and online feedback.

2. Scope

This policy applies to all teachers and students from Years 7 to 13.

3. Policy Statement

Our school is committed to providing timely, constructive, and actionable feedback to students to support their learning and progress. We use a range of assessment strategies, including formative and summative assessments, to gauge students' understanding and provide feedback accordingly.

4. Assessment Methods

Assessment methods may include, but are not limited to, Cycle Tests, Subject Knowledge Tests, Subject Skills Tests, classwork, homework, quizzes, tests, projects, presentations, and performances. Both formative (ongoing) and summative (end-of-unit or term) assessments are used to evaluate students' learning and progress.

Cycle Tests are a key feature of the Inspired educational model. They provide regular assessment opportunities to facilitate monitoring of progress and curriculum coverage. They also give the opportunity to pupils to become more comfortable with formal assessment experiences. All year groups have a Cycle Test each week with subjects assessed on a rolling basis.



5. Feedback Methods

Feedback may be provided in various forms, including:

- Verbal feedback: Teachers may provide immediate verbal feedback to students during class or in one-on-one meetings.
- Written feedback: Teachers may provide written comments on students' work, highlighting strengths and areas for improvement.
- Online feedback: Teachers may use digital platforms to provide feedback, such as comments on a Google Doc, recorded vocal feedback or feedback in a learning management system.

6. Marking

Marking will be fair, consistent, and transparent. Teachers will use a clear marking scheme or rubric when formally assessing students' work. Marks will be provided in a timely manner, allowing students to understand their progress and areas for improvement. Work can be marked online using google classroom or canvas.

For the evaluation of work carried out in exercise books or on paper, we encourage live marking to nudge and encourage pupils in class and ensure that misconceptions are quickly identified and corrected. This should be accompanied by verbal feedback and serves as a record of the latter.

Cycle Tests should be marked within two weeks of the test date and feedback should be given to pupils to inform future learning.

All work that is part of the calculation of cumulative grades and will be reported in termly reports must be assessed with feedback given. There will be a minimum of four of these pieces of work each term from the following Cycle Tests, Subjects Knowledge Tests, Subject Skills Tests and Examinations.



7. Student Involvement

Students are encouraged to actively engage with the feedback process. They should reflect on and respond to their feedback, set learning goals, and discuss their progress with their teachers. This is an expectation in all Cycle Tests.

8. Parent/Guardian Involvement

Parents/guardians are encouraged to support their child's learning by reviewing feedback and discussing progress with their child. Parent-teacher meetings and written reports will provide opportunities for parents/guardians to discuss their child's progress with teachers.

Parents will have access to feedback on their child's performance following Cycle Tests, Subject Knowledge Tests, Subject Skills Tests and Examinations.

9. Record Keeping

Teachers will maintain records of students' assessments and progress. These records will be used to track students' learning over time and inform teaching and learning strategies.

Department Heads will keep records of assessment and progress for whole cohorts and review data to inform teaching and ensure that all pupils are making appropriate progress.

Data from Cycle Tests will be entered into iSAMS no more than two weeks after the date the test is sat by pupils. Reports are then published to parents, feedback provided to pupils who in return, respond to feedback, closing the feedback loop.

10. Review

This policy will be reviewed annually or as needed to ensure its effectiveness and relevance. We are currently introducing a new platform and online learning environment. Details of the transition phase are in Appendix 1.



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11. Conclusion

We believe that this policy will support a culture of learning and improvement at our school. We are committed to providing high-quality feedback to our students to help them develop their potential.

12. Effective Date

This policy is effective as of 01/09/2024 and will be consistently applied across all subject areas and year groups from Years 7 to 13.

Written by: David Murphy - August 2024	Approved by:
Reviewed by: Paul Crouch - August 2024	Next review: June 2025



Appendix 1 - Transition to GSP and Canvas

We are transitioning to a new platform, Canvas and a new Inspired platform called GSP which is a hub for data and information for pupils, teachers and parents.

Phase 1 Academic Year 2024-25

Years 7, 9, 10 and 12 (A Level) will move to this platform for teaching, learning and feedback. The introduction starts in September 2024. Other year groups will still be working with google classroom and managebac during this school year.

Phase 2 Academic Year 2025-26

All year groups will transfer to the Inspired GSP platform and Canvas, replacing google classroom. Managebac will continue to be used for administrative purposes and submissions.

Marking and feedback for year groups using GSP will primarily take place on the platform using the variety of assessment and feedback tools available in Canvas. Work carried out in exercise books will be assessed with feedback given as stated in the main body of this policy during this transition period.



Appendix 2 - Reporting

A new reports process will begin in September 2024.

Pupils using canvas will automatically see their grades. Pupils still using google classroom will be informed of grades, outcomes and scores by their teacher after each assessment.

The assessed work which will form part of an overall reported grades are:

- Cycle Tests - Year group tests
- Subject Knowledge Tests - Year group tests
- Subject Skills Tests - Year group tests
- Examination grades (x2 per school year)

Written subject reports are produced three times per year. Year 11 T3 reports contain details of learning in Ciencias Sociales and Lengua only. Year 13 do not receive final reports.

2023-24 Term 3 was a transition set of reports with comments being introduced in all subjects and year groups according to new protocols.


Attainment Report

A cumulative grade will be produced for each report based on Cycle Tests, Subject Knowledge Tests, Subject Skills Test and Examinations.

Pupils receive grades according to the curriculum they are studying

Curriculum	Grading scale - Highest to lowest grade
KS3	9-1



KS4 GCSE/IGCSE	9-1	 KING'S COLLEGE SCHOOL SOTO DE VIÑUELAS
KS5 A Level	A*-U	
KS5 IB	7-1 (A-D for Tok and EE)	

Attainment Descriptors

A Level - JCQ Grade Descriptors

IGCSE - JCQ GCSE Grade Descriptors

7	6	5	4	3	2	1
<p>The student demonstrates excellent content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Highly effective research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize qualitative and quantitative evidence, knowledge and concepts to reach valid conclusions or solve problems. In collaborative exercises, the student works very well with others, ethically and responsibly, and with perseverance. Responses are highly insightful, accurate, clear, concise, convincing, logically structured, with sufficient detail, precise use of appropriate terminology and with appropriate attention to purpose and audience. Responses are creative, make very effective use of well-selected examples, demonstrate awareness of alternative points of view and provide clear evidence of intercultural understanding.</p>	<p>The student demonstrates very good content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Competent research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize evidence, knowledge and concepts. In collaborative exercises, the student works well with others, ethically and responsibly, and with perseverance. Responses are mainly accurate, clear, concise, convincing, logically structured, with sufficient detail, using consistent terminology and with appropriate attention to purpose and audience. Responses show creativity, make effective use of examples, demonstrate awareness of alternative points of view and provide evidence of</p>	<p>The student demonstrates sound content knowledge and understanding, good conceptual and contextual awareness and evidence of critical, reflective thinking. Research, investigation and technical skills are evident and sometimes well developed. Analytical ability is evident, although responses may at times be more descriptive than evaluative. In collaborative investigations, the student generally works well with others, ethically and responsibly, and with perseverance. Responses are generally accurate, clear, logically structured and coherent, with mainly relevant material, using suitable terminology, and are sometimes well developed. Responses show reasonable creativity, use of examples, awareness of audience and evidence of</p>	<p>The student demonstrates, with some gaps, secure content knowledge and understanding, some conceptual and contextual awareness and some evidence of critical thinking. Research, investigation and technical skills are evident, but not thoroughly developed. Analysis is generally valid, but more descriptive than evaluative. The student solves basic or routine problems, but with limited ability to deal with new or difficult situations. In collaborative exercises, the student works within a team and generally approaches investigations ethically and responsibly, but requires supervision. Responses are mostly accurate and clear with little irrelevant material. There is some ability to logically structure responses with adequate coherence and use of appropriate terminology. Responses sometimes show</p>	<p>The student demonstrates basic knowledge and understanding of the content, with limited evidence of conceptual and contextual awareness. Research and/ or investigation is evident, but remains undeveloped. There is some ability to comprehend and solve problems. Collaborative investigations are approached ethically and responsibly, but require close supervision. Responses are only sometimes valid and appropriately detailed. There is some expression of ideas and organization of work and basic use of appropriate terminology, but arguments are rarely convincing. Responses lack clarity and some material is repeated or irrelevant. There is limited creativity, awareness of context and audience and limited evidence</p>	<p>The student demonstrates little knowledge or understanding of the content, with weak comprehension of concepts and context and little evidence of application. Evidence of research and/or investigation is only superficial. There is little ability to comprehend and solve problems. Responses are rarely accurate or valid. There is some attempt to express ideas, use terminology appropriate to the subject and organize work, but the response is rarely convincing. There is very little creativity, awareness of context or audience and little evidence of intercultural understanding.</p>	<p>The student demonstrates very rudimentary knowledge or understanding of the content, with very weak comprehension of concepts and context. Ability to comprehend and solve problems or to express ideas is not evident. Responses are rarely accurate or valid. Organization is lacking to the point that responses are confusing. Responses demonstrate very little to no appreciation of context or audience, inappropriate or inadequate use of terminology, and little to no intercultural understanding.</p>



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Academic Progress

Academic Progress will be calculated based on the scores of Subject Knowledge and Subject Skills Tests

Progress towards Target Grade will be calculated based on CAT4 Data

Academic Progress		
Subject knowledge	Subject specific skills	Progress
Good	Good	Outstanding

Academic Progress Descriptors

	Limited	Aspiring	Good	Outstanding
Subject knowledge	Has acquired limited knowledge in the subject.	Has acquired some knowledge and understanding of the core curriculum content. This is not yet secure	Has shown good knowledge and understanding of the subject content within the curriculum.	Has shown depth and breadth of knowledge and understanding within the curriculum at times beyond it.
Subject specific skills	Rarely demonstrates subject-specific skills applied with success.	Demonstrates some subject-specific skills, but not consistently	Demonstrates subject-specific skills in familiar contexts.	Demonstrates subject-specific skills in familiar and at times unfamiliar contexts.
Progress	The student has made insufficient progress.	The student has made some progress.	The student has made good progress.	The student has made excellent progress

Attitudes to Learning

These are reported based on the criteria and scale below.

Attitudes to Learning Descriptors

	Unsatisfactory	Inconsistent	Good	Excellent
Effort	A lack of commitment to learning. Even with support given, work is incomplete and often falls below the expected quality.	Variable levels of commitment to learning, not yet consistently persevering through challenges, or responding to feedback.	Committed to success, generally responsive to feedback, at times engages with challenge.	High self-motivation, responsive to feedback, and often embraces challenge.
Focus in class	Mostly disengaged.	Variable focus and engagement level.	Generally focused and engaged in lessons.	Always focused and engaged in learning.
Participation	Does not actively contribute to lessons.	Contributes when called upon.	Generally participates in class discussions.	Participates enthusiastically and pertinently.
Individual study	Homework is often not completed.	Homework often needs additional detail or accuracy.	Homework is usually completed to a good standard.	Homework is usually completed to an excellent standard
Organisation	Frequently not prepared and not equipped for lessons.	Not always promptly prepared or equipped for the lesson.	Generally equipped for lessons and generally prompt.	Always equipped for lessons and generally prompt.
Behaviour	Often disrupts the learning of others.	At times disrupts the learning of others.	Respects views of others and collaborates well with peers.	Helps to create a positive learning community, respecting views of others and supporting peers.



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