

LAUDE NEWTON

COLLEGE



opening minds

Marking and Assessment

Policy

Secondary & Sixth Form.

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General- Assessment Aims:

The true purpose of assessment is to guide our planning and teaching to enhance student learning and to help them to get better.

Assessment is part of all teaching and learning. It is essential to thoughtfully and effectively guide our students through the essential elements of learning: acquisition of knowledge, understanding of concepts, mastering of skills, development of attitudes and decision to take action. Students, teachers and parents should be actively involved and engaged in student's progress, in both formative and summative, as part of their wider critical thinking and self-evaluation.

The aims of assessment are to promote students centred learning, to provide information about individual student learning and to support them to get better.

Our effective assessment practices:

- Have criteria that are known and also understood by the Newton Community.
- Identify strengths and weaknesses which allows for individual target setting.
- Allow our students to demonstrate what they have learned within a topic, ranging from their conceptual understanding, their knowledge and ATL skills.
- Consider the different ways of learning and are sensitive to personal circumstances and learning needs (see below section.)
- Are continuous.
- Are reviewed, reflected on and improved to allow us to meet the needs of the students.
- Generate evidence that is reported on and understood by the Newton Community.

Assessment of students who may need additional learning support.

Students who may have additional learning needs for example lower levels of English, Spanish, Valencian or German, they may receive assessments that are differentiated for their level but not modified. Moderating means that the content is more easily accessed by the student in order for them to be able to pass. Students need to be able to demonstrate their full understanding of the objectives/outcomes but this can be shown through different assessment types for example, oral assessments, different types of questioning, extension of time to perform tasks or any other measure to be determined by the Psychologist of the stage.

Assessment of compulsory secondary education (ESO).

Even though year 7 is not classed as secondary, we still assess them based on this.

The final grade of the subject is the average of the numerical grades obtained in the subject, expressed in a scale from 1 to 10 with two decimals, rounded to the hundredth.

A passing grade in the evaluation will require a minimum score equal to or greater than 5 points out of 10.

The final result for the subject will be expressed as a numerical score without decimals, following the same scale (from 1 to 10) accompanied by the following terms and scores:

Fail (Insuficiente -IN): 1, 2, 3 ó 4

Pass (Suficiente- SU): 5

Good (Bien- BI): 6

Very good (Notable- NT): 7 or 8

Excellent (Sobresaliente- SO): 9 or 10.

When a student has for example a 6.8, the student will obtain a Notable.

Anything between 6 and 6.49 will be a Bien.

If a student has between a 6.5-6.79, the teacher uses their professional judgment to decide whether the student obtains a Bien or a Notable based on performance and attitude and previous marks (if the marks are for a term.) Teachers must have evidence to support their decision as parents have the right to contest marks.

Teachers must be very careful as they must have collective evidence to support grading a student lower overall for the year, especially when the student has a 4.5 as this is on the borderline of pass and fail. Should you have any doubts about this, please speak to Abbie Nuttall.

In terms of percentage weighting, it depends on what the department has decided for example, when assessing an exam, in science, this would come under MYP criteria A (more information in next section) the mark for this would be worth 65% if the final grade

Promotion to the next year:

At the end of year 7, regardless of the number of failures (IN) the child has, the student will be automatically promoted to the next stage but with clear guidance sent to parents from the tutor/subject teacher on how they can improve before the next academic year.

Only in the event that there is a report from the Department of Psychology recommending otherwise, will the repetition of the course be assessed.

For students in years 8,9,19 and 11, students will promote to the next course when:
They have passed all the subjects of the Spanish curriculum.

Have a maximum of two failed subjects after finishing the extraordinary examination session that takes place each year at the end of June.

Students who promote with one or two failed or pending subjects from other years will have a recovery plan prepared for them.

Students who after completing the extraordinary exams fail 3 subjects or more must repeat the year.

Year 11 onwards:

At the end of year 11 (4th ESO), the students who successfully pass the course will obtain the Compulsory Secondary Education certificate that qualifies the students for Bachillerato studies.

Assessment in the Middle Years Programme (MYP).

Teachers are required to follow the MYP assessment criteria rubric outlined in the most recent IB MYP guide for their subject group (**subject leaders will have a copy for their department.**) Each subject group is split into four criteria and within each criteria there are strands which show how the criteria can be applied. Each criteria is worth a maximum of a level 8 and with each criteria being worth **25%** of the final mark. All subjects should assess each strand within the criteria **at least twice per school year.**



When completing reports via our engage platform you will be required to give students a mark out of 7, this is explained below with an example of a students overall mark for the four criteria:

A- 6/8 B- 6/8 C- 4/8 D- 5/8

The overall total for the above is 21, the table below will then need to be used to convert this to a mark out of 7. In this instance, the students final mark is a 5/7 for the subject.

Grade	Boundary guidelines	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

A 2 in the MYP fail but as we

is a clear
don't

pass students year on year in the MYP, these marks are a guide to progress. However, to be able to obtain the highest standard of achievement in the programme; the IB MYP Certificate at the end of year 11, one of the targets students must reach is to have a minimum of 28 points with a grade of 3 or higher in five on screen e-Assessment examinations (one from each of four required subject groups- Language and Literature, Individuals and Societies, Maths and Sciences plus an interdisciplinary assessment). This is why reviewing MYP grades termly and yearly within departments is important so we can see which students are going to struggle to obtain this certificate when they reach year 11.

Students must also have the following to gain the certificate:

- a candidate must participate in the programme for a minimum of one year (MYP year 5). The recommended period is at least two years.
- completed one e-Portfolio from a course in physical and health education, arts, or design (the German e-portfolio they can do as an extra e-portfolio) - which has its own guide for those involved.

- completed the personal project- which has its own personal guide for the teacher supervising the project.
- Complete the service learning programme of required hours- monitored by the tutor and Jorge Sevilla.

The maximum total score for the certificate is 56.

Assessment in the Diploma Programme

The Diploma Programme (DP) is a two year course which is assessed by the IB using a variety of internal and external assessments components. Internal assessment components are graded by teachers, but moderated externally by the IB. External assessment components are graded by IB examiners. The IB assess these components in two ways:

1- Assessment criteria are used when the task is open ended. Each criterion has a set of hierarchical level descriptors. Each criterion is applied independently using a best-fit model. The marks awarded for each criterion is added together to give the total mark for the piece of work.

2- Analytical mark schemes. These are used in examinations where the examiner expects a particular kind of response. Examiners are given detailed marking instructions on how to award marks for each response. Each assessment component is worth points and is weighted allowing for the calculation of an overall point score. Examiners set grade boundaries at a post-examination meeting once all components have been marked. The grade boundaries allow for a conversion from the total points awarded from the assessment component into a scoring system of 1-7 points per subjects with the exception of Theory of Knowledge (TOK) and the Extended Essay (EE) components which are combined of 3 points. Together this gives a possible of 45 points. To be awarded the Diploma is a minimum of 24 points plus other requirements.

Internal Assessment

Internal Assessments allow the subject teachers to assess some of the students' work during the DP course. Examples include Spanish individual oral commentary, language presentations, laboratory reports and Maths projects. Teachers follow strict guidelines in the delivery of these assessment types and the marks for the internal assessment are submitted to the IB, along with a chosen sample of the work from the cohort. This sample is then sent to an IB moderator who evaluates how the teacher has applied the DP grading rubric. The IB may then adjust the marks of the assignment up or down. Internal assessment provides students with opportunities to show mastery skills outside of the final DP examinations.

In each DP subject teachers are given a very specific list of criteria to assess and guidelines on how to mark each criterion. To determine a mark, the teacher chooses the level of achievement that best matches the work being marked. The criteria for achievement are clearly communicated to students well in advance of the internal assessments. Students

receive significant instruction and practice throughout their course in order to effectively prepare for these challenging internal assessment components.

Mock Exams

The students will sit mock exams for each chosen subject. The results are given as a grade on the scale 7 to 1, with 7 being the highest grade, using the grade boundaries to each subject. The mock exams will take place at the end of each term in the first year (Year 12) and at the end of term 1 and 2 during the second year (Year 13).

DP Assessment Components (internal)

In order to prepare students for the DP assessment components, teachers create rigorous assessment plans which are integrated into the teaching and learning. Teachers of the DP use two types of assessments to support student learning, formative and summative. They are used by teachers as indicators of student mastery of the diploma course and do not contribute to the actual Diploma grade.

Formative assessments monitor student's progress in skills, concepts and content. It gives the opportunity for reflection and gives information to students about the areas that need improvement. Teachers can then reflect on teaching methods and adapt the instruction to the student's needs. The summative assessments aim to determine the level of achievement of a student at the end of a unit of work or stage of the course. Examples are essays, lab reports, presentations, exams, etc.

Summative assessment material in the DP uses only IB style assessment material. The feedback is given in grades, calculated using IB grade boundaries specific to each subject. This allows students to gain IB exam experience and allows an estimate of the DP working level. These assessments are essential for student success and contribute to the student's final grade. The grade of each student in a particular DP class is not tied directly to the marks earned on final DP assessments, but is reflective of work completed in preparation for those assessments. Teachers evaluate school based assignments using DP rubrics and then convert the marks to 1-7 scores based on mark bands available in the yearly subject reports provided by the IB.

DP External Assessment

Final examinations are the main means of external assessment, work such as the EE, written assignments, Theory of Knowledge essays and Virtual Arts exhibitions are also externally assessed.

The dates for DP examinations are set by the IB and given to students a year in advance of their exams. DP exams are conducted in strict accordance with IB regulations.

Promotion Criteria for Year 12 and Year 13.

All students in Year 12 and Year 13 are assessed with grades from 1-7, with 7 representing the highest grade. At the end of each term, each student will have been awarded an indicative grade. At the end of Year 12, each student will be awarded a final grade. This final grade will be based upon the combined indicative grades of the 2 terms and will take into consideration the progress made by the student throughout the school year (best fit) and the results of the mock exam.

The promotion from Year 12 to Year 13 and the award of the Diploma Programme are based on the following official guidelines:

All assessment components for each of the six subjects and the additional Diploma requirements must be completed in order to qualify for the award of the IB Diploma.

The IB Diploma will be awarded to a candidate providing all the following requirements have been met:

- CAS requirements have been met.
- The candidate's total points are 24 or more.
- There is no "N" awarded for TOK, EE or for a subject.
- There is no grade E awarded for one or both of TOK and/or EE.
- There is no grade 1 awarded in a subject.
- There are no more than 2s awarded (HL or SL).
- There are no more than three subjects grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- The candidate has not received a penalty for academic misconduct from the IB Final Award Committee.

General- Marking & Feedback information:

The purpose of giving feedback is to provide students and teachers the information about the students performance relative to the learning objectives and outcomes. The aim of feedback is to help students improve in their learning journey. Feedback can be verbal, when marking written work, this includes when marking using our online platforms (such as Google classroom.)

Marking is most effective when the students know the purpose of the task they have completed and how to use the feedback given to help drive them closer to their goal of learning.

Our effective marking and feedback practices:

- Identify student strengths and weaknesses which allows for individual target setting.
- Challenge students to think for themselves.
- Are personal to our students.
- Are encouraging and constructive.
- Are continuous.

- Allow students to act upon feedback comments and get better.
- Are reviewed, reflected on and improved to allow us to meet the best needs of the students.
- Generate evidence that is reported on and understood by the Newton Community.



Common Grammar Mistakes

Mistake	Correct	
My car beautiful.	→ My car is beautiful.	The verb 'be'
At Sunday	→ On Monday	Prepositions
I play chess good.	→ I play chess well.	Adverbs
Last week I cry.	→ Last week I cried.	Past tense
She like cheese.	→ She likes cheese.	3rd person 's'
How to spell...?	→ How do you spell...?	Auxiliary verbs
What time it is?	→ What time is it?	Word order
She is more tall.	→ She is taller.	Comparatives

www.englishgrammarhere.com

Marking & feedback standard codes:

Sp - write it next to the incorrectly spelt word. If it is a high frequency word, please correct the word.

Gr- Grammatical mistakes - see the diagram (left) from www.englishgrammarhere.com for some examples.

P- Punctuation apostrophes and commas.

CL- Capital letters.

FS- Full stops.

?- Unclear on what the student is trying to explain.

^ - When there is a missing word

// - When a new paragraph is needed.

VF- For when verbal feedback has been given to the student.

PM- For when students have completed peer marking.

Use of stickers or stamps are welcomed providing a comment is given which informs the student what it is about their learning that is being rewarded.

It is important that students are aware of the standard codes which is why each classroom will need to have them displayed.[See link to poster here.](#)

The role of parents in marking and feedback:

- To read through the feedback comments written by teachers regularly.
- To support the school in checking that students are organising their book work.

The role of curriculum leaders (heads of departments) and scrutiny.

- To set good examples of implementing this policy.
- To collect 2 students books from each year group each term and to complete the google form which reviews the marking of the book as this will be used as evidence during appraisal meetings.
- To monitor staff within their department frequently whose marking is less than expected and action marking improvements.
- To lead the development of marking and feedback in their subjects in response to faculty marking checks after receiving feedback from SLT.

- To feedback to the individual teacher within 7 school days of reviewing the books, this can be written or verbally. A copy of the google form can be sent to the staff member should the curriculum leader see fit to do so.

Whilst a student is missing their book, paper/iPad may be used.

Work evidence on the iPad/google classroom can be used during scrutiny but there must be a collection of pieces of work from the unit.

ML and SLT will ask for examples of projects and exams throughout the course of the year to see that marking and feedback is appropriate as per the information below. These will not be used as scrutiny but will be looked at with the whole department during standiation meetings.

Marking of notebooks/ classwork.

We do not expect you to spend hours marking books and we want to move away from ticking every single answer in their books. In class, we should be encouraging the children to mark their answers and to peer mark.

Books should be marked every 6-8 lessons. Within this, we expect to see one piece of work fully marked in depth using the marking and feedback codes, clear feedback on what worked well, what they need to work on and the evidence that they have improved on that piece of work. Please see "acting on feedback" as this is an easy way to implement this type of work and feedback.

Books should be marked with a green pen (continuing on from primary with "green for good."). We do not use crosses in the books but to inform of mistakes we use a pink pen (continuing on from primary with "think pink" to show mistakes the children have made (see standards codes), including spellings. It is not necessary to correct every spelling or every single mistake but it is important to correct high frequency words for your subject so they can improve. It is also important to give a clear indication of what was good about the piece of work and points to get better (more on this in "acting on feedback.")

Marking classwork on google classroom.

Work submitted via google classroom should be marked between 7-10 days with a clear indication of what was good about the piece of work, points to get better and any issues with spelling (high frequency words), grammar and punctuation (important and significant errors should be corrected.)

Marking of projects and exams.

It is important to mark project/ exam work and give the students feedback within two weeks. However, we understand that some classes overall contain around 100 students so please speak to your subject leader if you need additional time.

Feedback is given in the form of written comments that show where they have gained the marks or lost the marks, If the work is covered under the MYP, then the MYP rubric should be used. you should give clear comments on what level they have achieved and why. I have plenty of examples that I am happy to share with you.

It is also important to give clear indication of what was good about the piece of work, points to get better and any issues with spelling (high frequency words), grammar and punctuation important and significant errors should be corrected.).

Acting on feedback

We can only allow our students to get better if we give them the opportunities to. This is why during every topic we should implement a piece of work/long answered exam question which should be marked as per the guidelines above but then students should have the opportunity to repeat this piece of work/ exam question and act on the feedback.

These types of activities not only allow our students to get better but they also allow our students to practice resilience, they can see that they can make mistakes but they can try again which is most important instead of just giving up.

The repeated piece or work/exam question should be in a different colour.

Verbal feedback

Verbal feedback is also very useful to the students as they can ask you about the written comments, we know that timing in the classroom can be difficult but verbal feedback should be given at least once a term. Again, a quick few minutes whilst they are working on a task would be perfect.

Standardisation.

Throughout the year during your departmental meetings, there will be opportunities for you to bring work and get support from colleagues to check you are inlign with your marking of projects and exams to try and standardise the system of marking in your department and give the correct feedback and results.