



# Assessment Policy

ALOHA COLLEGE MARBELLA  
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Authorised by:  
**Board of Trustees**

# **ALOHA COLLEGE MARBELLA**

## Assessment Policy

### **Aloha College Philosophy of Assessment**

Aloha College recognises that fair and transparent assessment of a students' learning, both formative and summative, at every stage of their school career, is vital to each students' academic and social development and their personal motivation and aspirations. Consistent, regular and rigorous assessment also ensures teaching and learning is student-centred and effective and that students are able to reflect on their progress, identify and celebrate their successes and set targets for improvement.

Assessments at Aloha provide students, teachers and parents with evidence to evaluate learning, the curriculum and teaching. Assessments also provide diagnostic information to ensure an appropriate programme of learning for students is developed. Results will be reported to the school community as appropriate and be used as a basis for dialogue between school stakeholders.

### **Aims of the policy**

This guide provides clear guidance and explanation on the policies and procedures surrounding Assessment at Aloha College. This policy, as laid down by the IB is constructed "around educational and pedagogical values and, therefore, represents a statement of intent and action describing the principles and practices for achieving educational goals relating to the aspects of assessment<sup>1</sup>."

The School Leadership Team aims to:

- Ensure that all teachers know what is expected of them as regards assessing students
- Support teachers in sharing this process with colleagues
- Help teachers make well-founded judgements about students' attainment and progress
- Track the attainment and progress of individual students and student groups over time
- Provide parents with accurate information about their child's attainment and progress
- Monitor practice in assessment and the use made of assessment information
- Use assessment information when planning training and the deployment of resources.

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<sup>1</sup> Guidelines for developing a school assessment policy in the Diploma Programme, IBO 2010.

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### **Contents:**

This policy outlines the assessment principles and practises followed by teachers through a students' school career so that all stakeholders are clear of the purpose of assessment at Aloha and of the responsibilities of teachers, Heads of Department and Heads of Key Stage and the role of students in the assessment process.

Additionally, this assessment policy outlines the reporting system that Aloha College has in place to track the progress of students from the Primary Section into the Secondary Section year 7, culminating in the completion of IGCSE, IB Diploma or International Advanced Level examinations at the end of year 13.

### **Note:**

Key Stage 3 covers years 7, 8 and 9.

Key Stage 4 covers years 10 and 11.

Key Stage 5 covers years 12 and 13.

### **What is Assessment?**

Assessment is the on-going process of gathering, analysing and reflecting on evidence to make informed and consistent judgements to improve future student learning.

### **Principles of Assessment**

Based on established educational and pedagogical values, Aloha College recognises and embraces the following principles of assessment.

1. Formative and summative assessments will be criterion-referenced to the learning objectives of the relevant curriculum and are communicated to students in advance as "criteria for success".
2. Assessment of students' attitudes, behaviour and effort are distinct from the assessment of knowledge, concepts and skills.
3. Assessment should link judgements about achievement to evidence and provide a basis for dialogue between students, teachers and parents.
4. A variety of assessment methods will be used to accommodate learning styles, special needs and the development of the whole child and to encourage higher thinking skills.
5. Formative assessment will be part of regular lesson planning and linked to the learning objectives and success criteria for each lesson.
6. Summative and standardized assessments will take place at regular intervals and particularly at the end of each academic year.
7. Assessments will provide diagnostic information, baseline information and evidence of progress throughout the year.
8. Assessments will provide evidence to evaluate student performance, teaching strategies and the curriculum.
9. Assessments will include student self-assessment, teacher assessment, external moderation and peer assessment when appropriate to encourage reflection on the process of learning.

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### Why and how do we assess?

Assessment for learning (**formative assessment**) occurs when teachers use inferences about student progress to inform teaching and:

- Occurs throughout a learning sequence and is planned when teachers design teaching and learning activities
- Enables students to demonstrate what they know and can do
- Involves teachers sharing learning intentions and explicit assessment criteria with students
- Involves teachers and students setting and monitoring student progress against learning goals
- Establishes a classroom culture that encourages interaction and the use of assessment tools
- Requires teachers to ascertain students' prior knowledge, perceptions and misconceptions
- Involves teachers focusing on how students learn and how to scaffold their learning
- Involves teachers adapting teaching practice to meet student needs
- Provides sensitive and constructive feedback to students on their performance
- Involves teachers making formative use of summative assessment (see below)
- Assessment becomes part of the learning process when students reflect on and monitor their progress to inform their future learning goals
- Baseline Tests - at the beginning of each Key Stage (years 7, 10 and 12) students take standardised online Cognitive Ability Tests (GL's CAT4) which measure the four main types of ability known to make a difference to learning and achievement. CAT4<sup>2</sup> provides an independent perspective on potential student achievement, with reliable information for each child that will help identify where to provide extra support or set more challenging targets.

Assessment of learning (**summative assessment**) occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards. Assessment of learning at Aloha College includes:

- Progress Check Tests (PCTs) - written internal examinations in each subject, which are designed, assessed and moderated by class teachers against criteria for success. These occur in Terms 1 and Term 3 in Key Stage 3 and termly in Key Stage 4 and Key Stage 5. The written examinations in Term 3, assess all the learning that has taken place throughout the previous year.
- Standardised Progress Tests - In Key Stage 3 in Term 3, students also sit online standardised GL Progress Tests<sup>3</sup> which assess students' knowledge, understanding and application of the core subjects: English, Maths and Science.
- Skills Based Assessments - these occur in Key Stage 3 in Term 2 in all subjects and are designed by departments to build practical and oral skills, confidence and respect, independent inquiry and research skills. Assessed internally against criteria based on the IB Learner Profile, students' communication, inquiry, thinking, knowledge and reflection skills are recognised and assessed.
- Trial Examinations - internally administered written exams designed to provide students with an authentic external examination experience so that they can learn to manage their revision time and fully understand the requirements for IGCSE, IB Diploma and International A-Level examinations.
- External examinations - these are written examinations administered by Aloha's Examinations Officer, held under strict exam conditions and regularly inspected by the relevant exam boards for IGCSE, IB Diploma and International A-Level examinations. They take place in May/June of Year 11 and Year 13.
- Rubrics and criterion referenced assessments - these are used by the IB Diploma Programme in many areas including all Internal Assessments, Theory of Knowledge

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<sup>2</sup> [www.gl-assessment.co.uk/products/cognitive-abilities-test-cat4/](http://www.gl-assessment.co.uk/products/cognitive-abilities-test-cat4/)

<sup>3</sup> [www.gl-assessment.co.uk/products/progress-test-series/](http://www.gl-assessment.co.uk/products/progress-test-series/)

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assessments, Extended Essays and also the majority of examination paper long answer questions. These make up compulsory elements of the IB Diploma Programme.

### Homework Procedures

Aloha College believes in providing homework that is developmentally appropriate and facilitates learning. At Key Stage 3 and Key Stage 4, the amount of homework gradually increases from year to year. Teachers are expected to set homework on the specified days as set out in the Homework Timetables published for each Key Stage at the beginning of each academic year. At Key Stage 4, IB Diploma level and International A-level, there are much higher expectations of the amount of homework and the rigour of the homework set. A great deal of responsibility is placed upon Diploma and A-Level students to organise and plan their studies and keep to the strict programme of deadlines for Internal Assessments, Theory of Knowledge and Extended Essays published at the beginning of Year 12.

### Responsibilities of Stakeholders

#### Student responsibilities:

- To submit homework on the day of the due date. If a homework or assessment task is not submitted by the deadline, a suitable sanction will be issued.
- Students are expected to regularly check Google Classroom communications and respond to written and verbal feedback related to homework and revision materials.
- To respond to the EAST marking feedback provided by teachers so that they are aware of their current attainment grades in each subject and targets for improvement. (**EAST** is explained in detail on page 8.)
- IGCSE and IB students should meet all draft and final version deadlines for coursework in the same way. Failure to do so will result in a suitable sanction and, for IB students, may prevent the student obtaining their Diploma.
- To adhere to the IB and school principles of academic honesty and integrity in all work submitted (see **Academic Honesty Policy**.)
- To proactively work with teachers to discuss any difficulties they may be having as far ahead of deadlines as possible so that any issues and support can help them at the first opportunity.
- If absent for an internal exam, students must notify the school and they will sit the exam as soon as they return to school as long as they submit a medical certificate or other satisfactory documentation to explain their absence on the day of an exam.
- Students who continue to experience difficulties in meeting academic standards and homework expectations may be placed on academic report to monitor their progress lesson by lesson against specific personal targets.

#### Parent Responsibilities:

- To support their child to meet homework and assessment deadlines.
- To regularly check emails to keep advised of upcoming assessments, parent teacher meetings and the Parent Portal to find School Reports showing their child's progress and targets for improvement.
- To communicate any questions or concerns with the relevant subject teacher, Head of Department or Head of Key Stage.
- Whenever possible, to attend Parent/Teacher and Information meetings for feedback and updates.

#### Teacher Responsibilities:

By assessing students' knowledge and skills rigorously and consistently against shared criteria for success and recording key information they will build a clear picture of each student's skills, knowledge, understanding and approaches to learning.

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- To share learning objectives and criteria for success with students at the beginning of each lesson and before tasks are set.
- To use formative and summative assessment data to identify each student's strengths and the priority areas for their future learning.
- To use all available assessment data, including CAT4 baseline data, to identify an appropriate curriculum for each student.
- To identify "next steps" for each student and share these with students and parents as clear learning objectives in Termly Reports and at Parent Teacher Meetings.
- To mark students' work according to the **Marking Policy** below.
- To mark and moderate Key Stage 4 and Key Stage 5 students' internal examination papers against grade descriptors and agreed grade boundaries and use this data to set predicted grades for university applications.
- To evaluate and improve the teaching strategies used with each student, including those with special educational needs by referring to guidance from the SEND Coordinator (See **SEND Policy**.)
- To support students, where appropriate, to monitor their own learning.
- To set target grades for Key Stage 4 and Key Stage 5 students based on all available data.
- To identify, celebrate and share student achievement.

### Effective Marking helps to:

- Recognise student achievement;
- Monitor student progress;
- Provide feedback and guidance for improvement and progression;
- Motivate and encourage students;
- Record and report student attainment.

### Marking Policy:

- One piece of student work is marked at least fortnightly using "**EAST**" (See below.)
- Student work is checked **weekly**.
- **AFL** (assessment for learning) strategies are used regularly in the classroom, focusing on questioning and meaningful oral feedback.
- Self and peer assessment should take place regularly.
- Students must always be given time to respond to marking. This could be by answering a question or completing the statement: "Next time, I will....."
- Literacy skills must be encouraged using the literacy symbols provided by the English Department. (See **Literacy Policy** below.)
- All written work should be read by the class teacher. Oral feedback should be given to every student once a week.
- Homework must be set using the homework timetable issued at the beginning of each academic year.
- During exam and Progress Check Test weeks it is not compulsory to mark student books of the year group being tested. However, exams and PCTs must be marked in accordance with school policy. The books of all other groups not being tested must be marked according to policy.
- When a teacher wants to return work as a % grade following a test, the teacher must provide grade band descriptors so that students can relate their percentage points to the grading system they normally use.
- Attainment and effort grades should be recorded by the teacher and referred to at parents evening and when writing reports.

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### Guide to EAST

At least one piece of student work every fortnight should be marked using "EAST":

**Effort:** This should be given as a grade A to E (high to low.)

**Attainment:** If appropriate, an attainment grade or level can be given as long as it relates to the relevant grade descriptors or criteria for success.


**Strengths:** At least one strength should be given, linked to the success criteria set for the piece of work.

**Targets:** At least one meaningful target must be set. This should be a target that will encourage students to progress and move on. Targets can be linked to relevant grade descriptors or to success criteria set for the piece of work. Meaningful questions may and should be regularly used as an alternative to targets.

### Literacy Marking Policy

All teachers are responsible for correcting English spelling, punctuation and grammar (SPG) errors, with the exception of the Spanish department and the MFL department. The Spanish department and the MFL department is responsible for correcting SPG errors in Spanish and Modern Foreign Languages respectively.

- Teachers should use the following marks to help students improve the accuracy of written work.
- It is the responsibility of students to correct work.

Mark	Means
<b>Sp</b>	spelling mistake
<b>C</b>	capital letter
<b>P</b>	punctuation
<b>V</b>	Vocabulary (wrong choice of word)
// or <b>NP</b>	new paragraph (placed where the new paragraph should be)
^	word(s) missing (placed where the word should be)
<b>Exp</b> 	awkward expression, e.g. grammar mistake, word order etc.
✓	well – written section
✓✓	very well written section

It matters where the mark is:

- In the text – gives an exact pointer to the error
- Next to a line – means students can find it in the line.
- Against a vertical pen line - means students can find it in this section.
- At the end – means this is a problem throughout.

Students can refer to the codes above in their school planners.

### Local and National Assessment requirements and how these impact on assessment at Key Stage 3, Key Stage 4 and the IB

At Key Stage 4, students are entered for a range of International General Certificates of Secondary Education subjects. Students are supported in their choices when in Year 9. The option choices are broad and aim to be in line with those of the International Baccalaureate or International A Levels to allow a smooth transition. All students are required to prepare for an IGCSE in either English First Language or English as a second language, as well as Mathematics and at least one science subject. In addition, and according to National Requirements, students are required to study either Spanish First Language or Spanish as a

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modern foreign language. For those students of Spanish Nationality, or those who wish to gain the Educación Secundaria Obligatoria, it is mandatory that they study and are examined in Geografía e Historia, a national educational programme. Many students also enter independently for an IGCSE in their own mother tongue.

### Policy on Diversity

Students with English as an Additional Language (EAL) can access a variety of first language courses and qualifications. These include DELE Spanish language qualifications from the Instituto de Cervantes<sup>4</sup>, ESO qualifications that comply with Spanish government requirements for Spanish nationals and which provide entry into Spanish universities, IGCSE first language qualifications and IB Diploma courses in Spanish, French and German at three levels; Ab Initio, Language B and Language A. (See **Language Policy**.)

Students with special educational needs, who have been assessed by an Educational Psychologist following teacher recommendations and the agreement of parents, may apply for special provisions during external examinations in Year 11 and Year 13 and in internal examinations in Term 3 in all Key Stages. These provisions could include extra time, a reader, a scribe or use of a laptop. These provisions must be applied for and paid for in advance by parents. (See **SEND Policy**.) From the Educational Psychologist's reports, the SEND Coordinator will develop an Individual Education Plan for students and recommendations for teaching that will be shared with parents and teachers. IB teachers of SEND students will be provided with a copy of the IB policy document *Candidates with assessment access requirements*<sup>5</sup>.

### Admissions Policy

For entry into Key Stage 3 and Key Stage 4 in Aloha College, candidates must be able to access the curriculum, which is delivered in English in the majority of lessons. Their level of English and Maths is assessed using standardised online GL Progress Tests suitable for the candidate's age and may also include written examinations in English, Maths and Science.

Places offered to Year 12 applicants after testing and interview are conditional on their achieving a minimum of 6 A\* to C IGCSE grades or equivalent in their end-of-year exams. Minimum grades may also be required in their chosen subjects. (See **Admissions Policy**.)

### Retaking Assessments

It is recognised that sometimes students do not meet the grades required following examinations.

Students in Key Stage 3 will not be permitted to retake internal written or external online examinations as their attainment and effort grades are holistic (based on their performance in all relevant class and homework.)

Students in Key Stage 4 and Key Stage 5 will be permitted to apply to retake specific external examinations in order to meet the entry requirements of the next Key Stage or university. It is a requirement that students moving in to Key Stage 5 gain at least 6 or more A\*-C IGCSE grades including English and Maths. In exceptional cases, students may be allowed to enter Key Stage 5 on certain conditions such as resitting and gaining the required grades in future IGCSE sittings.

### Collection of Data and Sharing of Information

All assessment data including CAT4 baseline, internal PCT, Skills-based, online GL Progress Test, Trial and Final examination data is recorded and shared with teachers and then collated and analysed by Heads of Department and Heads of Key Stage in order:

- to track progress of students against age-related expectations or IGCSE, A-Level or IB Diploma grade descriptors.

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<sup>4</sup> <https://examenes.cervantes.es/es/dele/que-es>

<sup>5</sup> Candidates with assessment access requirements, IBO, 2017



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- to calculate value-added to student performance from baseline data.
- to develop Individual Education Plans for SEND students that will be shared with parents by the SEND Coordinator.
- to provide information for written reports.
- to inform verbal feedback to parents at Parent Teacher meetings.
- to determine the composition of teaching groups.
- to determine entry tiers for external examinations.
- to set target grades for Key Stage 4 and Key Stage 5 students.
- to inform predicted grades for university applications.
- to inform presentations by Heads of Key Stage to the Board of Governors to help them evaluate the effectiveness of the curriculum, teaching and resources.

### **Trial Results Days**

Trial examination papers are moderated against grade descriptors across all teaching groups within a department. After moderation, Trial examination grades in all subjects are shared with individual students in Year 11 and Year 13 on a single day. Results are handed to each student in a single envelope to simulate the day when they receive their final IGCSE, A-Level and IB Diploma results. The purpose is to encourage students to reflect on their progress against their target grades and the effectiveness of the personal revision programme.

### **Predicted Grades**

Heads of departments and teachers will agree a predicted grade for each student in each subject taking into account evidence from specific assessment points in the year and enter these into Aloha's data collection system, iSAMS. These predicted grades can then be incorporated automatically into transcripts (records of academic performance).

The careers officer is in charge of gathering IB predicted grades from all academic departments. These predictions will be used for academic transcripts for applications to Further Education institutions.

The IB coordinator and the examinations officer will submit the predicted grades for each subject to the IBO, CIE and Pearson International by the deadlines required before final examinations for IB, IGCSE and International A-Level respectively.

Predictions are shared with students and parents only if the requirements for the course differ significantly from their predicted grades. This will be discussed in an individual meeting between student, parents and the careers officer.

### **Parent Teacher Meetings**

Parents will be given the opportunity to attend two Parent Teacher meetings per year where teachers, Heads of Department, careers officer (when appropriate) and Heads of Key Stage will be available to share assessment data, completed exam papers and general feedback on attainment, attitude to learning and targets for improvement. Individual Education Plans for SEND students will also be discussed with parents at these meetings.

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### Termly School Reports

Parents will receive a written report for their child at the end of each term which summarises their grades for Attitude towards Learning, Homework (Key Stage 4 only), Key Stage 5 Deadlines (Key Stage 5 only) and for Attainment using the following descriptors. Additionally, teachers will provide up to three targets for improvement for each subject being studied and a comment regarding progress in PSHE (Personal Social and Health Education), Extended Essay and TOK (for IB students only.)

### Attitude Towards Learning:

Grade	Descriptor
1 (Excellent)	Often exceeds expectations in class and homework. Highly motivated and seeks challenge. Actively listens and makes valuable contributions. An independent and proactive learner. Works collaboratively, supporting others.
2 (Good)	Completes class and homework to a good standard. Motivated and accepts challenge. Actively listens and engages in learning. Works with increasing independence. Works collaboratively.
3 (Satisfactory)	Completes classwork and homework although sometimes below expected standards. Would benefit from greater motivation to learn. Listening skills need to be developed. Needs occasional reminders to stay on task. Is developing the skills required for collaborative work.
4 (Needs improvement)	Often does not complete class or homework. Often lacks motivation. Often neither listens nor engages in learning. Often does not stay on task. Can be disruptive to the learning of others.

### Attainment:

#### Key Stage 3 (Years 7, 8 and 9)

This will be a holistic grade from 1 to 4, linked to how well students are progressing when compared to age-related expectations, taking into account all PCT and GL assessment data, class and homework.

**1 = Above age-related expectations (AE)**

**2 = At age-related expectations (E)**

**3 = Working towards age-related expectations (WT)**

**4 = Below age-related expectations (B)**

#### Key Stage 4

This will be a holistic IGCSE grade from A\* to U that takes into account recent PCT results, class and homework.

### Homework:

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Grade	Descriptor
1 (Excellent)	Always completes homework to a very high standard.
2 (Good)	Completes class and homework to a good standard.
3 (Satisfactory)	Completes classwork and homework but often below expectations.
4 (Needs improvement)	Often does not complete class or homework.

### Key Stage 5

This will be a holistic attainment grade for either A Levels (A\* to E) or IB Level (1 to 7) taking into account recent PCT results, class and homework.

### Key Stage 5 Deadlines:

A number from 1 to 4 will be awarded based on deadlines relating to classwork, homework and internal assessment tasks.

Grade	Descriptor
1 (Excellent)	Always meets deadlines and submits work to a very high standard.
2 (Good)	Meets deadlines most of the time and submits work to a good standard.
3 (Satisfactory)	Often does not meet deadlines and the work submitted is often below expectations.
4 (Needs improvement)	Does not meet deadlines and the work submitted is generally below expectations.