**LANDAU SCHOOL**

**Assessment Policy**

**PURPOSE**

This Assessment Policy is intended to provide all stakeholders with a clear and succinct overview of why, how and what we assess as a school.

**THE AIMS OF ASSESSMENT is to:**

* **Identify** what children know and what they need to learn next
* **Inform** planning, target setting and information to parents and governors
* **Measure** individual/group progress
* **Evaluate** effectiveness of teaching methods and interventions
* **Motivate** teachers and pupils
* **Comply** with statutory requirements: align school with exam board standards both nationally and internationally

**KEY OBJECTIVES OF ASSESSMENT are:**

1. To use formative assessment to inform teaching and provide for the learning needs of all pupils
2. To give constructive feedback to pupils in a range of ways that enables them to have an active role in identifying their own learning needs and how to make progress.
3. To use a systematic approach for informing parents of their child’s progress and giving advice in how to support learning at home
4. To systematically and effectively monitor and evaluate pupils’ progress on an individual and school basis and use results to plan for improvement

**Staff work towards the schools aims for assessment by:**

**Governing Body**

* Ensures funding is in place
* Supports the school with its approach to assessment
* Monitors and track attainment and progress annually
* Familiarizes themselves with the assessment and reporting systems used

**Principal**

* Ensures resources are available to support the policy
* Allows time and funding for training and resourcing assessment
* Leads the teachers on assessment
* Provides assessment information and data to governors
* Communicates assessment aims and processes with parents
* Leads subject leaders, parents, teachers and children to fulfil their assessing and reporting responsibilities
* Ensures the National Agenda is adhered to within the policy
* Liaises with external assessment agencies

**Heads of Department**

* Have ownership of assessment within their subject areas
* Track attainment and progress across the school
* Support teachers and children with assessment processes; both formative and in school summative
* Support teachers with marking and feedback and monitor this within their subject
* Lead on moderation of assessment within their subject area
* Keep accurate documentation as evidence of assessment, moderation and data analysis in their subject area
* Present on assessment within their subject to SLT and governors
* Support teachers to ensure assessment systems accurately match the curriculum
* Provide training to staff on assessment systems where needed.

**Teachers**

* Use assessment to inform learning and teaching
* Use assessment to feedback to parents, children and the school
* Carry out effective in-class AFL and use it to inform planning
* Set targets for children to ensure next steps
* Analyse data for individuals, groups, classes, year groups and phases where appropriate to track progress and attainment and identify trends
* Use assessment data to implement provision
* Report on assessment attainment and progress to parents and SLT
* Ensure assessment procedures as defined by the school area carried out accurately and in-line with the assessment timeline
* Present meaningful, accurate information on assessment
* Engage children in the assessment process
* Use a variety of assessment methods during lessons to allow all children to demonstrate their knowledge and skills
* Develop their own practice of AFL
* Keep accurate records of assessments as outlined in the policy

**Parents**

* Attend parent evenings and engage with formal reports
* Support children with achieving their targets
* Support children with the home learning
* Seek advice from teachers where needed

**Children**

* Respond to feedback from teachers and parents
* Engage with target setting and work hard to achieve these
* Have high expectations of themselves
* Have an awareness of their progress
* Engage in learning and take responsibility for independent learning

**TYPES OF ASSESSMENT**
 **Formative Assessment:** This is a continuous process used to inform progression through the learning journey. The outcomes of this are sometimes noted down, but it is not an expectation that it is. Teachers make personalised notes on planning documents to record this in a way that supports their teaching. This mode of assessment is carried out through planning and observations, marking and questioning as well as self and peer- assessment techniques.

**In-School Summative Assessment:** This is used to identify consolidated knowledge at the end of a period of learning and is used to inform unit planning and targets. It can be carried out via observation, questioning, marking and tests.

**External Summative Assessment:** These are external, standardised, approved tests which are used to inform teachers, subject leaders and senior leaders. Senior leaders use this information to compare the school locally, nationally and internationally.

**LANDAU School Assessment Procedures**

There are 2 year groups at LANDAU Pre-School and 11 year groups at LANDAU Local and International School. They are grouped as following:

LANDAU PRE-SCHOOL

* Pre-School Year 1
* Pre-School Year 2

LANDAU PRIMARY

* **KS1:**
	+ Year 1
	+ Year 2
* **KS2:**
	+ Year 3
	+ Year 4

LANDAU SECONDARY

* **KS3:**
	+ Year 5
	+ Year 6
	+ Year 7
* **KS4:**
	+ Year 8 (IGCSE first year)
	+ Year 9 (IGCSE second year)
* **KS5:**
	+ Year 10 (AS level or SAT Stream)
	+ Year 11 (Advanced level Second Year or SAT Stream)

**Recording assessment at Landau School**:

Assessment is continuously recorded throughout the year. **(See Openschool System Policy)**

**Formative assessment records:**

In Primary School homework is regularly checked and Rubrics are used for formative assessment.

In Secondary, teachers record classwork and homework and monitor student progress. There is a minimum of two recorded and assessed homework tasks per term. Teachers provide comments via online system for students/parents.

Note: If a student continuously does not turn in completed Homework, his/her final exam mark will be deducted.

ASSESSMENT FOR LEARNING TOOLS SUGGESTIONS FOR LANDAU TEACHERS:

* STUDENT PORTFOLIOS
* QUIZZES/QUESTIONS
* PROJECTS/COMPETITIONS
* MINDMAPS
* HOMEWORK
* GAMES
* ROLE PLAYS/DRAMA
* PRACTICALS/EXPERIMENTS/LEARNING BY DOING
* SPEECHES/DEBATES
* TEACHER-STUDENT INTERVIEWS
* PEER ASSESSMENT
* SELF-ASSESSMENT
* MAKING VIDEOS
	1. Student work must be regularly checked by teachers. Assessment for Learning is not efficient without well-constructed feedback.
	2. Feedback can be given verbally, on Openschool system (also for parents to see and be informed about their child’s progress) as well as in student copybooks/workbooks.
	3. Student diaries (where applicable), copybooks and workbooks will be checked once a month by the Deputy Principals.

**Summative assessment records**

Pupils should be present on the assigned date and day of the exam. They will not get a chance for any reassessment unless there is any severe illness or other important family matter. In such cases, the parents should apply for the reassessment and provide a medical certificate with a written formal request from School Principal.

**Landau Pre-School**

**Formative assessments records:**

Teachers record classwork, homework, and monitor students’ progress daily. Reports to the parents are provided by PreSchool Instructors every Friday.

**Summative assessment records:**

Summative assessments in English, Maths and BSL (Basics of Social Learning) take place 3 times during the academic year. Parents receive formal reports on Summative assessments.

* **Term 1 (Autumn Term)**
	+ End-of-term Assessment
* **Term 2 (Spring Term)**
	+ End-of-term Assessment
* **Term 3 (Summer Term)**
	+ Final Exam

**Landau International Primary**

Students take a diagnostic test in the first week of school in order to find out their level of subject knowledge.

A progress report is created for each student on a termly basis. The progress report will incorporate Test, Target setting and Progress. Students are set targets in the middle of each term and are expected to meet them by the end of term. There will be a total of **2 formative assessments and** **3 summative assessments** in an academic year. End of year report will include Final Exam Grade and the average of all summative assessments.

* **Term 1 (Autumn Term)**
	+ Mid-term 1: Formative Assessment
	+ End-of-term Test 1
* **Term 2 (Spring Term)**
	+ End-of-term Test 2
* **Term 3 (Summer Term)**
	+ End-of-term Test 3
	+ Average grade per subject

**Landau International Secondary**

A progress report is created for each student on a termly basis. The progress report will incorporate Test, Target setting and Progress. Students are set targets in the middle of each term and are expected to meet them by the end of term. There will be a total of **4 summative assessments** and **1 formative** in an academic year. End of year report will include Final Exam Grade and the average of all summative assessments.

* **Term 1 (Autumn Term)**
	+ Mid-Term Test 1
	+ End-of-term Test 1
* **Term 2 (Spring Term)**
	+ Formative Assessment: (Alternative to Mid-Term 2 – Project/Presentation/Homework)
	+ End-of-term Test 2
* **Term 3 (Summer Term)**
	+ Final Exam
	+ Average grade per subject

Students are not allowed to resit internal exams unless they are absent for a valid reason and can provide evidence. School reserves the right to be a judge when identifying the validity of absence.

A student can resit his/her exams on the day set by school office provided that the evidence of valid absence is handed to the office.

In all other cases, a student will get zero for absence in all Term exams and Final Exam (except Mid-terms).

**Note: At Primary and Secondary Schools exams days are considered as short days. Students are dismissed after exam sessions. Support and clubs discontinue prior to exams.**

**MOCK EXAMS**

Year 4, 7, 9, 10-11 students take MOCK Exams prior to their external exams.

**EXTERNAL EXAMS**

LANDAU International School students take the following external exams:

* Year 4 – Cambridge Checkpoint
* Year 7 – Cambridge Checkpoint
* Year 9 – Cambridge IGCSE
* **Year 9 – DIM Exams – Local/International**
* Year 10-11 – AS/A2 Cambridge/Edexcel
* Year 10-11 – SAT/ACT/IELTS/TOEFL
* **Year 11 – DIM Exams – Local/International**

Exams are mandatory for all students studying in International stream. Exam payments are made in addition to school fees and are subject to change every year.

**Calculation of yearly average on Openschool System:**

Mid-terms - 10% each + End of terms - 20% each + Final Exam - 40% = 100%

All data on summative tests is entered by teachers on Openschool System (online school management system) ([www.landauschool.az](http://www.landauschool.az)). Yearly average is automatically calculated by the system.

*Please see: Landau School Openschool Policy*

**Duration of tests and exams**

PreSchool- 45 minutes

KS1/KS2 End of term tests – 60 minutes

KS3/IGCSE Mid-term tests - 40 or 80 minutes

KS3 End of term exams - 60 minutes

KS4/KS5 - 90 minutes

**Grade Scale at Landau PreSchool**

100% - A\*(Excellent)

80%- 99% - A (Very good)

66%-79% - B (Good)

46%-65% - C (Satisfactory)

0%-45% - D (Poor)

**Grade Scale at Landau National and International Primary and Secondary**

90% - A\* (Excellent)

80% - A (Good)

70% - B (Satisfactory)

60% - C (Below satisfactory)

50% - D (Poor)

40% - E (Very Poor)

**IGCSE Equivalents**

9 – A\*

8 – A

7 – A-

6 – B+

5 – B-/C+

4 – C

3 – D

2 – E

1 – F

**STUDENT PROGRESS TRACKING PROCEDURES**

**PreSchool**

* Student grades will be analyzed by Mainstream Teachers and Academic Coordinator/Campus Manager
* Mainstream Teachers and Academic Coordinator/Campus Manager meet with the Parents of underperforming students in their subjects.
* If students` grades are below 60%, the students` MT is supposed to organize support lessons for them.
* Certificates and other forms of recognition are issued as well in order to motivate runners-up and high achievers.

**Local, International Primary and Secondary**

* Student grades will be analysed by Subject Teachers and Heads of Departments
* Heads of Departments, Campus Coordinators or Deputy Principals meet with the Parents of underperforming students in their subjects.
* Suggested dates for these meetings: **Late November and Early March**
* Deputies and the Principal meet with the Parents of underperforming students in core subjects and IGCSE’s/A Levels.
* Formal Warning Letters are issued as a summary note of every meeting.
* Suggested dates for these meetings: **Early January and Early April**
* Formal Appreciation Letters are issued to Students who excel in all subjects.
* Certificates and other forms of recognition are issued as well in order to motivate students.

**How are children involved in assessment, feedback and target setting?**

Students engage in ongoing formative assessment throughout the year. Teachers provide regular feedback through marking, feedback and questioning. In all year groups, students are provided with a progress report every half term. Tutor time and pastoral support enables students to engage with their progress reports through self-evaluation so that they can set personal targets to help them achieve their target grades.

**How are parents involved in assessment and feedback?**

**At PreSchool:**

* Weekly progress reports
* Individual PTMs. Suggested dates for these meetings: **Late December and Early March**

**At Local, International Primary and Secondary**

* Regular progress reports
* Parent/carers evening
* School Management system comments/feedback
* Mock Exam Results

**Monitoring of this policy**

The Senior Leadership Team will monitor the application and effectiveness of this policy. It will be regularly reviewed and updated as a working document.