

Assessment Policy



TATE INTERNATIONAL SCHOOL

PURPOSE AND SCOPE OF ASSESSMENT:

To collect, analyse and interpret information in order to report on the progress of the students at Tate International School.

Assessments should provide evidence of each student's performance according to the Learning Outcomes and Assessment Standards set out by Cambridge Primary, Cambridge Secondary 1, International GCSE programme and the AS level programme.

Assessments should be used to provide feedback to the students and parents, in order to support their process of learning.

Assessments should include different forms such as tests and examinations, projects, oral presentations, performances, investigations, practical work and creative writing to accommodate different learning styles.

A. Cambridge Primary aligned outcomes:

Tate International School uses the Cambridge Primary testing structure to assess each student's performance. These results are used by the staff in order to ascertain areas of strength and areas of improvement within the student's learning journey. It is internationally benchmarked and gives teachers the information they need in order to feed back to parents. These assessments are conducted in October of each year.

There are two assessment options:

- Cambridge Primary Progression Tests - Grade 3, 4 & 5
- Cambridge Primary Checkpoint - Grade 6

Cambridge Primary Progression Tests

Cambridge Primary Progression Tests provide valid internal assessment of knowledge, skills and understanding in English, Mathematics and Science. The tests:

- enable learning to be assessed each year
- provide detailed information about the performance of each student for Grades 3, 4 & 5
- enable teachers to give structured feedback to students and parents
- enable teachers to compare strengths and weaknesses of individuals
- are internally marked
- come with clear guidance and standards

Cambridge Primary Checkpoint tests

Cambridge Primary Checkpoint tests skills, knowledge and understanding at the end of Grade 6 in English, Maths and Science. These results enable the teacher to see whether a student is ready for Cambridge Secondary 1 (Grade 7).

B. Cambridge aligned Secondary 1 / Lower Secondary (Gr 7 - 9) outcomes

Tate International School uses the Cambridge Secondary 1 testing structure to assess student performance. These results are used by staff in order to ascertain areas of strength and areas of improvement within the student's learning journey. It is internationally benchmarked and gives teachers the information they need in order to feed back to parents. These assessments are conducted in October of each year.

There are two assessment options:

- Cambridge Secondary 1 Progression Tests - Grade 7 & 8
- Cambridge Secondary 1 Checkpoint Tests - Grade 9

Cambridge Secondary 1 Progression Tests

Cambridge Secondary 1 Progression Tests provide valid internal assessment of knowledge, skills and understanding in English, Mathematics and Science. The tests:

- enable learning to be assessed each year
- provide detailed information about the performance of each student for Grades 7 & 8
- enable teachers to give structured feedback to students and parents
- enable teachers to compare strengths and weaknesses of individuals
- are internally marked
- come with clear guidance and standards

Cambridge Secondary 1 Checkpoint tests

Cambridge Secondary 1 Checkpoint tests skills, knowledge and understanding at the end of Grade 9 in English, Maths and Science. These results enable the teacher to see whether a student is ready for the International GCSE programme.

Specimens for the Cambridge Secondary 1 Checkpoint tests for English, Maths and Science can be downloaded from the following link:

<https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-lower-secondary/assessment/cambridge-checkpoint/checkpoint-support-material/>

C. International GCSE and AS Level programme

Please refer to the International GCSE and AS level booklet for a comprehensive breakdown of course work, exam preparation and exam weighting. Alternatively all information can be accessed via the following link:

<https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-upper-secondary/cambridge-igcse/subjects/>

<https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/subjects/>

PRINCIPLES/PREREQUISITES OF ASSESSMENT:

- The purpose of assessment must be explicit and must be an ongoing part of the learning process.
- Assessment must be appropriate, valid, fair, authentic, manageable and time efficient.
- Assessment results must be communicated clearly, accurately, timeously and meaningfully.
- Assessment should be used to identify areas where students need support and intervention.
- Assessment must cater for all levels of competency and take the student's potential and ability into consideration.
- Assessment must develop individual learning, independence, critical thinking and problem-solving skills.
- Assessment must foster motivation and self-confidence.

ASSESSMENT GUIDELINES FOR STAFF

At the start of each term, all class/subject teachers must submit a formal programme of assessments (summative & formative), together with their weekly planning schedules.

Class/subject teachers are responsible for monitoring and carefully managing the workload of students in coherence with the school's calendar.

Students are not to write more than 2 major tests per week.

- Assessments must be pre- and post-moderated to ensure quality and accuracy of standards.
- Students and parents are provided with regular feedback throughout the academic year.
- Timeously notifying parents in cases of under-performing is essential.
- Each teacher is required to keep recorded evidence of assessments (formative and summative) in their respective files on the shared drive or have evidence that assessments have been completed on Tate World.

FREQUENCY OF ASSESSMENTS

Formative assessments

Formative assessments such as class assignments, questioning, discussions etc to take place on a daily/weekly basis.

Primary School Formative assessments standardisation:

High School Formative standardisation: (Grade 7 - IGCSE 1)

Summative assessments

Summative assessments should take place on a regular basis and will be based on the prescriptions as laid down in each subject at Tate International School. This includes cycle tests in the High School.

Primary School Summative assessments standardisation:

High School Summative standardisation: (Grade 7 - IGCSE 1)

EXAMINATION AND TESTING

No formal examinations for Grade 1 to 6.

Formal Examinations for Grade 7 - 9 will take place in June and November each year.

- Grade 10 and 11 is considered the International GCSE course and takes place over a two year period. (From January 2023 the IGCSE course will be over 18 months)
- IGCSE exam sittings are normally in May and October. Tate International School candidates will write their exams in the October/November sitting.
- In Grade 12 students will have the option to complete the Cambridge AS level course or the GED course.* (From January 2025 AS level course will take place over 18 months)
- External examinations set by Cambridge are based on all the work to be examined in the final external IGCSE (Grade 10 & 11) examinations.
- External Examination set by Cambridge is based on all the work to be examined in the final external AS level (Grade 12) examinations.

- External Examination set by GED Online South Africa is based on all the work to be examined in the final external GED (Grade 12) examinations.

***GED to be phased out in 2023**

Ratio between formative and summative assessments (exams) for calculation of promotion mark:

Languages:

Grade 1 - 9

70% 30%

Mathematics:

Grade 1 - 9

70% 30%

Other subjects

Grade 1 - 9

70% 30%

Cambridge IGCSE - 100% exam

Cambridge AS levels - 100% exam

American GED -100%

PORTFOLIOS

Teacher's portfolios should be submitted on the shared drive in its respective divisions.

The teacher's portfolio is a compilation and recording of all marks achieved and records of examination papers and results. (Exam papers must be kept for 2 years)

The portfolio must include the following:

- a) The assessment plan for the grade,
- b) The formal assessment tasks and examinations for each grade, including the marking memos.

Evidence of moderation

A mark list for each Grade, listing each student, all marks included as part of the formal assessment, as well as the average mark for each assessment task.

Student Profiles

All students at Tate International School have an up-to-date profile folder which contains copies of all their reports and confidential documents. These profiles are all on the drive for internal perusal.

Reporting

Feedback throughout the academic year is provided as follows:

a. The formal report:

Four formal reports are issued per year, one for each term.

In Term 1 and 3, only marks and a general comment will be provided to students and parents.

In Term 2 and 4 a formal report is issued. This include, combination of marks, levels and comments.

b. Parent/Teacher meetings:

One Parent/teacher meeting is scheduled in Term 1 and Term 3.

Interviews are conducted by appointment. Interviews are approximately 10 - 15 minutes long. If more time is required, both parties can arrange a mutually convenient time. Other reporting methods include telephone conversations and emails. Regular staff meetings are held to discuss student's progress and recommendations for additional assistance; referrals to educational professionals or other support systems are put into place. When a subject is offered in more than one class, the same assessments should be included in calculating the report mark.

Levels and percentages for recording and reporting:

Level Description of competence

Middle & Senior School

Medium of description: Percentages

Outstanding achievement:	80-100
Meritorious achievement:	70-79
Substantial achievement:	60-69
Adequate achievement:	50-59
Moderate achievement:	40-49
Elementary achievement:	30-39
Not achieved:	0-29

Junior School

Medium of description: Achievement & effort keys

Policy on Work Missed Through Absence

Students who miss an assessment (for example, a test or an examination) through ill health are required to provide a doctor's certificate confirming this.

Students who miss a test through ill-health or other legitimate reasons will be expected to write the test with the teacher at the earliest opportunity available as consulted with the teacher. Students who miss an examination through ill-health or other legitimate reasons will be expected to reschedule the examination date with the Head of School.

Awarding Zero

A student may be given a 0 for a task in instances of proven dishonesty or plagiarism. Students who miss an assessment through absence for reasons that are not legitimate. Failure to submit work within three days after the due date unless a doctor's certificate can be produced.

Policy on Submission of Work

Meeting deadlines is an important life skill and students need to master the art of time management before embarking on higher education or entering the workplace.

The policy of Tate International School is thus:

- Students will be given an assignment detailing the requirements of the assignment and the due date.
- No assignments are to be given to students for completion over a mid-term break or school holiday unless they are in Grade 10 -12.
- Students are to hand in their assignments directly to the teacher.
- Electronic submissions must be received. The return of the assignment electronically should also be received. Should the student fail to hand in the work on time because of ill-health, a doctor's certificate is to be provided.
- Should the student fail to hand in the work on time for reasons that are not legitimate there will be a penalty of 25% after the 1st day and 50% after the 2nd day deducted from the mark. Thereafter failure to submit the work will result in no marks awarded. (Weekends count as one day.) The end of the day for submission purposes is the end of the academic school day which is 14:30. Should the student know in advance that they will be absent when an item is due for submission, then, the work should be submitted in advance of the due date.
- At least weekly, each teacher submits a list of late work offenders (if applicable) to the Head of the School.
- Parents **MUST** be contacted after three late work offenses, but may be contacted at any point. Students sent to the Head of School after three late work offenses.
- A disciplinary hearing will be held after 5 late works.

Assessment Accommodations for Students With Barriers to Learning

Purpose of accommodations: To enable students with intrinsic learning difficulties and/or physical disabilities to show what they know and can do.

Accommodations may include: additional time, spelling/handwriting dispensations/a reader/a scribe etc.

Accommodations must not give a candidate an advantage over other candidates. For further details, refer to the Cambridge Policy and Procedures for accommodation.

Plagiarism/academic Integrity

Expectations of students:

A similar way of citing sources must be followed throughout the school.

Students must be familiar with the procedures for reference, citing and providing bibliographies.

Students must also be aware of the consequences of their behaviour as are laid out in the Student Disciplinary Policy.

Students are required to sign and attach a Declaration of Authenticity for assessment pieces and portfolio work.

Expectations of Teachers

Teachers must ensure that they provide adequate teaching in research skills. An assignment sheet containing explicit requirements and directions is to be given to the student. Checkpoints must be provided to facilitate the research process, to assist students in time management and to provide opportunities to help students during the research process should help be required.

There should be additional help available should students be experiencing difficulty with note-taking, documenting or formatting procedures.

Clear guidelines are to be provided as to what assistance from human sources (e.g. peers or adults) is acceptable.

Authorised by: The Executive Head of Tate International School

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