

# Felixstowe International College

## Teaching, Learning and Assessment Policy



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| This issue was released in:     | January 2020   |
| This policy will be reviewed:   | Summer 2021    |
| This policy will be reviewed by | FIC Leadership |

### Contents

|                                     |   |
|-------------------------------------|---|
| 1. Introduction.....                | 2 |
| 2. Aims.....                        | 2 |
| 3. Legislation and guidance.....    | 3 |
| 4. Principles of assessment.....    | 3 |
| 5. Assessment approaches.....       | 4 |
| 6. Collecting and using data.....   | 7 |
| 7. Reporting to parents.....        | 7 |
| 8. Inclusion.....                   | 7 |
| 9. Training.....                    | 8 |
| 10. Roles and responsibilities..... | 8 |
| 11. Monitoring.....                 | 9 |
| 12. Links with other policies.....  | 9 |

### 1. Introduction

January 2020

For review Summer 2021

# **Felixstowe International College**

## **Teaching, Learning and Assessment Policy**

“Friendship Through Education” is the school’s motto. We want our students to feel ‘at home’ in a relaxed and friendly environment. Emphasis is placed on tolerance, loyalty and friendship no matter the age difference, nationality or gender.

A great deal of emphasis is placed on academic achievement. Students are well motivated and teaching staff encourage and support classes and individuals to achieve their optimum results and goals.

We encourage our students to aspire to the highest levels of achievement through self-evaluation and continual monitoring from staff. We consider the attributes of each individual and ensure that they have the support they fully deserve in all disciplines. Students will quickly adapt to life in the UK and will experience a new way of life which will help them to fulfil their aspirations.

The college aspires to be the best possible starting point in British independent boarding education for boys and girls from around the world. With an in-depth understanding and experience of meeting the particular needs of international students, the School provides individuals with a focused pastoral, cultural and academic experience in a supportive, safe and caring environment.

Based on a Christian ethos we promote mutual trust and respect, commitment, integrity and tolerance in a global society.

We aspire to:

- Help our pupils develop into happy, confident, caring, resilient young men and women.
- Provide high quality teaching and learning which will enable pupils to enjoy their studies and become independent and confident learners able to fulfil their academic potential.
- Provide personal guidance and support to help our pupils enjoy school, negotiate risk and make good choices.
- Help our students develop the skills, qualities and goals that will enable them to pursue their ambitions at university and find employment in the rapidly changing world of work.

## **2. Aims**

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

## **3. Legislation and guidance**

# Felixstowe International College

## Teaching, Learning and Assessment Policy

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

*Academies, including free schools, if applicable, add/amend:* This policy complies with our funding agreement and articles of association.

### 4. Principles of assessment

Assessment should support teaching and learning by identifying what students already know and can do and how they might move to the next step. Assessment, therefore, should be evident in all lessons.

1. For students, the purpose of assessment is to empower them to become better learners by understanding their own attainment and how to progress and achieve beyond it.
2. For teachers, assessment should develop an understanding of the individual needs of students so that target setting is meaningful and informs planning, teaching and learning for progress.
3. For parents, assessment information will both inform them of their child's attainment and allow them to understand how their child may maximise achievement.

Assessment should:

1. Recognise and celebrate individual successes in order to encourage and motivate all students.
2. Be based on specific learning outcomes/objectives and these should be clearly identified by the teacher and understood by the students.
3. Allow students to understand how summative assessment is arrived at by the teacher and so encourage them to become reflective learners who take more responsibility for their own learning.
4. Help shape targets and the next steps for improvement.
5. Allow teachers to plan for teaching and learning that meets the individual needs of all the students in the classroom.
6. Underpin teaching and learning in order to ensure progress for every child.
7. Be accessible for parents. Reports reflect the fact that many parents do not have a full understanding of the English grading system. Therefore provide information in a suitable format that enables them to take an informed part in their child's education.

# Felixstowe International College

## Teaching, Learning and Assessment Policy

### Assessment must be meaningful and manageable

This will be achieved by:

1. Developing assessments at a subject level to provide data, at a size appropriate to the subject and age of the pupils, which is capable of being analysed and acted on to improve teaching and learning.
2. Ensuring a smart approach to marking and feedback which require pupils to think and work harder in responding to marking and feedback than it took teachers to produce it.
3. Ensuring staff have the time and professional development, to deliver the College's Assessment Policy effectively and efficiently.

### 5. Assessment approaches

At FIC we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

#### 5.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

#### 5.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

# Felixstowe International College

## Teaching, Learning and Assessment Policy

### 5.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4, and AS levels, A-levels and other post-16 qualifications in Key Stage 5.

### The role of Teachers

All Teachers should:

1. Adopt a range of methods to ensure that they can assess the progress of all students accurately;
2. Encourage students to actively engage in assessment for learning;
3. Ensure that assessment builds students' motivation, confidence and self-esteem;
4. Ensure that lessons begin with clear expectations and students are aware of how progress will be measured;
5. Ensure that all students know and understand the learning objectives of the lesson;
6. Identify through assessment, and intervene as necessary with those students at risk of underachievement;
7. Ensure that the results of assessment are used to inform planning for differentiation and challenge in lessons;
8. Ensure that opportunities to use assessment to promote the development of literacy skills in students are embraced;
9. Encourage students to take responsibility for their own learning through self/peer assessment, setting appropriate targets (with guidance) and asking for help and advice when necessary;
10. Adopt creative approaches to assessment for learning in order to maximise student engagement in the assessment process;
11. Share concerns or praise arising from assessment information through subject tutorials, tutor tutorials and house parent tutorials and the SLT as appropriate.
12. Ensure that every half term includes an assessment opportunity to be self-evaluated by students and subsequent action plans are put in place to improve their learning. Through subject specific tutorials and verbal discussions between the teacher and individual student.

## **Felixstowe International College**

### **Teaching, Learning and Assessment Policy**

13. Ensure that all students have an opportunity to discuss their current attainment with teachers and tutors so that individual guidance can be offered to improve their learning.

#### **The Role of the Tutor**

Tutors are expected to engage in appropriate conversations with students and teachers following assessment information available from the reports. They have a responsibility to help students and parents embrace the principles of assessment as outlined in this policy.

Each student will have tutorials with both academic and pastoral/personal tutors on a termly basis. Plus additional if required.

#### **The Role of Students**

All students should:

1. Participate actively in assessment opportunities in lessons;
2. Take responsibility for understanding and acting on oral feedback given by their teachers or peers;
3. Keep up to date records of assessments so that they can refer to their target grades regularly;
4. Evaluate their own assessments, decide (with guidance) and act upon an individual action plan;
5. Discuss their current attainment and action plans with their Form Tutor and subject teacher
6. Support other students constructively when asked to be involved in peer assessment.

#### **The Role of Parents**

All parents should:

1. Discuss with their child the assessment report sent to them each term which includes a summary of current and predicted grades for each subject;
2. Discuss with their child the tutorial report sent to them at half-terms, which contains a summary of the support and guidance their child is given by their academic, pastoral and personal tutors.
3. Liaise with the school about any concerns regarding their child's progress as identified through assessment.

## **6. Collecting and using data**

## **Felixstowe International College**

### **Teaching, Learning and Assessment Policy**

Assessment data will be collected on a termly basis and shared with teachers at staff meetings, parents and students through reports, and during advisory board meetings.

Interventions will be put in place for students who are identified as underachieving. This will be shared through academic, pastoral and personal tutorials.

#### **7. Reporting to parents**

Tutorial summaries will be shared with parents each half term. This could include tutorials from either all or some of the following; subject teachers, pastoral staff, personal tutor. The tutorials aim to summarise discussions with the students regarding their current attainment and life experience at FIC. In addition, the tutorial record will highlight areas for improvement alongside suitable support and guidance offered.

Data reports will be shared with parents on a termly basis and will include current and target grades. In addition a summary of the terms attendance and behaviour records will be shared.

#### **8. Inclusion**

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities (currently not applicable at FIC).

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

If applicable - For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

#### **9. Training**

Staff attend whole-school CPD sessions on a termly basis. Within these sessions, teachers share and discuss successful AFL strategies, 'marking and feedback' strategies and strategies to reduce teacher workload whilst still providing effective assessment strategies.

Subject specific actions plans and assessment for feedback forms are a few examples of how subject teachers provide students the opportunity to become reflective learners. They are able to identify areas of strength and weakness and agree on suitable strategies to improve their learning and attainment.

# **Felixstowe International College**

## **Teaching, Learning and Assessment Policy**

Teachers are encouraged to become examiners/complete exam board training/moderation/co-teaching and/or peer observe other teachers as part of their professional development.

### **10. Roles and responsibilities**

#### **10.1 Advisors**

Advisors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

#### **10.2 Principal**

The principal is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to advisors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

#### **10.3 The SLT**

The Leadership Team aims to use assessment procedures and processes to drive whole school improvement by:

1. Ensuring that all teachers know what is expected of them in assessing students;
2. Helping teachers make well-founded judgements about students' attainment and progress;
3. Monitoring that assessment for learning is a key factor in planning for teaching and learning;
4. Monitoring the accuracy of the information provided to parents about their child's attainment and progress;
5. Tracking the attainment and progress of individual students and groups of students over time;
6. Comparing the progress made by different groups of students to ensure that no group is disadvantaged;
7. Ensuring that there is enough flexibility in assessment expectations so that individual departments can adopt processes that are most conducive to progress in their particular subject;
8. Ensuring students are supported in making informed curriculum choices;

# **Felixstowe International College**

## **Teaching, Learning and Assessment Policy**

9. Ensuring that any developments in assessment practice are implemented where appropriate.

### **10.4 Teachers**

Teachers are responsible for following the assessment procedures outlined in this policy

### **11. Monitoring**

This policy will be reviewed in 18 months time by the SLT. At every review, the policy will be shared with the advisory board.

All teaching staff are expected to read and follow this policy. The principal is responsible for ensuring that the policy is followed.

The principal will monitor the effectiveness of assessment practices across the school, through; moderation, lesson observations, book scrutinies, pupil tutorial meetings.

### **12. Links with other policies**

This assessment policy is linked to:

- Curriculum policy
- Non-examination assessment policy
- Examination contingency plan