

Assessment Policy

Table of changes

Date	Version	Summary of Amendments	Author
09.02.2021	1	n/a	JC
05.01.2023	2	<p>To reflect change from BIS to SEI</p> <p>Students should complete one piece of independent work for each teacher each week.</p> <p>LUK is assessed through end of lesson feedback and a 15 word vocabulary test at the beginning of each class.</p> <p>Tasks must be completed one week after they are set.</p> <p>All students are expected to take CAE C1 (previously GCSE) at an appropriate point in the year.</p> <p>All students must have access to individual homework mentoring (usually Thursday) before the homework is due (usually Monday). The tutor must check if the student has done the homework. If the homework is not yet done, obstacles must be clarified to ensure there is no reason for it not to be done.</p>	JC
To be reviewed 05.01.2024			

Statement

SEI considers the function of assessment to be the provision of useful insight into the work of both teachers and students. Insight gained is valuable for the planning of the further learning process. A shared understanding of the function and a common language for feedback ensure consistency and quality. Training on the assessment criteria will be provided during the induction process for new staff. SEI aims to facilitate students to develop:

A growth mindset and a strong sense of responsibility for self and others.

Students should leave the school believing they and others can achieve, knowing how to achieve and being able to reflect on their own achievements. This ethos must be reflected in the structure for assessment.

Expectations

To achieve this aim, we expect all staff to:

-Encourage each student to recognise the correlation between effort and success, develop strategies for effective effort and create habits of self-regulation and self-assessment.

-Be conscious that a high dependency on grades strengthens a need for external validation and solely teacher directed motivation reinforces a fixed mindset.

-Set high standards and praise persistence in working towards attaining goals.

-Be aware of the risk of underestimating the appropriate aspiration by being over influenced by initial language difficulties which can rapidly be overcome.

-Value mistakes for the lessons they contain.

-Be aware of the risk of only praising effort or achievement and be conscious of valuing the learning process: the combination of effort and effective strategies.

-Recognise that assessments are also feedback on teaching and see the learning process as a partnership. Interim assessment is therefore formative for both student and teacher.

Assessment procedure

Students should complete one piece of independent work for each teacher each week. Where possible, assignments should be closely related to the performance expected for the relevant GCSE or A Level. At the beginning of the year, a large difference might be observed between the grade for the performance at the current point in the course and the predicted grade if the work had been for an external exam. As more of the course is completed, the current point grade can be expected to be closer to the end point grade. Some assignments can be set at endpoint level early on in the course because a module/module section has been completed. Other assignments have to be set at lower than end point level as skills development is required before students can approach assignments at end point. The tutor session must be used to explain differences between current point and end point grades and help students understand. SEI values the discussion of current point and end point because it encourages and enables realistic self-assessment and awareness of longer term requirements. SEI also values a continued awareness of the number of weeks/months remaining until the exams take place. LUK is assessed through end of lesson feedback and a 15 word vocabulary test at the beginning of each class.

Students must be informed of tasks at the end of each lesson. The individual tutor sessions must monitor progress and offer support. Tasks must be completed one week after they are set. The routine this structure offers is considered essential.

All students are expected to take CAE C1 at an appropriate point in the year. Most students are expected to take A Level Environmental Science at the end of year 1. Many students will choose whether to take A Levels in their chosen languages at the end of year 1. Students not taking external exams will take internal exams consisting of full or partial past papers. All students will receive a written report at the end of the year. All students and parents see current progress throughout the year on Zoho.

Tutoring and feedback

All students must have access to individual homework mentoring (usually Thursday) before the homework is due (usually Monday). The tutor must check if the student has done the homework. If the homework is not yet done, obstacles must be clarified to ensure there is no reason for it not to be done.

All weekly written feedback must contain a grade from A to U and at least one comment from the table below. Additional comments are possible, but teachers are reminded to praise process rather than outcome and effort rather than ability. Verbal feedback in the tutor sessions should adhere to the same guidelines. Each tutor session must contain the questions:

1. How do you feel about your study process?
2. How do you feel about your feedback'?
3. Will you prepare/are you preparing the next task differently?

Comment	Grade
You have not completed the task yet. Not completing a task is not an option, but help is available. Please prepare to discuss why it wasn't possible for you to complete the task and what you need to complete it.	U
You have not yet completed the task as thoroughly/accurately/carefully as you need to. More effort or a different strategy is required. Please prepare to discuss if you need more support or time.	D
You have understood the task and used your time. You have used a suitable strategy. Some answers/parts of your answer could still be more precise/in depth/expressive/insightful. Please reflect on the marked areas and prepare to discuss your thoughts about them.	C
Your time has been well invested and your strategy has already worked well. You have taken responsibility for your learning and made good progress. Please think about what went well and what you think could have gone even better.	B
You have clearly taken pride in your work and aimed high. You have surpassed expectations by engaging with the task and using excellent strategies. Please reflect on what you can learn from how well you have worked and what you have learned from the process. Please let us know if you feel you might benefit from an opportunity to stretch yourself even further.	A

Example feedback for an assignment

Subject		This grade reflects the progress and performance to be expected at this point in the course.	The level of this assignment was below/at the level you can expect in the external exam.	Grade you would probably achieve if this were the final, external exam.
French	Your time has been well invested and your strategy has already worked well. You have taken responsibility for your learning and made good progress. Please think about what went well and what you think could have gone even better.	B	below external exam level	NA
Environmental Science	Your time has been well invested and your strategy has already worked well. You have taken responsibility for your learning and made good progress. Please think about what went well and what you think could have gone even better.	B	at external exam level	B

PSHE

PSHE is not graded in this way. This subject uses ipsative assessment as students have varying backgrounds and ages. No grades are awarded for work in PSHE. Students and teachers assess baseline knowledge and endpoint through materials such as mindmaps and brainstormings. Where possible, the same tool is used for both points, i.e. students re-visit the activity with which the lesson

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started. Pupils are invited to assess themselves and reflect on knowledge gained. Tutors should mention PSHE at each Thursday session as they too are responsible for signposting if required. Please see PSHE curriculum for more detail.

PSHE is evaluated through discussions at regular teacher meetings.

Records

All feedback (both teacher and student) must be entered on Zoho database. Parents have continuous access to the Zoho reports.

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