International School of Creative Arts

Assessment Policy & Marking Guidelines

May 2016
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<td>Document Reference</td>
<td>ISCA 13</td>
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<tr>
<td>Version</td>
<td>2.0</td>
</tr>
<tr>
<td>Author</td>
<td>Jennifer Hankin</td>
</tr>
<tr>
<td>Location</td>
<td>Policy File, Head of School’s Office</td>
</tr>
<tr>
<td>Network Path</td>
<td>Management\ISCA Controlled Documents</td>
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<tr>
<td>Controller</td>
<td>Jane Slade</td>
</tr>
<tr>
<td>Sensitivity</td>
<td>General Issue</td>
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<tr>
<td>Date of Document</td>
<td>May 2016</td>
</tr>
<tr>
<td>Approved</td>
<td>Senior Management Team</td>
</tr>
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### History:

- **V2.0 May 2016** Minor corrections, change of Controller, addition of new ISCA logo
- **V1.0 January 2016** First release as a controlled document
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ISCA Assessment Policy and Marking Guidelines

Students at ISCA are regularly assessed in order to assist teachers in ensuring progression, continuity of learning, and to provide students, parents and teachers with information on performance and achievement. Assessment is individual and differentiated to maximise the potential of every student. Assessment runs parallel to an overall course provision to include targeted assessment strategies to support individual progression routes.

ISCA evaluates performance through two strands, formal examination and portfolio development in line with student’s chosen progression route. Formal assessment is delivered through the Edexcel and OCR examination boards and conforms to examination board requirements. Portfolio development is a specific opportunity for diagnostic assessment in line with students chosen career pathway and forms a crucial part of preparing students for further study and professional life.

Assessment Procedures

A. Responsibility

- Each subject teacher is responsible for the regular assessment of the students he or she teaches.

- The Head of Department (HOD) is responsible for ensuring the regular assessment of students within a subject area, monitoring their performance and arranging for records to be maintained.

- The HOD is responsible for overall monitoring of students using internal assessments and examinations and for evaluating performance in public examinations.

B. Assessing Student’s work

Student’s progress is continually assessed as an integral part of teaching and learning using clearly understood criteria of assessment that is shared with students.

1. Work will be set on a regular basis, as appropriate to the course.

2. Students’ progress is continually assessed as an integral part of teaching and learning using clearly understood criteria of assessment that is shared with students.

3. Formative and Summative assessments are used that enable students, teachers and parents to measure progress. The essence of formative assessment is that undertaking the assessment constitutes a learning experience in its own right. Writing an essay or undertaking a class presentation, for example, can be valuable formative activities as a means of enhancing substantive knowledge as well as for developing research, communication, intellectual and organisational skills. Formative assessment is not often included in the formal grading of work.
5. In contrast, **summative assessment** is usually undertaken at the end of a period of learning in order to generate a grade that reflects the student's performance. The traditional unseen end of module examination is often presented as a typical form of summative assessment.

6. Where both formative comments and summative scores are used there should be a clear framework employed to determine scores and comments that clearly linked to exam board specification criteria, with guidelines given for improvement, explanation of errors/unsatisfactory performance and praise and encouragement.

7. Students are made aware of their progress in relation to their personal progress and in relation to examination board assessment objectives (predicted/working grades).

**C. Tutorials**

Tutorials are a primary form of assessment at ISCA and are used for diagnostic, formative and summative feedback sessions. Tutorials last on average for about thirty minutes and are primarily conducted on a 1:1 basis.

1. Portfolio and progression tutorials are allocated to second year students with subject specialist tutors
2. Academic tutorials are delivered by subject specialist staff within discrete subject areas

**D. Teacher’s Records**

1. All subject teachers maintain records of the achievement of the students they teach, using a range of evidence to support these records.
2. Marking of work is undertaken regularly and marks recorded.

**E. Initial Assessment and Bench Marking**

Students are assessed and bench marking data gathered prior to embarking on formal study at ISCA by the following methods:

1. Prior attainment data gathered from previous school records, qualifications and reports
2. Induction activities to establish practical and cognitive skill levels
3. Reports generated form ISCAlive an on-line learning platform designed to test and report on ability in line with the demands of A Level study
4. Formal IELTS testing to establish current levels and allocate necessary support which is repeated at the end of year one.
5. Data is used to identify students with SEND to ensure suitable support can be put in place.

All initial assessment data and bench marking is disseminated to teaching staff and included in course files.
F. Programmes of Study

1. Students are assessed regularly within each subject area and at least twice per term in the key assessed tasks, and in the development and completion of set briefs (these assessments are both diagnostic and for measuring levels of achievement). Feedback is recorded and standardised across the department and is delivered in both verbal and written forms.

2. There are regular opportunities for exam practice throughout the course of study in each subject area and all assessment will conform to the requirements of exam boards.

3. Schemes of work need to clearly indicate assessment opportunities and are written in line with exam board specifications.

G. Monitoring of Students’ Progress

1. Each subject teacher continually evaluates the attainment of each student, responds to his/her needs, and sets targets for future performance.

2. Teachers support and encourage students by drawing attention to the progress they have made, whether by congratulating students for an individual piece of work or in reviewing performance over a period of time. General assessment of the progress of a class depends upon the willingness of students to ask questions, find answers, look for patterns and deeper meaning, observe attentively and find out information. Teachers continually encourage students to involve themselves proactively in the lessons, critiques and group work in order to further assess understanding and progress.

3. Tracking is completed by academic staff within course files to ensure strict monitoring of progress.

4. Each student is made aware of his/her level of achievement in relation to future examination performance, with feedback on how he/she can maximise performance a minimum of twice termly.

5. Each teacher monitors the regular completion of homework for the students that they teach.

6. HOD monitors the performance of individual students in relation to their reports, their overall performance, behaviour records, their personal circumstances and whole school targets.

7. The HOD monitors the performance of students in public examinations in relation to previous performance and school targets.

H. Reporting

1. Reports will be issued twice a year for all students. Reports include predicted grades and targets for improvement as well as comments reflecting on student achievement and performance.

I. Self and Peer Assessment

1. Formal written work and final responses (in the creative subjects) are not the only method if assessment.

2. Students are encouraged to assess their own progress in the classroom through discussion, examining model answers and exemplar art & design work, and
applying assessment criteria to their own work. Self assessment is designed to help students understand assessment requirements so they can make judgements about their own work.

3. Peer marking and contributions during art & design critiques helps students understand the standards expected of them and how to make constructive judgements about work.

4. Students are encouraged to engage in self assessment as part of a Target Setting and Review Day where students set targets to improve their learning.

J. Marking Guidelines

Marking is central to teaching and learning. It informs and supports the quality of teaching and learning. In particular marking:

For the teacher
1. Assists in the diagnosis of student needs and difficulties
2. Assists in the planning of future learning objectives and specific targets
3. Provides evidence of weather planned learning has occurred and the effectiveness of the teaching and allows for modification of the teaching programme is required
4. Provides evidence for a professional judgement to be made on the achievement of a pupil
5. Allows progress to be recorded and where appropriate student achievement to be stated in terms of an A level grade

For students
1. Has a positive impact on students’ attitudes, motivation and self esteem by valuing their work and celebrating achievement
2. Enables them to see how to improve their work and set targets
3. Indicates and corrects errors, omissions and misunderstandings
4. Indicates underachievement in relation to their target grade
5. Involves them in the process as a part of taking responsibility for their own learning

For the parent
1. Indicates that work is regularly viewed and evaluated
2. Informs the parent as to his/her child’s progress in relation to the target grade

For the school
1. Provides a record of individual student progress and achievement
2. Assists the HODn assessing the progress of a student
3. Provides data for the Head of School in the monitoring and evaluation of the curriculum and the quality of the teaching and learning taking place
4. Feedback comments by the teacher to students should be given as appropriate. Whilst a tick without a comment will be appropriate in some circumstances in general a comment should be given alongside written work, however brief this may be. Ideally marked work should reflect a continuing dialogue between teacher and student. Students should be praised orally and in written comment; their strengths need to be noted. Of equal importance, weaknesses, within this positive framework need to be pointed out and strategies suggested for future advancement.
All formal or summative marking is provisional and subject to change after internal and external verification and moderation.

K. Internal Verification and Moderation Procedures
The HOD has overall responsibility for internal verification and moderation. Verification of initial briefs is completed prior to distribution where all staff are involved in the process as part of continuing professional development. Briefs, feedback and assessment are reported on standardised formats. Marking, moderation and invigilation takes place in line with formal examination board and JCQ procedures.

L. Complaints Procedures
The HOD has overall responsibility for internal verification and moderation. Students have the right to appeal examination decisions. Prior to examination students are advised regarding the complaints procedures put in place during formal examinations in line with JCQ. ISCA is ultimately bound by the decision of the authoritative body but can represent the student regarding any queries, clarifications or complaints to be addressed to the examination board. In the first instance any grade queries or clarifications should be sent in writing to the HOD or the designated examinations officer. Appeals will be followed up through a formal meeting regarding the complaint and how to make representations to the examination board.

M. Intellectual Property
The HOD has overall responsibility for internal verification and moderation. All work completed for ISCALive portfolios and formal assessment is the property of ISCA. This may be used for staff training purposes, moderation or examination exemplars as often requested by formal examinations boards. Work may be distributed via the ISCA website or used for publicity purposes without student’s permission.