



King's College School  
*The British School of Madrid*

La Moraleja

## **Assessment Policy**

### **Rationale**

Assessment at KCS supports each pupil in the achievement of his or her full learning potential and fosters the development of self-esteem and personal responsibility. We employ both formative and summative methodology in a self-reflective context which encourages the involvement of all staff, pupils and parents.

### **Definition**

Assessment is the process of obtaining, analysing and interpreting evidence for use by both pupils and teachers to enable the review, planning and improvement of learning. It is a validating and measuring tool that is fully integrated with the delivery of the curriculum and is an essential component of effective classroom practice.

### **Purpose**

The functions of Assessment in KCS are to:

1. Provide information about a pupil's academic progress and readiness to proceed
2. Reinforce desired, effective and successful learning practices and strategies
3. Foster self-esteem and personal responsibility in every pupil
4. Inform parents of their child's progress
5. Motivate pupils to become lifelong learners

Effective Assessment requires that regular feedback is provided in ways that can be understood clearly by pupils, parents, other teachers and persons in the wider community. It is not sufficient that pupils and their parents are given indications of performance alone; we understand that to fulfil their potential, pupils need to be made aware of how they can improve.

### **Types of Assessment**

Assessment throughout the school will be both formative (to assist pupils in building understanding, skills and knowledge) and summative (to assess pupils' acquired understanding, skills and knowledge).

Through a process of ongoing assessment the key concepts and skills for each subject and stage of learning will be tracked, and recorded on Classroom Monitor, with the expectation that all pupils will have a secure knowledge by the end of each year in line with age appropriate expectations.



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Throughout the curriculum, assessment should be criteria-related and a wide variety of different assessment opportunities are used to ensure they are relevant and motivating to pupils. As part of the assessment process, pupils are encouraged to evaluate their own progress and set targets for improvement.

As part of the process, all pupils from KS1 will be assessed using the Cognitive Abilities Test (CAT4), which is a diagnostic assessment designed to help pupils and teachers understand how they learn and what their academic potential might be. Through assessment in four key areas (Non-Verbal Reasoning, Verbal Reasoning, Quantitative Reasoning and Spatial Ability) it helps teachers decide about the pace of learning that is right for each individual pupil and whether additional support or challenge is needed. The CAT4 tests also provide a Standardised Age Score (SAS) for each area, indicating how easily pupils may find it to access the curriculum.

Up until June 2016 King's College School assessed pupil progress at the end of each year and Key Stage using optional SATs tests, and Year 6 pupils took the UK National SATs up until 2015, with pupils taking a King's version SATs test in 2016 agreed across the King's Schools in Spain.

This has now been fully reviewed across the group, and from the end of each year from June 2017 pupil progress will be assessed in all year groups using GL assessments PIM (Progress in Mathematics) and PIE (Progress in English).

### **Assessment of Attainment Systems**

As a school delivering the British National Curriculum in Spain we have two sections running in parallel throughout both Primary and Secondary departments. The British Section will deliver Assessment in accordance with the best practices employed by British schools. The Spanish Section will deliver Assessment in accordance with best practices employed by Spanish schools.

### **The British Section**

#### **Primary**

#### **EYFS**

In EYFS children are assessed using the development matters documentation and the Early Learning Goals at the end of EYFS. Assessment is ongoing in EYFS and completed through observations of the children.



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### **Observations**

The observational assessment provides ongoing information about children's learning and development and is used to inform planning. It is based around children in action, in their self-chosen play as well as planned activities. Staff observe as part of their daily routines. Children are observed in play and self-chosen activities as well as planned adult focused activities. Observations are analysed to highlight achievements, needs for further support and planning for next steps. Children are involved, and encouraged to express their own views on their achievements through daily review times. The effectiveness of our assessment system rests on the quality and significance of the observations and not the quantity.

### **What we observe**

Observations are carried out when children are involved in different types of learning experiences and activities both indoor and outdoor. These can be child-initiated activities or teacher led activities, or activities which have been planned, but which children will carry out independently for most of the time.

### **How we observe**

Observations are carried out in a variety of different ways.

- Participant observations; when the adult is involved in play with children or when the adult is involved in planned teacher led activities.
- Incidental Observations, when the teacher notices something significant that they are not involved in.
- Conversations and discussions with children can also be noted as observations.

Review time allows the children to talk about their own learning and interests.

### **Recording**

- Photos of children carrying out a particular activity or involved in play alongside annotated notes describing the learning process. These are recorded on 2simple's, 2buildaprofile.
- Samples of work for example drawings, independent emergent writing, photos of models, art work are also collected and presented in books as evidence of the children's progress. These are accompanied by Learning Objectives and teachers annotations.



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### **Planned focussed observations**

Where the observer deliberately stands back to observe and does not become involved. During the observations we:

- Write down in short, quick notes what is significant to the child's learning and development.
- Look out for the things we don't already know or anything new.

Note of the date, time, area of learning and context are all included. After the observations we decide what it tells us about the child's learning and development and consider the next steps for that child and any implications for future planning.

### **Key Stage 1 and Key Stage 2**

In KS1 and KS2 the children are assessed against a six grade system in Reading, Writing and Maths. The grades for each year have the following descriptions, Beginning, Beginning +, meeting, meeting +, secure and exceeding.

This grading is applied progressively throughout the year, in each year group. This shows the children's progression and achievement.

In the other core subjects, computing and science; teachers and pupils assess against criteria set out in individual assessment booklets. This shows the children's progress and achievement throughout the year.

Parents are informed termly about their children's attainment through our reporting system. The reports outline the child achievement and if they are working towards, working towards +, working within, working within +, working beyond or working beyond + compared to the expectations for the time of year and the child's year group.

### **Secondary**

From Year 6 pupils will be assessed against a 1-9 point scale, in line with many UK schools for KS3, ensuring a smooth transition to KS4 where 1-9 is used for GCSE curriculum subjects.

The 1-9 point scale will be applied progressively throughout the year, in each year group and all subjects, showing pupil progression and achievement with points 7-9 representing learning above and beyond age-related expectations. Most pupils will be expected to achieve between 4 and 6 by



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the end of the year, showing expected performance related to their understanding of the key skills and knowledge for the specific programme of study in that subject.

Parents will receive information termly, on pupil Grade Cards, indicating whether the pupil's rate of progress is on track, or above/below expectations, when compared to the expected performance for the subject and year group.

This table shows performance related to the number awarded on the 1-9 point scale, at the end of each year.

Star pupils	<b>9</b>
Exceptional Performance	<b>8</b>
Above Expected Performance	<b>7</b>
High Level Expected Performance	<b>6</b>
Expected Performance	<b>5</b>
Low Level Expected Performance	<b>4</b>
Below Expected Performance	<b>3</b>
Well Below Expected Performance	<b>2</b>
	<b>1</b>



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### **The Spanish Section**

The Spanish Section uses a 10-point grading scale:

<b>Grade</b>	<b>Spanish</b>	<b>English</b>
9.0-10	The best possible grade and is called " <i>sobresaliente</i> "	outstanding
7.0-8.9	Called " <i>notable</i> "	very good
6.0-6.9	Called " <i>bien</i> "	good
5.0-5.9	The lowest passing grade and is called " <i>suficiente</i> "	sufficient
3.0-4.9	Called " <i>insuficiente</i> "	insufficient
0.0-2.9	The lowest possible grade and is called " <i>muy deficiente</i> "	very poor

At the end of Year 9 pupils move from King's College School, La Moraleja to King's College Madrid, Soto de Viñuelas, to join Year 10. All transfers are subject to the pupil reaching a specific minimum academic and behavioural performance in their current year group.

<b>Created and Reviewed by :</b> SLT November 2016	<b>Policy Category:</b>
<b>Approved by :</b> Dawn Akyurek October 2016	<b>Next Review:</b> <b>October 2017</b>
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**Appendix 1 - KCS Academic Calendars**

**Primary Academic Calendar 2016/17**

Autumn																
Week	1 WC 29.08	2 WC 05.09	3 WC 12.09	4 WC 19.09	5 WC 26.09	6 WC 03.10	7 WC 10.10	8 WC 17.10	9 WC 24.10	10 WC 31.10	11 WC 07.11	12 WC 14.11	13 WC 21.11	14 WC 28.11	15 WC 05.12	16 WC 12.12
EYFS																
KS1																
KS2																

  

Spring													
Week	1 WC 9.01	2 WC 16.01	3 WC 23.01	4 WC 30.01	5 WC 06.02	6 WC 13.02	7 WC 20.02	8 WC 27.02	9 WC 06.03	10 WC 13.03	11 WC 20.03	12 WC 27.03	13 WC 03.04
EYFS													
KS1													
KS2													

  

Summer										
Week	1 WC 17.04	2 WC 24.04	3 WC 01.05	4 WC 08.05	5 WC 15.05	6 WC 22.05	7 WC 29.05	8 WC 05.06	9 WC 12.06	10 WC 19.06
EYFS										
KS1										
KS2										

  

Key						
Baseline	Parents meetings	Assessment Week	Reports to parents	Book Scrutiny	Inspection	Data Input

