

# **ST. CATHERINE'S BRITISH SCHOOL**

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## **Upper School Assessment Policy**

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### **(i) Aim of Assessment**

The aim of assessment is to improve learning and teaching. Assessment should:

- Motivate by rewarding and promoting effort and achievement;
- Positively inform students, teachers and parents;
- Result in supportive and critical reflection as to the progress and future targets of individual students and teaching groups.

### **(ii) Principles of Effective Assessment**

Assessment should:

- determine the depth and breadth of knowledge and understanding
- evaluate skills as they develop
- provide feedback to students on their progress and to diagnose individual students' learning needs
- provide evidence on how learning outcomes met the planned learning objectives, so the planning of future teaching and learning is informed.
- provide contextualised feedback to parents/guardians as to their child's progress and development
- motivate the whole learning community through success in achievement
- assessment should support and reflect the St Catherine's Mission Statement and the IBO Learner Profile.

An effective assessment framework should:

- enable students to demonstrate the full extent of their capabilities and knowledge
- be appropriate to the skills and knowledge acquired by the student in the relevant course of study
- have criteria that are known and understood to the student in advance
- be carried out using a range of strategies and tools so that all students have some opportunity to demonstrate progress and be rewarded for achievement
- allow students to achieve in ways that the teacher could not foresee
- encourage students to be responsible for their own learning
- enable students to evaluate their own progress so that they can develop strategies to improve and excel.

### **(iii) Reducing Assessment-Induced Stress**

St Catherine's recognises that the school community and wider society places great importance on achievement in assessment. The expectation of high achievement can place many students under great stress and this can negatively affect performance, demotivate, push a student to academic malpractice and, most seriously, lead to stress-related physical and psychological illness. The school is committed to minimising stress within a realistic assessment programme.

Assessment-induced stress can be reduced if:

- Teachers ensure that students are fully briefed as to the purpose, criteria and content of upcoming assessment activities. This could include the clear description and supply of

the material to be revised, the release of past exam papers and example essays, the distribution of exam body assessment criteria, the showing of recordings of example presentations and performances.

- The content of the assessment realistically reflects the prior learning of the student.
- Students have adequate time to prepare for and complete assessment. Assessment activities such as tests and report/essay deadlines should be scheduled with the students' other school obligations in mind. They should be scheduled on Teams at least two weeks in advance.
- Individual students have realistic targets within assessment.
- Parents are counselled as to the realistic targets for their children.
- The consequences of low achievement in a single assessment exercise are not catastrophic.
- Students receive guidance on revision techniques and strategy.
- The learning, teaching and assessment throughout the Upper School provides a graduated pathway through to success in the external formal assessments in Year 11 (IGCSE) and IB2 (IB Diploma).

#### **(iv) Reporting Assessment Outcomes**

Each year from Year 7 to IB 2 parents will receive formal feedback on each individual student on three or four occasions:

Verbal feedback:

- Years 7 to 12 have two Parent-Teacher meetings, one in the Autumn Term and one in Term 2 for Year 7 and 8 and one in the Summer Terms for Years 9, 10 and 12.
- Years 13 have one Parent-Teacher meeting. This is held in Spring term.

Written feedback:

- Years 8 and 9 receive four data reports with grades either as data only report or accompanied by tutor or teacher comments.
- Years 7, 10 and 12 receive three data reports with grades either as data only report or accompanied by tutor or teacher comments.
- Years 11 and 13 receive two data reports with grades either as data only report or accompanied by tutor or teacher comments. For the exam year groups at least one of the summative reports is based on assessments sat in exam conditions.

The term grades are based upon a range of in-class and assessment tasks. Each subject/department has a common formula to be applied to all students in a given year group. The type of task and the weighting given to each has been formulated according to the nature of the subject and, in Key Stage 4 and IB Diploma, the type of tasks required by the IBO and (I)GCSE exam boards in each subject.

## Achievement Grade Descriptors

**Key Stage 3 and Key Stage 4:** In Key Stage 3 (not Year 7) and Key Stage 4 the term grades for achievement are given according to the descriptors below.<sup>1</sup> The grades reflect overall academic progress in assessment tasks during across a range of assessment tasks such as tests, reports, essays, projects, presentations and examinations.

| Achievement Grade | Descriptors                                                                                                                                                                                                                                                                                                                                        |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9                 | Always produces high-quality, innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Always demonstrates sophisticated critical and creative thinking. Always transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.                    |
| 8                 | Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.      |
| 7                 | Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.                                |
| 6                 | Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.                                  |
| 5                 | Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.                    |
| 4                 | Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations. |
| 3                 | Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.                                                   |
| 2                 | Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.                                                                                                 |

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<sup>1</sup> Adapted from <https://www.ibo.org/globalassets/publications/recognition/ib-myp-course-results-certificate-2016-en.pdf>:

|          |                                                                                                                                                                                        |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1</b> | Produces little or no work of assessable quality. Has no understanding of concepts and contexts. Does not demonstrate critical or creative thinking. Cannot apply knowledge and skills |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## IB Diploma Achievement Grades

Achievement grades on the IB Diploma scale of 1 - 7 reflect overall academic progress in assessment tasks during across a range of assessment tasks such as tests, reports, essays, projects, presentations and examinations.

Each subject group makes reference to the IB Grade Descriptors published by IBO in December 2017.

(<https://www.ibo.org/contentassets/0b0b7a097ca2498ea50a9e41d9e1d1cf/dp-grade-descriptors-en.pdf>)

The grade scale is summarised as

|         |                                                  |                              |
|---------|--------------------------------------------------|------------------------------|
| Grade 7 | Highest level of attainment                      |                              |
| Grade 6 |                                                  |                              |
| Grade 5 |                                                  |                              |
| Grade 4 | Baseline passing grade for an individual subject | <i>Increasing attainment</i> |
| Grade 3 |                                                  |                              |
| Grade 2 |                                                  |                              |
| Grade 1 | Lowest level of attainment.                      |                              |

(For Theory of Knowledge and Extended Essay grades are awarded on the A – E scale in accordance to IB Diploma practice)

### **Effort/Attitude Grades: Key Stages 3, 4 and IB**

*Teachers will have chosen the award below that most closely describes the student's effort, attitude and organisation in class and homework. Key contributing factors are effort made to produce work to the best of ability, willingness to participate in class activities, maintenance of concentration in lesson, punctuality in arriving to lesson, whether correct materials are brought to lesson and whether homework/coursework is handed in by its deadline.*

| <b>Effort/Attitude Grade</b> | <b>Descriptor</b>                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Excellent</b>             | Fully prepared, committed and working to the best of their ability in every lesson. Often volunteers constructive contributions in class. Takes lesson content further and shows initiative. Manages their time and work efficiently and is highly self-disciplined. Fully focussed, attentive and co-operative. Respectful of others at all times.                                                            |
| <b>Very Good</b>             | Tries very hard in the lessons. Contributes to class/group discussions. Follows instructions willingly and thoroughly. Always ready to learn, including having the correct books and equipment. Completes homework on time to a very good standard. Responds well to feedback. Very good levels of focus, attention and co-operation in class.                                                                 |
| <b>Good</b>                  | Work is handed in promptly. Care is taken over presentation. Work completed is of a satisfactory standard. Homework is completed to an acceptable standard. Is mostly attentive but may need some direction from the teacher to regain focus. Shows resilience and is willing to persevere when things are difficult. Takes responsibility for their work and is well organised.                               |
| <b>Satisfactory</b>          | Usually engages in the lessons but needs reminding to keep on task and rarely gives maximum effort. Often willing and ready to learn but sometimes unprepared e.g. forgetting books/equipment. Homework usually completed, but not always on time. Evidence of work being rushed and not reaching the standard of which the student is capable. Sometimes behaviour can be disruptive.                         |
| <b>Needs Developing</b>      | Makes little apparent effort and needs frequent reminders to stay on task.<br><br>Often not willing or ready to learn, frequently forgetting books and equipment. Homework rarely completed on time or to the standard of which the pupil is capable. Regularly displays disruptive behaviour which prevents other students learning and the teacher teaching. Disrespectful towards other pupils and teacher. |

## (v) Description and Scheduling of Assessment Activities

**Examination.** A formal synoptic assessment activity, such as written/oral/practical exam, taken under strict supervision by invigilators who are not the relevant subject specialists in the subject being examined.

External or public examinations undertaken in the Upper School include:

- IB Diploma examinations,
- (I)GCSE examinations,
- GCE AS level Modern Greek examinations,
- GL Assessment Progress Tests in Mathematics and Science,
- Star Reader Reading Tests,
- Ellinomatheia Modern Greek examinations,
- Cambridge Examinations BMAT, HAT, TSA, LNAT tests,
- College Board PSAT examinations.

Mock examinations are administered in January to Year 11 and March to Years 13. Internal examinations are administered in the summer term in Years 10 in all (I)GCSE courses and in January and the summer term to Years 12 for the IB Diploma courses. Normal teaching schedule is suspended during the examination periods.

**In-Class Assessment.** A formal assessment on a specified topic(s) that are administered, with advanced notice, in lesson time according to teacher's discretion. These need to be announced at least two weeks in advance and posted on Teams in order to ensure that full assessment data is available without undue pressure.

**Low Stakes Test.** An informal class activity that in some cases may be given without prior warning or short notice. Scheduled at the teacher's discretion. These should not be longer than 5 minutes. The purpose of this activity is to identify gaps in knowledge, any misconceptions and to inform teacher planning.

**Coursework/internal assessment/externally assessed essays.** Formal home or class activities that are subject to external exam-board criteria and strictly subject to Academic Integrity regulations. The nature of these activities is subject specific and may involve:

- Group or individual research project
- Essay or report writing
- Class presentation
- Exhibition or Performance.

Interim deadlines are set by the subject teacher. Final internal assessment deadlines are set at the beginning of the academic year by the IB Coordinator and Deputy Head Academic, in consultation with teaching staff.

**Classwork/Homework.** Any other learning activity that helps reflect student's progress and achievement. These will provide the opportunity for a variety of ongoing formative assessment strategies, including teacher assessment, peer assessment, group assessment and self-assessment.

## (vi) Standardisation of Grades

In all subjects and levels where more than one staff member is responsible for awarding term achievement grades, mock examination grades or formal internal assessment grades then it is expected that a common assessment model is applied to generate all students' awarded grades. The appropriate Head of Department/Subject Coordinator will be responsible to ensure collaborative internal standardisation procedures, such as sample cross marking and review, will have taken place so that all students marks are consistently awarded.

Where different subjects within a subject group (such as Modern Foreign Languages or Experimental Sciences) have common assessment frameworks then it is expected again that the that appropriate Head of Department/Subject Coordinators will be responsible to ensure collaborative internal standardisation procedures are implemented so that the grades across the subjects are comparable and consistent.

The Senior Leadership of the Upper School will ensure that departmental meeting time is allocated in the staff meeting calendar at times appropriate to the standardisation of term achievement grades, mock examination grades and formal internal assessment grades.

#### **(vii) Regulations Regarding Lateness and Absence from Examinations and Tests.**

##### **External Examinations:**

*The external examination bodies' (IBO, CIE, Pearson (Edexcel), AQA) own regulations and policies, which are subject to change at short notice, always take precedence over the school's policies.*

External IB Diploma and (I)GCSE can only be taken on the date specified by the examination body unless there are special circumstances, as approved by the examination body. Any such scheduling is extremely rare and can only be made with written permission from the examination body.

For candidates who are late or miss an examination due to a significant unforeseen event such as serious illness or accident, documentary evidence such as a letter from hospital or police report is required so that appropriate petition can be made to the examination body for a grade to be awarded in that subject.

Candidates arriving late for external examinations without sufficient reason may only be allowed to enter if in compliance with examination body regulations. If permitted to enter, the full examination time cannot be guaranteed for such candidates.

##### **Internal School Examinations and Tests:**

Internal school examinations and tests must be taken at the time specified by the published school timetable and/or subject teacher. If a student misses an examination due to unforeseen or unavoidable circumstances (such as serious illness or university interview) then a re-sit examination will be arranged during the following lesson. Heads of Department will keep Heads of Year and Key Stage aware of students missing the test. Where students miss assessments on more than three occasions across subjects, the Head of Year or Key Stage will make contact home to understand the reasons for this. In cases of protracted absence, the IB Coordinator/Deputy Head Academic in consultation with the Head of Key Stage may waive the

rearranged examination if it is felt detrimental to the overall progress of the student due to other conflicting assessment obligations.

### **IB1 Re-sits:**

### **Formally Assessed Oral Examinations, Presentations Exhibitions and Performances:**

These can be rearranged at the school's discretion in cases of unforeseen or unavoidable circumstances (such as serious illness or university interview). However, if a student misses an assessment such as a presentation owing to not being ready then a zero grade is awarded and the parent/guardians informed. The IB Coordinator and Deputy Head Academic will decide if another opportunity and alternative date is provided to do the presentation. If such a decision is made then the presentation will be on a different topic to the originally planned presentation.

### **(viii) Procedures for Formally Assessed IB and (I)GCSE Coursework**

Formally assessed coursework includes IB ToK essay, Extended Essay, Language A Higher-Level Essay and (I)GCSE supervised assessments.

### ***Deadlines:***

**Final deadlines** for formally assessed coursework are set by the IB Coordinator and Head of Department in consultation with Deputy Head Academic. These deadlines take into account the time needed after submission to mark work where appropriate and to complete bureaucratic tasks, in order to complete electronic submission or to complete dispatch to the examiner by the date specified by the examination body. **Failure to meet the final deadline will mean that the student will be awarded "incomplete" and will fail that IB/(I)GCSE subject and the IB Diploma.**

If serious illness or accident prevented submission by the final deadline then the most recent draft available will be sent on the student's behalf.

All major coursework projects should have at least one interim deadline where a provisional draft is submitted to the teacher/supervisor. This draft is kept on file by the teacher and can be requested on the final school deadline by the IB Coordinator and Head of Department for dispatch if no further draft was forthcoming. The interim deadline is set by the teacher/supervisor in consultation with the IB Coordinator and Head of Department.

### **Permissible Guidance to Students and Re-presenting of Assessed Work:**

St Catherine's follows the guidelines laid out by the relevant subject syllabi. The guidance by teachers given should ensure that the students themselves retain responsibility for the work but the guidance should:

- help students to identify a suitable research question or objective and to appreciate the underlying theoretical background implied
- clarify the assessment criteria and objectives
- help students acquire the skills to complete the task
- help break down task into smaller units

- help student reflect on quality of work in progress and guide students into more productive routes of inquiry
- monitor rate of completion
- reinforce academic integrity.

The teacher/supervisor is **not responsible** for the quality of the outcome and should not redraft the work for the students.

Once the final piece of work has been submitted and marked the teacher should not return it for re-drafting by the student.

**At KS3 and KS4 only: Assessed presentations** should be scheduled so that there is time for students to undertake a second presentation on a different topic if it is felt by both student and teacher that the original presentation fell considerably short of their potential.

### **(ix) Appeals Procedures**

Whereby it is felt that a decision made by an awarding organisation, or the assessment process has not been correctly applied, appeals processes are available to candidates and centres. Appeals can be made against:

- Internal assessment decisions
- Reviews of marking for centre assessed work
- Decisions by the school not to support an Review of Marking (ROM)
- Outcome of an Review of Marking (ROM)
- Malpractice decisions made by an awarding organisation
- Decisions made by an awarding organisation regarding access arrangements or special consideration

### **Internal Assessment Appeals**

The JCQ General regulations require schools to have a written internal appeals procedure relating to internal assessment decisions. The school is committed to ensuring that whenever its staff mark candidate's coursework that this is done fairly, consistently and in accordance with the awarding organisation's specification and subject specific associated documents.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. The school is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding organisation. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

If a candidate believes that this may not have happened in relation to his/her work, he/she may make use of this appeals procedure. After candidates' work has been internally assessed, it is moderated by the awarding organisation to ensure consistency in marking between centres. The moderation process may lead to mark changes. This process is outside the control of the school and is not covered by this procedure.

### **Internal assessment appeals procedure**

1. Appeals must be made as soon as possible and no later than 30<sup>th</sup> March each academic year, this is to ensure that the process can be concluded prior to the final submission of marks to the examination board.

2. Appeals must be made in writing by the candidate to the Examinations Officer at the school address: (or via email [lindy.steele@stcatherines.gr](mailto:lindy.steele@stcatherines.gr))

St. Catherine's British School  
B. Antonopoulou 9,  
145 61, Kifissia, Athens Greece

3. The Head of Centre will appoint an appeals panel to conduct the investigation. The appeal panel will consist of senior members of staff who have had no involvement in the internal assessment process for that subject.

4. The purpose of the appeal panel will be to decide whether the process used for internal assessment conformed to the awarding organisation's specification and subject-specific associated documents.

5. The Head of Faculty must provide the following evidence for the appeal panel:

- a. Faculty minutes to indicate that the school procedure for internally assessed coursework/controlled assessment was discussed and given out to new and existing members of the department.
- b. The mark scheme or marking criteria for the coursework provided by the awarding organisation.
- c. The subject mark scheme or marking criteria given to the teachers for marking the coursework if this differs from that of the awarding organisation.
- d. Dates when the coursework was set and to be handed in for each student.
- e. Evidence that all teaching groups have been given the same length of time.
- f. The subject policy for candidates who were absent when the coursework was set or were absent for part of the period during which the coursework was being carried out.
- g. Dates when the coursework was marked by the teachers.
- h. The name of the teacher in charge of the internal standardisation.
- i. Evidence that the information from this meeting was disseminated to the subject.
- j. Dates(s) for subject standardisation meeting and teachers in attendance.
- k. If the teacher assessing the piece of coursework was absent, what was done to ensure that the information was given to the teacher
- l. Copy of coursework marks sent to the awarding organisation.

The evidence above may only be requested by a JCQ inspector or the awarding organisation if a parent makes a further appeal against the panel's decision.

6. The candidate will be informed in writing of the outcome of the appeal, including any relevant correspondence with the awarding organisation, and any changes made to internal assessment procedures

7. The outcome of the appeal will be made known to the Head of Centre and will be logged as a complaint. A written record will be kept and made available to the awarding organisation on request. Should the appeal bring any irregularity in procedures to light, the awarding organisation will be informed.

The school:

1. will ensure that candidates are informed of their centre assessed marks after the Spring break (this will be later for subjects such as Art and Drama and PE where a visiting moderator is needed). In order that they may request and receive a completed review of the centre's

marking before marks are submitted to the awarding body (deadlines vary however normally first week in May).

2. Will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment.
3. Expects that any requests for reviews of marking from students must be made in writing promptly after receiving copies of any materials, and must state the grounds for appeal.
4. Will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
5. Will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
6. Will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
7. Will inform the candidate in writing of the outcome of the review of the centre's marking.
8. Will ensure that the outcome of the review of the centre's marking will be made known to the head of centre and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the review of the centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.

After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation process may lead to mark changes. This process is outside the control of the school and is not covered by this procedure

#### **(x) Assessment Arrangements for Candidates with Special Educational and EAL Needs**

*(To be read in conjunction with the St Catherine's British School's Special Educational Needs and Disabilities Policy and Language Policy)*

The school should endeavour that candidates with acknowledged special physical or learning needs, as well as students with EAL requirements, should not be unfairly disadvantaged in either formative or summative assessment. There are many options available for special arrangements to be made including:

- provision of differentiated tasks in the context of formative assessment activities.
- allowance of extra time to complete summative assessment tasks (or provision of a shorter internal assessment that still tests the appropriate material).
- allowance to use a laptop in some subjects
- use of a reader or scribe
- use of a Braille keyboard
- use of examination or test papers with larger font
- use of a simple translating dictionary

The external examining bodies allow similar provisions. For IB Diploma and (I)GCSE examinations the IB Coordinator and the Head of Learning Support must apply with due notice and supply any relevant supporting documentation such as medical or psychological reports. The school can only make special provision in external examinations if permission is granted by the examining body.

The teacher and IB Coordinator and the Head of Learning Support will decide on the appropriate feasible arrangement.

#### **(xi) Academic Integrity**

*(To be read in conjunction with the St Catherine's British School Academic Integrity Policy, May 2022)*

Academic integrity is an ethic that should be shared by students, teachers, administrators, governors and parents. All aspects of school life, within the classroom, in the assembly hall, on the sports field or stage and beyond, contribute to an environment which nurtures and maintains academic integrity. A student who has self-belief and has always been shown that honest participation is more valued than short term gain, is going to apply the same ethic to their assessment work.

Learning, teaching and assessment throughout the Upper School will re-enforce academic integrity. The staff will at all times lead by example and will always emphasise academic integrity. The individual attention given by the school to all students should be maintained so that work that is not concordant with that student's perceived potential can be scrutinised further. The school recognises that students may resort to academic malpractice due to stress and the lack of self-belief that they can succeed for themselves, and we therefore implement the measures in the Upper School described in the St Catherine's British School Academic Integrity Policy.

*The external examination bodies own regulations and policies, which are subject to change at short notice, always take precedence over the school's policies for all formally assessed tasks.*

#### **(xii) Expectations Arising from this Policy**

**Expectations of Teaching Staff:** The teaching staff should

- determine appropriate deadlines, taking into consideration the student's workload and give adequate time for the completion of out-of-class assessments
- collect and provide feedback on a full draft of any major coursework assignment
- collect and provide feedback on a provisional draft of any major coursework assignment, that can be dispatched by internal deadline if no final draft is available
- monitor and promote academic integrity as outlined in St. Catherine's Academic Integrity Policy
- provide information and material to guide students' preparation for assessment
- clearly define common assessment tasks and criteria within departments/subjects for each year level
- use student performance as feedback to inform teaching and to initiate refinements to, or changes in, the curriculum and its delivery
- use a variety of formative and summative assessment methods
- use assessment to facilitate student reflection on learning
- maintain records for individual students within a teaching group

**Expectations of Students:** Students should

- make productive use of guidance and time given for preparation and completion of assessment
- meet deadlines for assessment.
- consult, prior to the deadline, with their teacher/tutor/head of key stage if they have legitimate reason for not meeting a particular assessment target.

- present themselves fully equipped with materials (and where relevant preparatory work) for assessment activities
- not resort to academic malpractice under any circumstances.
- reflect on assessment outcomes so as to develop strategies to improve their learning.

**Expectations of the School Administration:** The administration should

- produce examination/test timetables with enough notice for students and teachers to formulate a revision programme
- provide information as to final deadlines, events and significant dates so that teachers can effectively schedule assessment
- ensure that departmental meeting time is allocated in the staff meeting calendar at times appropriate to the standardisation of term achievement grades, mock examination grades and formal internal assessment grades.
- provide access to suitable premises for examinations
- ensure students and staff are fully aware of all assessment regulations, including protocols for invigilation and academic integrity policy
- provide secure storage for external examination papers.
- facilitate departments in their implementation of, and any revisions of, this policy.

**Expectations of Parents:** Parents should

- help provide a supportive and informative environment for their children to prepare for assessment
- help motivate their children to complete assessment tasks to the best of their ability
- consider examination dates and assessment deadlines when scheduling family obligations
- support student adherence to set deadlines for work
- support St Catherine's School, IBO and (I)GCSE exam board's policies regarding authenticity of coursework assessment
- avoid placing unrealistic expectations on their children.

## **Wellbeing**

**St Catherine's aims to build and maintain a workplace environment and culture that supports mental health and wellbeing and prevents discrimination (including bullying and harassment).**