



Assessment Policy

At Oporto British School we aim to be a vibrant and challenging. We are committed to achieving excellence for all our pupils. We believe in providing a well-rounded education which develops strong moral and ethical values, while supporting every pupil as they strive for excellence in their academic achievements. We put the individual needs of our pupils first and encourage them to be independent in thought, and aware of their place in the school and wider community. Most importantly, we aim to foster an enduring love of learning based on enjoyment, challenge and achieving success at every stage from EYFS to IBDP.

The purpose of this assessment policy is to clarify and explain the assessment processes at Oporto British School which help us in achieving our vision of achieving excellence for all.

Assessment for Learning

Assessment for Learning is an integral part of classroom practice, enabling teachers to evaluate pupils and personalise teaching, involving and enabling pupils to become independent learners. A variety of strategies are used to achieve this.

Our pupils are encouraged to be reflective learners and to use verbal and written feedback as an opportunity to discuss their areas for improvement with their teachers. Assessment objectives, criteria and information about assessments are shared with pupils and parents through the Primary and Secondary websites, grades reports, written termly reports and through marking feedback in pupils' books. Tutorials include reflection time, and tutors and teachers work with pupils to create realistic targets and strategies for improvement.

Marking

The quality, frequency and extent of marking is important across all Key Stages. This is monitored by teachers, Heads of Departments and Co-ordinators during termly moderation and standardisation procedures including work scrutinies.

High quality marking is required from all academic staff. This could include:

- Comments related to objectives that show the learner what they have achieved
- Comments on how the learner can progress
- Comments on effort, presentation or content
- Comments on vocabulary, grammar, punctuation and spellings

Baseline Assessments

Both internal and external baseline assessments are carried out on a regular basis because:

1. It supports teachers' professional judgements
2. It allows for tracking and monitoring to be carried out in a meaningful way
3. It helps pupils to become aware of their strengths and areas for improvement
4. It provides information to support curriculum design (including SEN/EAL/AG&T) and school improvement measures.

Internal baseline testing includes reading, verbal, numerical and non-verbal testing at Primary level. This is supplemented by specific external assessments based on individual requirements.

External baseline testing is provided by different companies including CEM, GL Assessments, Star Reading and Cambridge Assessments.

EYFS – Tapestry, EYFS profile.
Primary – INCAS, PIRA, PUMA



Form 6 – MidYis
Form 9 – YELLIS
Form 11 – CEM IBE
Admissions – CATs and CEM

These external sources provide a statistical breakdown and analyses on a school and individual pupil level. These indicators are used to evaluate our effectiveness in teaching and learning; to inform our future improvement measures and for tracking.

Data collected from baseline testing is available on the Shared Area and on SIMS. Teacher assessment* marks are also entered onto SIMS regularly. The whole school uses this data:

- teachers use it formatively alongside other modes of assessment to inform teaching and learning
- teachers share the data with pupils as appropriate to set targets
- pupils use it as part of their ongoing evaluation of their learning
- tutors use it to set and monitor targets for their tutor group
- parents use it as a basis for communication with teachers and leaders
- Heads of Sections and Co-ordinators use the data as part of our continuous system tracking and monitoring of pupil progress

* **Methods and modes of teacher assessment**

Written test/examination(formative/summative)

Accelerated Reader

Mental arithmetic test

Multiple choice quiz/test

Oral assessment

Presentations

Quiz

Practical task/design

Speaking and Listening: group or individual

Essay/critique: individual

Project work

Reporting

Targets are shared with parents and pupils as explained above. Pupil planners are used to communicate information regarding progress and targets. Regular Parents' Evenings are held throughout the school year; informal meetings with parents are regular. At Primary, effort and attainment grades are sent half-terminly and a full written report is sent to parents at the end of the year.

Levelling system

- EYFS generic effort descriptors (very good, good, working towards, cause for concern) (effort only)
- Key Stage 1 - 4-1 attainment as per English, Maths, Science and Humanities
- Key Stage 2 – 4-1 attainment as per curriculum attainment levels per subject
- Key Stage 3 - 1-7 attainment as per curriculum attainment levels per subject
- Portuguese – as per Portuguese curriculum objectives and 4-1 attainment
- IGCSE – A* - U as per subject grade descriptors
- IBDP – level 1 -7 as per subject level descriptors



Examinations

Throughout their education at OBS, our pupils sit a variety of formal examinations:

Forms 2-4 Cambridge Progression tests

Form 5: Cambridge Primary Checkpoints (externally marked)

Form 6 - 8: Key Stage 3 examinations (internally marked and moderated)

Form 10: IGCSE

Form 12: IBDP

Review and Evaluation

Coordinators in liaison with Heads of Section will review this policy on a bi-annual basis. In addition, the Curriculum Committee will also review this policy. Recommendations will be presented to the headmaster.

Please see the following policies and links for more information:

- Curriculum Policy
- Departmental Policies/handbooks
- Marking Policy

Last Reviewed: 2021