



Assessment, Tracking and Reporting Policy

At Oporto British School we aim to be a vibrant and challenging school 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 procedures at Oporto British School which help us in achieving our vision of being an inspirational institution of thinking and learning, promoting excellence from all our pupils, and developing the compassionate, responsible leaders of the future.

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 in order 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 a number of ways as described below.

Marking

The quality, frequency and extent of marking differs depending on pupils' ages. Marking policies are available for EYFS, Primary and Secondary departments. Marking is monitored by Heads of Departments and Co-ordinators during termly moderation and standardisation procedures including work scrutinies.

High quality marking is required from all academic staff. Comments may be written or verbal and could include:

- Comments related to objectives that show the learner what they have achieved
- Comments on how the learner has improved
- Comments on effort, presentation or content
- Comments on vocabulary, grammar, punctuation and spellings
- Comments on the pupil's next step to develop their skills further

Tracking Progress

EYFS: Students are observed against the Early Learning Goals and outcomes in the Early Years Framework. They are tracked through the use of an online assessment tool called Tapestry, which parents have access to. Students are also tracked every half term in their phonics and they are assessed through the different phases of the letters and sounds programme.

Primary:

Primary teachers use *Classroom Monitor* to track progress against learning objectives on an ongoing basis. Classroom Monitor is used to inform weekly planning, feedback to parents and pupils and reports. Print outs are shared with parents to highlight areas of strengths and pupil targets. Teachers use Puma and Pira



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reading assessments. INCAS testing is conducted at the beginning of the school year to assess students maths and reading age. Students work is monitored and adapted daily by outcomes.

Secondary: Secondary teachers track progress in individual departments and record an attainment level half termly on SIMS. This information is then collated into an 'overall' tracking sheet on SIMs that also includes base line target grades and where required, teachers' predictions.

Formal Assessments

Both internal and external formal 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 testing includes reading, verbal, numerical and non-verbal testing at Primary level, such as weekly spellings and times tables tests. In the secondary section, each department carried out a range of formative and summative assessments that includes written tests, projects, assignments, practicals etc.

External assessments provide us with 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 formal testing is available on Sharepoint and SIMS.

EYFS: Students are assessed against the letters and sound programme from Department for Education. They are also assessed against the development goals as they move through the Early Years Framework. Observations through photographs and anecdotal notes form these assessments.

Primary:

- PIRA Termly Reading assessment
- PUMA Termly Mathematics assessment
- Star Reader Test on Accelerated Reader Termly
- InCAS CEM cognitive tests annually in September
- *Provas de Aferição* in Form 2 and Form 5
- Cambridge Checkpoint in F5
- Cambridge Progression Tests in F2-F4

Secondary:

- Provas finais de ciclo Ensino Básico externas (External Final Form 9 exams)
- CEM/IBE - Entry into Form 11
- YELLIS - Entry into Form 9 and any new students joining in KS4
- MidYIS – Entry into Form 6 and any new students joining in KS3



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Whole School Learning Development - Diagnostic Testing:

LUCID Products - unidentified learning needs, strengths and weaknesses etc.

CoPs 4-7 years

LASS 7-11 years

LASS – 11-15 years

Strengths and Difficulties Questionnaire (SDQ) - Ages 3+

The WISC Test (Wechsler Intelligence Scale for Children)- Ages 6+

LUCID Exact – Access arrangements 11+ JCQ approved

Data from assessments is used to:

- formatively by teachers alongside other modes of assessment to inform teaching and learning
- share the data with pupils as appropriate to set targets
- evaluate ongoing learning
- communicate with parents
- Inform judgements towards reports grades
- Provide information for our progress tracking systems (Classroom Monitor in Primary and SIMs in Secondary)

Ongoing teacher assessment

Through ongoing assessment, a pupil's work is reviewed, discussed with the child and improved upon. This is achieved through one-to-one discussions with the teacher, tutorials in Secondary and written feedback which the pupils then respond to.

Methods of teacher assessment

- Written test/examination (formative/summative)
- Accelerated Reader quizzes
- 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
- Independent class work

Reporting

Targets are shared with parents and pupils in termly reports. Termly Parents' Evenings are held throughout the school year; informal meetings with parents are regular.



EYFS Reports

- Effort grades following the: Exceeding, Secure and Working Towards must be given for each of the seven areas of learning along with Portuguese.
- A detailed paragraph highlights the child's main achievements over the term. Teachers also comment on how the child has settled in, the child's attitude, maturity, behaviour and manners as well as punctuality and attendance.

Primary Reports

Effort Grades:

All year groups from F1 to F5 will use the same 4 effort grades. In Primary we will use a 4-point scale for effort. This is based on: classwork, homework, behaviour and attitude towards the subject.

- **Outstanding** (1) effort means exceeding normal expectations for a student.
- **Good** (2) effort indicates that a student will meets all the normal expectations and occasionally goes beyond.
- **Satisfactory** (3) effort grade means that the student is reaching the minimum expected for a student in that class.
- **Cause for concern** (4) effort means the student needs to improve the effort in any of the areas described above. Concerns will always be communicated to parents and the students prior to reporting this grade.

The Attainment Grade Descriptors (Forms 1-5)

In Primary from F1 to F5 we use a four-point assessment grade scale. A grade 1 (Working Beyond Expectation) illustrates exceptional attainment while a grade 4 (Working Lower than Expected) illustrates very low attainment as measured against the expected learning objectives for the subject area being assessed.

Level of Achievement	Assessment Descriptors
1 WBE WORKING BEYOND EXPECTED LEVEL	Your child displays a consistent and thorough understanding of the required knowledge and skills and has the ability to apply them almost faultlessly in a wide variety of situations. Your child consistently demonstrates originality and understanding and always produces work of high quality. Overall, they are working at a greater depth than the expected level.
2 WAE WORKING AT EXPECTED LEVEL	Your child is doing really well and consistently displays a good level of understanding of the required knowledge and skills for their year group. They have the ability to apply these skills effectively and accurately. Your child is meeting the majority of the objectives taught. They are producing quality work that is of the expected level for this year group, at this point in the school year.



<p>3 WTE WORKING TOWARDS EXPECTED LEVEL</p>	<p>Your child has met some of the objectives taught but does not yet meet the overall expectations for the year group at this point in the year. They may require extra support in lessons to achieve the class objectives/ targets.</p>
<p>4 WLE WORKING AT A LOWER THAN EXPECTED LEVEL</p>	<p>Your child is currently working significantly behind the expectations for this point in the year. They need considerable support to achieve their individualised objectives/ targets and could be working on objectives for the previous year group.</p>

General Teacher Comments

- General comments are specific to each child and may include comments on the child's actual understanding of the work that they have covered over the term as well as attitude, behaviour, manners, punctuality, attendance, homework standards, organisation and maturity.

Secondary Reports

- Key Stage 3 - 1-7 attainment as per curriculum attainment levels per subject
- Portuguese – as per Portuguese curriculum objectives and 1-7 attainment (KS3 only)
- IGCSE – A* - U as per subject grade descriptors (Exception – Portuguese as a Foreign Language 9-1)
- IBDP – level 1 -7 as per subject level descriptors

Effort Grades:

Secondary use the same 4-point scale for effort as Primary. This is based on: classwork, homework, behaviour and attitude towards the subject.

- **Outstanding** (1) effort means exceeding normal expectations for a student.
- **Good** (2) effort indicates that a student will meet all the normal expectations and occasionally goes beyond.
- **Satisfactory** (3) effort grade means that the student is reaching the minimum expected for a student in that class.
- **Cause for concern** (4) effort means the student needs to improve the effort in any of the areas described above. Concerns will always be communicated to parents and the students prior to reporting this grade.

IGCSE grade descriptors

Cambridge International Examinations are responsible for the IGCSE examinations. Attainment is measured using an eight-point grade scale: A*-G. Grade A* is for the highest level of attainment. It is a holistic mark that indicates exceptional attainment in the subject. Grade G is for minimum attainment. The internationally recognized benchmark for student attainment at IGCSE level is five A*-C grades. This level of attainment should provide a sound foundation for learning at Diploma level.



Grade	Description
A*	Excellent attainment
A	Very good attainment
B	Good attainment
C	Satisfactory attainment
D	Low attainment
E	
F	
G	
U	Unclassified

KS3 and IB Diploma grade descriptors

The IB Diploma use a seven-point grade scale (1-7). A 7 illustrates excellent performance and a 1 illustrates very poor performance. Detailed descriptions are available in the IB Diploma Subject Handbooks. KS3 use the same grades and descriptions and are based on the expected levels of performance at that Key Stage.

Grade	Description
7	Excellent performance
6	Very good performance
5	Good performance
4	Satisfactory performance
3	Mediocre performance
2	Poor performance
1	Very poor performance

Attainment Grade: This is the grade a student is currently working at based on all the work and assessments that have been carried out to date. This grade is the ‘best judgment’ of the teacher at the time.

Baseline Target Grade: This is an aspirational target grade set by using baseline testing data at the start of the academic year. The baseline data is gathered from an adaptive test that measures a students’ potential ability and not current attainment – you cannot study or prepare for this test. It gives us an indication of what the student might be able to achieve based on many years of data.

Predicted Grades: This is the grade that the teacher anticipates the student will achieve in the exams based on the current performance.

Examinations

Throughout their education at OBS, our pupils sit the following externally marked examinations:

- Form 5: Cambridge Primary Checkpoints (externally marked)
- Form 6 - 8: Key Stage 3 examinations (internally marked and moderated)
- Form 10: IGCSE CAIE Exams (Portuguese as a Foreign Language – Pearson Edexcel)
- Form 12: IBDP



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Policy Review and Evaluation

Coordinators and Heads of Sections 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: September 2021