

ASSESSMENT POLICY

Formative Assessment

Definition:

Formative assessment is a planned, ongoing process used by all students and teachers ***during learning and teaching*** to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become self-directed learners.

Formative assessment is the most crucial type of assessment as it informs the next steps in teaching and learning. It is also an opportunity to determine which students are reaching expected progress and those exceeding or falling behind. This information should be used to ensure that any students who are falling behind are helped to catch up. We believe that teachers know their students better than anyone and are the most accurate judges of their progress.

Marking is the teacher's day to day/week to week means of assessing students' progress and of planning work to meet students' needs. The marking indicates to the student what they have achieved and what they need to try to do next / how they can improve their work.

We mark to learning objectives set, and we identify how students can improve their work or move on, with a clear, individualised next steps action or question. In addition to marking to objectives, students' common errors should regularly be brought to the students' attention so that they can improve on these too, for example, incorrect formation of particular letters, common spelling errors/grammatical errors, etc.

Summative Assessment

Definition:

Summative assessments are used to evaluate students' learning, skill acquisition, and academic achievement after a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year.

Summative Assessments must be done at the end of each Term. Summative Assessments for Primary and Lower Secondary levels (from Year 3 to Year 9) can be designed by the subject teachers and must be based on the topics covered in a specific Term.

At the end of the year, Primary and Lower Secondary Level students will take the official Cambridge International End of Year Assessment in Science, Mathematics and English.

Summative assessments for IGCSE and A-level students must be based on the questions from past exam papers.

At the end of the year, IGCSE and A-Level students must be given Mock Exam in the form of Cambridge International Past Exam Papers (covering the topics taught during the year).

At the end of each Term, teachers will be asked to write a school report for each student describing student's academic progress, average homework grade, assessment results and Estimated Examination Grades.

GRADING SYSTEM

COA International uses the following grading system:

Primary School

Grade	Percentage	Comment
Gold	80 – 100%	Exceeding the standard
Silver	40 – 79%	Meeting the standard
Bronze	0 – 39%	Working towards the standard

Lower Secondary, Upper Secondary (IGCSE) & Advanced (AS/A-Level)

<i>Grade</i>	<i>Percentage</i>	<i>Comment</i>
A*	90 – 100%	Exceptional
A	80 – 89%	Excellent
B	70 – 79%	Good
C	60 – 69%	Satisfactory
D	50 – 59%	Barely Acceptable
E	40 – 49%	Unacceptable
F	30 – 39%	Unacceptable
G	20 – 29%	Unacceptable
U	0 – 19%	Unacceptable

Whilst different teachers will have different assessment systems, they can all be converted into an overall grade by working out the overall percentage then converting this into an A* - U mark.

Cambridge IGCSE 9-1 Grades

9-1 grades have been introduced by the UK government for IGCSEs in state schools in England. Under this system, 9 is the top grade. You can see how the A* - U grades compare with the 9-1 scale in the following table.

<i>9 – 1 Grades</i>	<i>Percentage</i>	<i>A* - U Grades Equivalent</i>
9	95 – 100%	A*
8	90 – 94%	A*
7	85 – 89%	A
6	80 – 84%	A
5	70 – 79%	B
4	60 – 69%	C
3	50 – 59%	D

2	40 – 49%	E
1	20 – 39%	F/G
U	0 – 19%	U

Vladimir Krasniakov
 Headmaster

Date Reviewed	Approved By
27 of October 2021	Headmaster
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28 of December 2021	Headmaster