



Impington International College

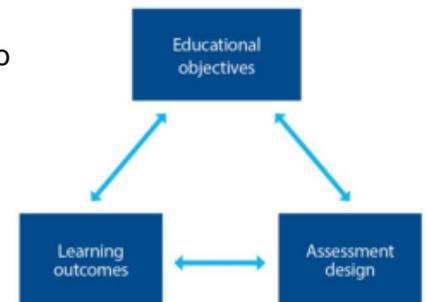
Assessment Policy

First adopted	July 2024
Review cycle	Three Years
Reviewed by	Victoria Hearn, Johanna Sale, Governing Body



At Impington International College (IIC) students and teachers work in partnership to enable students to demonstrate what they have learned, assess their progress, and identify specific strategies to maximize their potential.

Assessment is integral to teaching and learning at Impington. In order to measure how successful learning has been, teachers will use a variety of tools to assess student understanding and the acquisition of new skills and knowledge. Assessment is used to inform planning of day-to-day lessons but also strategic planning of the curriculum and as an opportunity for students to reflect on their learning.



Thus, assessment is continuous, and teachers use multiple forms of assessment to enable progress. Formative assessments are the grounding for students to learn the skills needed for summative assessments and assignments. We use a structure that allows teachers and students to record what was impressive, identify what needs improvement and then demonstrate how 'I Make Progress' (IMP).

Scheduled data drops will consider the summative learning shown by a student in preference to the formative learning they showed along the way. In this way summative grades are not an average of all assignments; rather, they are an indication of the level the student has attained and sustained.

Effective assessment holistically integrates the following types of assessment:

- Assessment **for** Learning:

Also known as formative assessment, it provides teachers with the information they need to plan the next stage of learning. This type of assessment is continuous throughout the learning process and starts with assessing prior knowledge. By



continuously monitoring and analysing the students learning, teachers gain insights into students' understanding and abilities.

- **Assessment of Learning:**

Also known as summative assessment, this type of assessment takes place at the end of the teaching and learning process. It provides teachers with information on the student's depth of understanding of the completed unit of inquiry.

- **Assessment as Learning**

Also a part of formative assessment, this type of assessment aims to promote student agency by providing opportunities for students to take responsibility of the learning process. This type of assessment may involve creating learning goals (International Baccalaureate Organization).

Summative assessment tasks: Assessment in the IBDP and IBCP is varied, creative and challenging. Students are required to 'transfer' what they have learned in a unit to a 'real world' context in their assessments. There will usually be an element of choice in how students approach the assessment which will require them to apply their learning to complete an authentic situation.

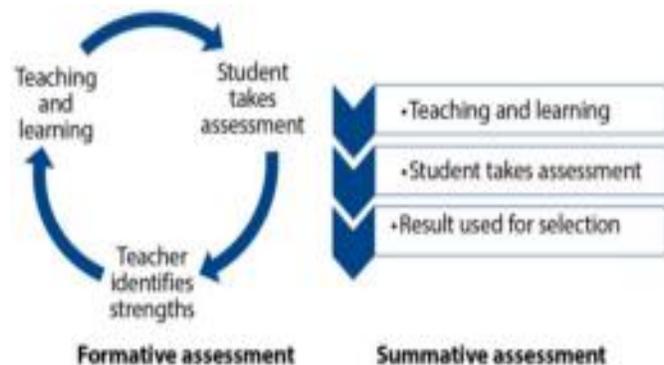


Figure 2: Formative and Summative Assessments (International Baccalaureate Organization 26)

Example:

In economics students are taught the following concepts: definition of negative externalities of consumption, graphical analysis, examples and policy solutions.



Summative assessment task: A case study about a city facing severe air pollution due to high car usage. The case study includes data on pollution levels, health impacts, current policies, steps taken to achieve sustainable development goals.

Students required to prepare a 10-minute presentation to justify two different policies that could be implemented to reduce / remove the externality.

Formative assessment tasks: Throughout a unit, teachers will embed smaller checks on very specific parts of the skills and knowledge taught. Their purpose is to ensure that students have understood what has been taught before the teacher moves on.

Examples: a short quiz, a research homework, an informal presentation, simple question and answer sessions in class, reflective journal, class debate.

Teachers use all assessment opportunities to inform teaching and students are encouraged to view assessment as a means to reflect on learning, facilitated through our I Make Progress (IMP) structure. After each summative assessment and some formative assessments students will receive an IMPressive comment, identifying areas of strength, and SMART target for improvement. They will then be given lesson time to complete an IMP task where they resolve the issues identified in their assessment.

In addition to teacher marking, assessment for learning strategies are embedded into our curriculum with frequent opportunities for peer marking and self-assessment. Through ATL, students are taught to peer mark and how to self-assess, as this will encourage them to become more independent and collaborative learners.

Differentiation and Challenge

All assessments will have opportunities for challenge and differentiation built in. Inclusion is at the heart of everything we do; assessments will be accessible, fair and provide all students with the opportunity to perform to the best of their ability. Inquiry based learning will support students in having some control over the design of assessments which will enable them to communicate in ways in which they can best show what they have learnt.



Criterion based assessment:

The purpose of numerical assessment is to give students an opportunity to be knowledgeable, providing students with the opportunity to consolidate the knowledge and skills they have learnt through a process of inquiry.

Criterion-related approach is used to determine numerical grades (achievements levels) and in open-ended tasks assessment criteria are used.

Feedback from these assessments should open space for reflection and for both teachers and students to communicate how best to support student progress. KS5 Subject leads work collaboratively with subject teachers to ensure standardization of assessments.

Students will know when they are being assessed formally against criterion.

Teachers will ensure that students understand the criterion they are being assessed against, and where possible, teachers will supply task specific rubric.

Internal Moderation and Quality Assurance

Key Stage 5 Leaders oversee the process of ensuring internal moderation/standardisation.

To ensure that internally marked coursework aligns with the standards defined by the IB the following measures are in place:

- Moderation Schedule: Aligned to internal deadlines for the submission of Internally Assessed coursework.
- Allocated CPD Time: Faculty members are allocated CPD time specifically for the moderation of coursework. KS5 Subject leads work collaboratively with subject teachers to ensure standardisation of assessments. Examiner reports and IA feedback are utilised in this process.
- Moderation Discussions: The results of the moderation process are discussed in one-to-one meetings with the IB DPC and IB CPC where discrepancies are addressed.
- Forecast Grades: When applicable grades for externally assessed coursework are factored into forecast grades in the student's termly report.



Reporting

Communication about a student's progress will happen in two formal ways: one Parent Consultation Evening a year and formal termly reports.

Reports

The purpose of reporting is to support communication between parents / carers and the school about a student's academic attainment. We hope that reports provide an opportunity for parents to reflect with their children on academic attainment and form part of an on-going supportive dialogue between the college and home about a child's attainment.

A student's report will provide a minimum target grade (MTG), a fine forecast grade and an Approaches to Learning achievement level.

Fine grade forecasting is used to track student progress more accurately and allow support to be more appropriately targeted.

An example of fine grades used for IB subjects are:

5A – very secure – confident of reaching this grade.

5B – secure – will require monitoring and possible additional support to maintain this grade.

5C – very insecure and likely to drop below the grade, additional support required to secure this grade.

Approaches to Learning achievement levels

Excellent XY has an outstanding approach to learning. They consciously integrate the various attributes of the Learner Profile into their academic journey and always strive to improve. They lead and participate in class with an open mind and demonstrate resilience in challenging scenarios.



Very good

XY has a very positive attitude to learning. Their approach to learning is strong in several attributes and they continually work to improve in other areas. X approaches complex issues with an open mind and often shines as knowledgeable and caring.

Good

XY has a positive attitude to learning. They usually demonstrate some of the Learner Profile skills where they feel confident. There is potential for greater resilience when faced with challenges.

Concern

Although XY has occasionally demonstrated a positive approach to learning, they often miss opportunities to demonstrate the Learner Profile attributes. They rarely participate in class and struggle to be resilient or well-organised. In-college guidance will help them to move forwards in developing the Learner Profile attributes.

You may wish to contact X's Head of Programme to discuss how support can be put in place for your child.

For further details, please refer to Appendix A

Student Progress Review and Goal Setting

Following each Reporting cycle, students will have the opportunity to meet with their Progress Tutor to reflect on their performance, identify strengths, and specific areas for growth. These discussions will consider the students' ideas for future study and progression. This process serves as an opportunity to set goals and reflect on learning strategies and preparation for formal assessments.



For students who are not meeting their targets and are at risk of not succeeding in their IB Programme of study, this review will also involve their respective IB Coordinator and where appropriate a parent / guardian.

Roles and Responsibilities:

All IBDP and IBCP teachers will:

- Be fully aware of the DP and CP assessment criteria for their subjects, published on the My IB site in each subject's guide
- Be fully aware of grade boundaries and grade descriptors for all DP subjects (1-7) and DP/CP Core grading
- Ensure all students are fully aware of the DP and CP assessment criteria for their subjects, published on the My IB site in each subject's guide
- Assess work according to the IIC expectations: in the assessment books, every eight lessons, using the 'IMP' structure. CRS subjects assessed in accordance with BTEC regulations.
- Understand the difference between and report accurately both forecast and current grades
- Use a variety of types of assessment of student learning
- Modify teaching in light of the learning that has taken place using formative assessment data
- Analyse assessment data to identify patterns of individual student performance and needs
- Work in collaborative teams to design, assess and moderate tasks
- Compare common assessment data with other teachers to assess where student learning has been strong and where it has been less strong
- Show an awareness of the diversity of the class by using a variety of assessment and teaching strategies
- Provide timely written and oral feedback on assignments
- Avoid assessing summatively without assessing formatively with feedback and feedforward
- Use the IB Assessment calendar to be mindful of the student's whole schedule when setting deadlines



- Be mindful of any Inclusive Access Arrangements students have and how they might affect assessment
- Work with the Director of SEN and Pastoral Support /SENCO to design assessments that will effectively assess the learning of students with specific learning needs

The Sixth Form Leadership Team and KS5 leaders

- Carry out regular work scrutinies to ensure assessment policy is being followed
- Analyse whole cohort assessment data
- Report whole cohort assessment data to the Senior Leadership Team and governing body
- Communicate assessments/data regularly to parents and students
- Ensure that internal moderation processes are conducted to verify that the standard of internally marked coursework aligns with the criteria and expectations set by the IB

All students and parents should:

- Be aware of the assessment criteria in each subject
- Understand and use the IMP process for making progress
- Actively participate in progress reviews with Progress tutor and / or Head of Programme and adjust goals as needed based on feedback and academic performance



Appendix A

Year 13 Progress Report Spring Term 1 for XY IIC13

12 January 2024

Dear Parents/ Carers,

Please find below an outline of XY's progress so far this term.

Minimum Target Grade (MTG):

This is the minimum grade we would expect XY to achieve in their subjects at the end of the programme. These target grades are generated using baseline testing, undertaken in class at the start of term, alongside GCSE results in related subjects where relevant, and historical contextual data of the college.

Year 13 Spring Term 1 Forecast Grade:

This is the grade XY is forecast to achieve in each subject at the end of the programme of study based on current levels of attainment, effort, and progress. This is not a 'working at' grade but the grade that teachers can see students attaining.

We use fine grade forecasting in the Sixth Form to help us track student progress more accurately and allow support to be more appropriately targeted:

An example of fine grades used for IB subjects are.

5A – very secure- confident of reaching this grade

5B – secure – will require monitoring and possible additional support to maintain this grade

5C – very insecure & likely to drop below the grade, additional support required to secure this grade.

Examples of fine grades used for A Level Further Maths are:

C1 – very secure, confident of reaching this grade

C2 – secure – will require monitoring and possible additional support to maintain this grade

C3 – very insecure & likely to drop below the grade, additional support required to secure this grade.

If XY's Year 13 Spring Term 1 Forecast is below the MTG, support will be put in place by the relevant subject teacher and faculty during the remainder of Year 13, to assist them in working towards their targets.

Mock Grade

Also included in this report are the mock grades issued to students. This shows the results of the Mock Exams and, for IB Diploma and Career Programme students, whether they would have successfully passed if this was their final exams.





If you would like to discuss XY's progress in a specific subject, then please contact the relevant Lead Practitioner/Lead Teacher using the contact details below:

Subject	Contact Name	Contact Details
English	Tim Drummond	tdrummond@ivc.tmet.org.uk
Mathematics	Camilla Rudin	crudin@ivc.tmet.org.uk
Science	Sarah Freestone	sfreestone@ivc.tmet.org.uk
Economics	Bronwyn Wilson	bwilson@ivc.tmet.org.uk
Geography	Hannah Oldridge	holdridge@ivc.tmet.org.uk
History	Daniel Tsang	dtsang@ivc.tmet.org.uk
Business Studies	Jessica Yarnell	jyarnell@ivc.tmet.org.uk
Philosophy	Mo Middleton	mmiddleton@ivc.tmet.org.uk
Psychology	Hannah Thomas	hthomas@ivc.tmet.org.uk
Global Politics	Chris Gee	cgee@ivc.tmet.org.uk
Languages	Sylvia Holland	sholland@ivc.tmet.org.uk
Visual Arts & Media	Alison Elmslie	aelmslie@ivc.tmet.org.uk
BTEC Performing Arts	Jane Parker	jparker@ivc.tmet.org.uk
BTEC Sport	Caroline Osborne	cosborne@ivc.tmet.org.uk
BTEC Health & Social Care	Maya Whitmore	mwhitmoretenant@ivc.tmet.org.uk

If you have concerns about XY's performance in a range of subjects, for students on the IBDP programme you are advised to contact Bronwyn Wilson, bwilson@ivc.tmet.org.uk and for students on all other programmes please be advised to contact Leanne Gibbons via lgibbons@ivc.tmet.org.uk. Where the College is concerned about XY's progress, a member of the Sixth Form team will contact you directly.

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Thank you for your continued support.

Bronwyn Wilson
Assistant Principal, Head of Sixth Form
[Impington International College](http://www.impingtoninternationalcollege.com)

Leanne Gibbons
Assistant Principal, Head of Sixth Form
[Impington International College](http://www.impingtoninternationalcollege.com)





Year 13 Progress Report Spring Term 1 for DP Student IIC13



Subject	Minimum Target Grade	Year 13 Spring 1 Forecast Grade	Mock Grade	Approaches to learning
Biology IB HIGHER	7	6c	5c	Very Good
Chemistry IB STANDARD	6	5a	5c	Good
Economics IB HIGHER	6	6c	5a	Very Good
English A Lit / Lang IB HIGHER	7	7c	6c	Excellent
Mathematics Analysis and Approaches IB STANDARD	6	5c	4b	Good
Spanish B IB HIGHER	7	7c	6a	Very Good
Extended Essay – English A Lit/Lang		A3		Excellent
Theory of Knowledge		B1		Very Good
Creativity, Activity, Service		Good		

EE/TOK Points:	3
Total Points:	39
Result:	Diploma awarded



Year 13 Progress Report Spring Term 1 for CP Student IIC15

Subject	Minimum Target Grade	Year 13 Spring 1 Forecast Grade	Mock Grade	Approaches to Learning
Performing Arts BTEC	D*D*	D*D		Excellent
Dance IB HIGHER	6	7c		Very Good
English A Lit IB HIGHER	6	7c	7c	Excellent
Theatre Arts IB HIGHER	6	6c		Good
Personal and Professional Skills		Good		
Service Learning		Good		
Reflective Project		Good		
Language Development		Good		

Result:

CP awarded