



**Southern International School, Hat Yai**  
**Assessment and Marking Policy SIH/P/022/24**  
Updated October 2024- Darren Davis and Fionnuala Doherty

### The Vision

Our goal is to encourage students to become enthusiastic, independent, confident and inquisitive learners in a caring and nurturing environment. The emphasis is on how students learn, rather than just memorising factual knowledge, and encouraging critical and creative thinking giving them the ability to develop lifelong skills. Continual assessment and feedback will be an everyday process, and will ensure that students are on the correct learning pathway and have mobility to move within ability levels. Shared targets and timelines will help inform students' decisions. This is integral to Personalised Learning and will be used by students, teachers and school leadership.

"Outstanding teachers explain clearly to students what they are to learn, by what criteria they will be assessed and how they will know when they have been successful so that they are increasingly involved and responsible for their learning outcomes."

### Rationale

At Southern International School, we believe that high quality marking and assessment are at the core of student progress. Assessment is vital for both the teacher and the student to have an accurate understanding of where they are along their educational journey as well as what they need to do to achieve their targets. Marking and assessment should inform the next steps so that students know how to make progress and so that the teacher can adapt their teaching and planning in order to maximise progress. In the Primary and Secondary Phases, there will be both verbal and written feedback to students as outlined in this policy.

This document sets out the school's guidance for assessment and marking so that all staff can incorporate these features into their work.

### Policy Aim

- To provide clear guidelines on Southern International School's approach to assessment and marking.
- To establish a coherent approach to assessment and marking across all subjects and classes.
- To provide a system which is clear to students, teachers and parents

### The Core Purpose of Assessment

The core purpose of assessment is to inform:

- Parents and students about progress and achievements.
- Parents and students about the next steps required for further progress.
- Teachers about gaps in students' knowledge.
- School Leadership about the progress of students and groups, intervening where necessary.
- School Leadership of areas of strength and areas that require improvement.
- School Leadership where to target resources and interventions and if this has been successful.

## EYFS

### Formative Assessment

All children in Early Years are assessed against Development Matters 2021. In rare instances, children with a high level of SEND need are assessed against SEND assessment documents to ensure that progress can be tracked and monitored.

#### Formative Assessment:

- Formative assessments are made daily through conversations with the children, playing with the children and adult led activities. It is expected for these assessments to be written as quick notes where needed and recorded through photos or child's voice.
- Teachers are expected to have a secure knowledge of their children and their abilities through these informal assessments and know what they need to work on next so that their learning is extended.
- Two examples of these assessments will be posted onto Class Dojo in the children's portfolios every week.

#### Observations:

- All areas of the curriculum must be included in Class Dojo observations, not just English and maths.
- All children will receive two observations a week posted on Class Dojo.
- The observations will include:
  - 1) A photo of the child engaged in an activity.
  - 2) A description of the curriculum area that the child is working on. For example, 'This week in maths...'
  - 3) A summary of what the child was doing.
  - 4) Any child's voice that occurred during the activity.
  - 5) Any other personal comments, such as 'Child has really enjoyed playing with water this week and has had lots of fun.'
- It is expected that progress will be evident through a collection of observations of Class Dojo.

#### Summative Assessment:

- An assessment tracker based around Development Matters will be updated at the end of each half term.
- This will record whether children are:
  - 1) currently not accessing certain areas of learning,
  - 2) emerging or beginning to access an area of learning,
  - 3) achieving or are secure with an area of learning,
  - 4) exceeding what we would expect in a certain area of learning
- Knowledge of children and records from Class Dojo observations will be used to help teachers complete these spreadsheets.

#### Phonics Assessment:

- In KG2, teachers will use the assessments provided by Floppy Phonics where appropriate to assess what the children know.

- These assessments may be adapted to align with what the children are currently working on and allow for the children to be successful, as well as allowing for teachers to monitor progress carefully.
- In Pre-KG and KG1, teachers will carefully monitor the children and plan their phonics lessons to align with what the children need to make progress, however there are no formal phonics assessments for these children.

#### KG2 Assessment:

- Children in KG2 will start using exercise books in preparation for their transition to the primary phase.
- These books will be used as a form of formative assessment and should not be the only tool used to assess the children's learning in English and maths.
- These books will be marked by the class teacher according to the EY Marking and Feedback policy.

### Primary and Secondary

#### Formative Assessment

The aim of formative assessment is to give students clear guidance about how to improve their work. Teachers should also use the process to inform the next steps in their own teaching. That is, as teachers we should ask ourselves: "How will I use what I learned in the feedback process to inform my teaching? Are there areas that need to be re-modelled or rehearsed and for which children"?

Good day to day in school formative assessment helps students to measure their knowledge and understanding and respond to feedback, provides parents with a broad picture of where their children's strengths and weaknesses lie, and allows teachers to identify when students are struggling and what interventions are needed to close that understanding gap. In class formative assessments can include the following:

- Questioning during lessons
- Marking of students' work
- Observational assessment
- Regular short re-cap quizzes
- Scanning work for pupil attainment and development
- Mini Plenaries

Well-established Assessment for Learning practice involves students actively in their own learning, enabling them to judge the success of their work and understand targets for improvement. Teachers should explain clearly to students what they are to learn, by what criteria they will be assessed and how they will know when they have been successful so that they are increasingly able to take ownership of their own learning.

Appropriate Assessment for Learning strategies should be embedded in lesson plans and schemes of work such as: the setting of clear learning objectives and success criteria, the use of questioning and mini-plenaries; peer and self-assessment; written and oral feedback.

There are a wide range of ways in which Assessment for Learning can be conducted and the methods used will at times be specific to curriculum areas. However, all teachers should be frequently using a variety of techniques in order to inform students of what they need to do to improve.

## Summative Assessment

This is the means by which we test, systematically, what knowledge and skills the students have acquired over a set period of time. Good in-school summative assessment will give students the opportunity to understand how well they have understood a topic or course of work taught over a period of time, gives parents an understanding of achievements, progress and wider outcomes of their children over a period of time, gives teachers the opportunity to evaluate their delivery of a topic and the impact they have made and allows school leaders to monitor performance of student cohorts identifying interventions.

Summative assessments may include tests, exams, and controlled assessments as indicated in the Phase table below:

Primary	Secondary
End of Term/Unit Assessments White Rose or PIRA and PUMA	End of Unit/Topic Assessments
Years 1 – 6 End of Year Assessments Oxford International Curriculum (OIC)	End of Year Examinations
KS1 Decoding and Comprehension Reading Assessments	Mock Examinations
Spelling Tests	Reviews for Individual Students
Phonic and Key Words Assessments	Cambridge IGCSE & Advanced Level Exams
	Controlled Assessments

## Peer and Self-Assessment (Primary & Secondary)

One of the most powerful ways for students to make progress is to get them involved in the assessment process. This can be done through peer or self-assessment; this is especially true when students have clear guidance on what they are supposed to be looking for.

- Regular opportunities for peer and self-assessment should be built into teacher's planning.
- Students should be given student friendly learning objectives and success criteria and when appropriate to the task exemplar work, which demonstrates targets (What a Good One Looks Like (WAGOLL)).

Teachers should train the students in the use of learning objectives and success criteria and encourage them to engage with their Primary targets or IGCSE targets and progress towards them (Secondary).

- Students should peer or self-assess in green pen only so that it stands out from other marking.
- When students are peer assessing this must be indicated by the student by writing PA at the start.

- Students should have the opportunity to develop skills in identifying their own WWWs (What Went Well) and setting their own EBIs (Even Better Ifs).

## Verbal and Written Feedback

Students learn best and are most motivated when they have regular, detailed written or verbal feedback of their work. To feedback well is to “feed forward”.

Students need classroom time to engage with and respond to feedback. For example, this could be done as a starter or via re-drafting or improving work. Subjects and Phases should adapt and embed this practice into their schemes of work based on what is most appropriate for their own class and to ensure that all students can make progress.

When marking teachers should:

- Only use the purple pen provided
- Mark work regularly with a formal comment once a week for core subjects, so as to identify and quickly address errors in student’s learning
- Be clear and concise in their comments
- Write a formative comment which should be subject specific and must include: What Went Well
- Set students small manageable targets that move learning forward, using the approach of Even Better If
- Include time and an opportunity for student reflection so students can respond to the comments and work on the targets set. The feedback process should be part of a learning dialogue with students
- Encourage students to take ownership of their learning
- Check that students are responding to the advice given
- Prioritise key pieces of work for detailed feedback
- Recognise which work needs only a lighter touch or ‘skim’ approach
- Use Southern International School marking codes and guidelines
- Ensure that marking for literacy is consistent across subjects
- At secondary level share the end of year target with students, record it in their exercise books and ensure they track their own progress

## Primary Assessment Guidelines

### Basic Assessment Guidelines

- Assessment should be central to the planning, teaching and learning process. It should inform planning by identifying the strengths and relative areas of development of students alongside identifying effective teaching and learning strategies that may be implemented.
- Students need to be continuously assessed in all subject areas using a variety of techniques. The flexible application of assessment procedures should provide appropriate opportunities for all students to demonstrate what they know, understand and can do.
- Allowances can and should be made for students with SEN and ESL to demonstrate their knowledge and skills in alternative ways if required.
- Assessment criteria for Mathematics, Reading and Writing are given in the form of End of Year Expectations (EYES) for each primary year group. These EYES are linked directly to the Oxford International Curriculum for each of these subject areas.
- Medium Term and Weekly Plans should include details of assessment targets for students and the forms of assessment being used to evaluate if students are meeting these targets.

## Core Subjects – Mathematics, Reading and Writing

Core subjects in the Primary phase are assessed using End of Year Expectations (EYEs). When a teacher has evidence that a student has met one of the EYEs for a core subject, a number will be given in the emerging column depending on how many times the pupil has evidence that strand. Once a student has evidenced 3 times for that strand, the teacher can confidently say that the objective has been achieved.

The Master EYEs indicate when a student is working at an exceeding level through the application of a number of the subjects main EYEs over a range of different contexts.

Three times a year teachers will report the student's overall attainment in these core subjects using the terms below.

Other curriculum areas are assessed using the range of strategies detailed in Section 5. Three times a year, teachers will use this assessment and their own professional judgement to report the student's overall attainment in these other curriculum areas using the terms below.

<b>Basic</b>	<b>0-29%</b>
<b>Aspiring</b>	<b>30-49%</b>
<b>Good</b>	<b>50-69%</b>
<b>High</b>	<b>70-89%</b>
<b>Outstanding</b>	<b>90-100%</b>

### Annual Assessment Schedule

Form of Assessment	Outline of Assessment Schedule in Primary			
	Term 1	Term 2	Term 3	Term 4
Standardised Assessment	Cambridge CEM Assessments			Oxford International Curriculum End of Year Assessments
Additional Assessments	<ul style="list-style-type: none"> <li>SEN/ESL Assessment of need completed in weeks 1-6</li> </ul>	Classroom assessments using school tracker and statements	Classroom assessments using school tracker and statements	<ul style="list-style-type: none"> <li>KS2 OIC</li> <li>KS1 Reading Assessments for transition</li> </ul>

### Reporting to Parents

Teachers will report assessment data three times a year at the end of each Term (December, March and June). This information will include the current grades for all curriculum areas alongside effort grades below. A written comment will also be provided expanding on student's strengths and relative weaknesses and detailing their targets of next steps for progress.

Effort Grade	Description
Outstanding	The student always works to the best of their ability. Always attentive the student responds positively to instructions without the need for further reminders.
Good	The student usually works to the best of their ability. The pupil is generally attentive and nearly always responds positively to the teacher.

Satisfactory	The student is making quite a good effort but doesn't always try as hard as they might. The pupil is fairly attentive and nearly always responds positively to the teacher.
Poor	The student's effort is not consistent. They work well at times but do not always remain on task or try their hardest. The teacher may frequently have to give clear instructions of appropriate behaviour expectations.

## Secondary Assessment Guidelines

### Basic Assessment Guidelines

- Assessment should be central to the planning, teaching and learning process. It should inform planning by identifying relevant curriculum needs and appropriate teaching strategies.
- Assessment criteria should be used and based on the Oxford International Curriculum or IGCSE subject criteria.
- Students need to be continuously assessed in all subject areas using a variety of techniques. The flexible application of assessment procedures should provide appropriate opportunities for all students to demonstrate what they know, understand and can do.
- Allowances can and should be made for students with SEND and EAL to demonstrate their knowledge and skills in alternative ways if required.

### Subject & Annual Assessment Schedule

- Each subject should detail assessment practice in their schemes of work and key assessment outcomes on curriculum maps.
- Each scheme of work should have personal learning checklists.
- Assessed work must be standardised and moderated regularly to ensure results share common standards. There should be a collection of appropriate exemplar material to act as a record of progress made and to aid standardisation.
- Opportunities for external standardisation should be built in to action plans and regular CPD should be undertaken where appropriate. This will ensure the accuracy of summative assessment.
- Each department will ensure that their own internal tracking monitors what students are able to do against a series of competencies. These competencies will be continuously assessed and reviewed to determine each student's progress.

### Reporting to Parents

Teachers will report formative and summative assessment data centrally three times per year in December, March and June. In Years 7 - 9 the teacher will report if a student is at the 'Developing', 'Securing' or 'Mastering' stage against the Key Stage 3 (CIE) curriculum and complete a written report in December and June. In October and March Effort, Homework Standard and Homework Completion grades according to the criteria below will be reported to parents. In years 9 to 11 students will be assessed against IGCSE criteria and given an IGCSE grade on the A\*-G scale. Students will also receive an Effort grade, Homework Standard and Homework Completion grade out of 5 for all reporting sessions. In December and June reports will also include a written comment from subject teachers.

### Key Stage 3



Form of Assessment	Term 1	Term 2	Term 3
Standardised Assessment	<ul style="list-style-type: none"> <li>End of Unit/Topic Tests for some Subject</li> </ul>	<ul style="list-style-type: none"> <li>KS3 Assessment Week</li> <li>End of Unit/Topic Tests for some Subject</li> <li>Year 10 to 13 Mock Exams</li> </ul>	<ul style="list-style-type: none"> <li>End of Year Exams for Years 7 to 10</li> <li>Year 11 IGCSE Exams</li> <li>Year 12 AS Level Exams</li> <li>Year 13 A Level Exams</li> </ul>
Additional Assessments	<ul style="list-style-type: none"> <li>SEN/ESL Assessment of need completed in weeks 1-4</li> </ul>		

#### Key Stage 4

Grade	Description
IGCSE Target Grade	This is your child's target grade based on their prior attainment from Key Stage 2 and is an end of Year 11 grade for their Cambridge IGCSE.
IGCSE Current Grade	This is the teachers' professional assessment of the students' level of attainment to date measured against Cambridge IGCSE criteria.

#### Effort Grades

Effort Grade	Description
Outstanding	The student always works to the best of their ability. Always attentive the student responds positively to instructions without the need for further reminders.
Good	The student usually works to the best of their ability. The pupil is generally attentive and nearly always responds positively to the teacher.
Satisfactory	The student is making quite a good effort but doesn't always try as hard as they might. The pupil is fairly attentive and nearly always responds positively to the teacher.
Poor	The student's effort is not consistent. They work well at times but do not always remain on task or try their hardest. The teacher may frequently have to give clear instructions of appropriate behaviour expectations.

#### Homework Grades

Completion Time	Standard of Work
5. Homework is always completed on time	5 Homework is always completed to a very high standard
4. Homework is mostly completed on time	4 Homework is completed to a good standard
3. Homework is sometimes completed on time	3 Homework is completed to a satisfactory standard
2. Homework is rarely completed on time	3 Homework is completed but is often rushed or has little time or care taken over it
1. Homework is almost never completed on time	1 Homework is completed to an unacceptable standard

### Monitoring and Evaluation

Books are a key source of evidence for monitoring purposes. To ensure marking is occurring frequently, accurately and demonstrating impact it will be monitored throughout the academic year. There are three opportunities in the Quality Assurance calendar when the school will lead a work scrutiny.

The calendared monitoring will be carried out as part of the Quality Assurance process and will be coordinated and recorded by the Head of School.



## Setting out my work in Key Stage 1

### Why?

- Excellent presentation will help you to develop your writing skills
- A tidy book will make it easier for you to read your work

### TRY

- To keep your book neat and tidy
- To take pride in your book and don't write on the cover
- To show your books regularly to your parents so they can see how well you are doing.

- Give a title and date to each new piece of work
- Write neatly
- Use a pencil for diagrams and chart and use colour pencils for colouring in.
- Use a green pen to correct your own work and for peer assessment

### How will my teachers help me?

- Teachers will mark your work regularly with positive comments designed to highlight good point and what you have achieved.
- They will give you tips on how to make the work better
- They will give you specific targets so it is very clear how you can make progress

### Marking codes

✓	Good, accurate work
C	Capital needed
=	Full stop needed
Sp	Spelling mistake – copy out corrections three times
~~~~~	Unclear
//	Finger space needed
^	Missing Word
VF	Verbal Feedback given
WWW for teacher, self and peer assessment	What Went Well
EBI for teacher, self and peer assessment	Even Better If – these are your targets that you should work on to improve



## Setting out my work in Key Stage 2

### Why?

- Excellent presentation will help you to develop your writing skills you need for Secondary school.
- A well organised book will make it easier for you to review your work

### TRY

- To keep your book neat and tidy
- To take pride in your book and make sure there is no graffiti
- To show your books regularly to your parents so they too can discuss your progress

- Give a title and date to each new piece of work
- Write neatly
- Use a pencil for diagrams and chart and use colour pencils for colouring in.
- Always use a ruler to underline titles
- Use a green pen to correct your own work and for peer assessment

### How will my teachers help me?

- Teachers will mark your work regularly with positive comments designed to highlight good point and what you have achieved.
- They will give you tips on how to make the work better
- They will give you specific targets so it is very clear how you can make progress

### Marking codes

✓	Good, accurate work
C	Capital needed
P	Punctuation needed
Sp	Spelling mistake – copy out corrections three times
~~~~~	Unclear
//	New paragraph
T	Tense
^	Missing Word
VF	Verbal feedback given
WWW for teacher, self and peer assessment	What Went Well
EBI for teacher, self and peer assessment	Even Better If – these are your targets that you should work on to improve



## Setting out my work in Key Stage 3 and 4

### Why?

- Excellent presentation will help you to develop your writing skills you need for exam success, university and the world of work.
- A well organised book will make it easier for you to review your work and revise for exams.

### TRY

- To keep your book neat and tidy
- To take pride in your book and make sure there is no graffiti
- To show your books regularly to your parents so they too can discuss your progress

- Give a title and date to each new piece of work
- Write neatly in black or blue pen
- Use a pencil for diagrams and chart and use colour pencils for colouring in.
- Always use a ruler to underline titles
- Use a green pen to correct your own work and for peer assessment

### How will my teachers help me?

- Teachers will mark your work regularly with positive comments designed to highlight good point and what you have achieved.
- They will give you tips on how to make the work better
- They will give you specific targets so it is very clear how you can make progress

### Marking codes

✓	Good, accurate work
✓✓	Excellent work / point made
C	Capital needed
X	Incorrect point
P	Punctuation mistake
Sp	Spelling mistake
-----	Poor sentence structure
//	New paragraph
?	This does not make sense / confusing point
G	Grammatical error
VF	Verbal feedback given
WWW for teacher, self and peer assessment	What Went Well
EBI for teacher, self and peer assessment	Even Better If – these are your targets that you should work on to improve



## Primary Work Scrutiny Feedback

Name:	Date: November	Class:	Subject: All	Completed by:
-------	----------------	--------	--------------	---------------

Features observed	Grade 1 High 4 Low				Other relevant information
	1	2	3	4	
There is evidence that books are being marked regularly.					
Marking makes explicit what the students have done well and provides explicit guidance on how to improve.					
WWW's are being used effectively.					
EBI's are relevant and useful					
There is evidence of peer and self-assessment with green pens.					
Students present their work well and take pride in their books.					
Level of work is appropriate to the ability of the students and they are making progress.					
There is evidence of differentiation.					
There is evidence of effective marking for literacy.					
<b>WWW:</b>					
<b>EBI:</b>					



## Secondary Work Scrutiny Feedback

Name:	Date:	Class:	Subject:	Completed by:
-------	-------	--------	----------	---------------

Features observed	Grade 1 High 4 Low				Other relevant information
	1	2	3	4	
There is evidence that books are being marked regularly.					
Marking makes explicit what the students have done well and provides explicit guidance on HOW to improve.					
WWW and EBI are being used effectively.					
There is evidence of peer and self-assessment with green pens.					
Where appropriate students work is marked using IGCSE grades.					
Students present their work well and take pride in their books.					
The level of work is appropriate to the ability of the students and they are making progress.					
There is evidence of differentiation.					
There is evidence of effective marking for literacy.					
There is evidence of regular completion of homework					
<b>WWW:</b>					
<b>EBI:</b>					