

Assessment and Marking Policy

Collège Français Bilingue de Londres (The "School")

Rationale

Assessment, recording and reporting are central to the development of learning and are a part of good teaching practice. They enable each pupil to develop and perform at the best of his/her ability and to strive for high academic standards. They should be constructive and informative, useful to the pupil and to the pupil's parents and teachers. Positive achievement will always be recognised. In a few cases, when a pupil is not meeting the required standard for the year group, PPREs (IEPs) are put in place to explain interim targets and to allow the pupils to continue to progress constructively.

Records of summative assessment are held electronically. Pupils' progress is monitored and information is communicated to parents twice a year in Primary and three times a year in Secondary.

An explanation on levelling in the French education system

There is no levelling in the French education system. Instead, for every year of a pupil's schooling, there is a clear set of skills, fixed by the French Government which the pupil must achieve – either by the end of that year or by the end of the Key Stage; CE2, 6^e and 3^eme. (End of Year 4, Yr 7 and Yr 11.) Pupils are assessed against these skills sets each year and data from the reports (the synthesis of these skills) is passed to the class teachers in the year above.

Pupils in difficulty are supported through small group sessions and a PPRE (IEP). In extremely rare circumstances, a pupil will need to repeat a year, but only if the pupil has not made satisfactory progress in any of the key subject areas. Beginner level English speakers go up with their cohort even if language skills need further consolidation. In Primary, the pupil will benefit from continued EAL lessons the following year and in Secondary in any case classes are streamed. Equally, in rare cases, a pupil who is noticeably ahead of his/her peers across all academic subjects may jump an academic year. This decision is only taken after also seeking a psychologist's report, confirming the individual would be emotionally ready in terms of maturity to cope with such a step.

Assessment for learning techniques includes:

- Dialogue with pupils
- Marking pupils' work

- Self-assessment
- Peer assessment
- Informing pupils of assessment criteria
- Setting targets
- Diagnostic tests
- Differentiation

Assessment will involve both formative and summative methods:

Formative assessment is the on going communication between teachers and pupils that gives specific guidance and outlines areas of improvement. Formative assessment is frequently given by oral feedback.

Summative assessment records the overall achievement of a pupil over time. In Primary, children are formally assessed at least twice in every term in all learning domains. Both formative and summative assessments contribute to the bi-annual reports.

Tracking progress and feedback on learning:

A standardised test has been in place since September 2015 to quantify children's progress in reading fluency in French throughout their academic journey in Primary. A similar test for English reading fluency was introduced in September 2017.

Children are tested 3 times a year (in September, January and June) in GSM, CP, CE1 and (provisionally) in CE2 to record their progress in their knowledge of letters and sounds in English. This testing was introduced in GSM and CP in September 2017; CE1 pupils will be tested for the first time in June 2018. The record book will follow pupils throughout KS1.

Pupils in CE1, CE2, CM1 and CM2 are formally assessed at the beginning and at the end of each school year in English. They are tested on their reading comprehension and writing skills. These tests provide data to measure children's progress in reading and writing throughout the school year.

A table allowing Primary teachers to keep a record of pupil progress was introduced in March 2018. It will be revised in September 2018 using teacher feedback.

In Primary, feedback about day-to-day work is mainly transmitted orally. It informs pupils what is a good about a piece of work and why it is good. It also includes a discussion about what is not so good and how the work can be improved.

Written feedback on creative writing will indicate where the child has performed well, in light of the success criteria provided, and identify a clear and attainable target for a second draft. Pupils will receive final feedback about their level of achievement of the set target.

Aims

- To promote high expectations
- To make pupils aware of what is expected of them and to allow pupils to be actively involved in understanding how they are progressing and where and how they can improve
- In Primary, the learning skills assessed are clearly indicated on each test, to link with the LSU Competences.
- To identify strengths and weaknesses in pupils' learning and to plan, with them where possible, further steps for individual development
- To provide students constructive feedback that they can understand, so that they can learn more effectively
- To give pupils the opportunity to assess their own and other pupils' work
- To ensure that pupils receive consistency in their assessment experiences throughout the school.
- To evaluate teaching and learning strategies in order to assist with planning for future learning
- To inform parents of achievement, progress, areas of weakness and strategies for improvement
- To ensure progression of learning and achievement as a pupil moves through the different 'Cycles' (Key Stages)

Responsibilities

Pupils will:

- Take an active part in the learning and assessment process by being attentive to teachers' constructive advice and comments on how to improve (either communicated verbally or in writing on pieces of marked work)
- Understand their areas of weakness and where they need to focus their efforts to make progress
- Complete work set (both in school and at home) to the best of their ability so that the best possible progress is consistently made

Class teachers or subject teachers will:

- Promote a culture of high expectation

- Set realistic but challenging goals and communicate these to pupils and to parents
- Give clear and prompt feedback (verbally or in writing on marked work) so that pupils understand where and how to improve
- Give constructive verbal or written feedback that acknowledges what is done well and gives clear next steps on how to progress further
- Ensure the learning objective is clearly communicated and understood by pupils in lessons
- Provide a 'big picture' to the pupils to outline how each particular lesson fits into this overview
- Help pupils to understand success criteria for an activity *before* the activity is started
- Ensure a range of differentiated outcomes appropriate to the learning needs of the pupils
- Model or show examples of work which meet the assessment criteria to allow pupils to clearly see what they need to do to achieve particular grades
- Use a wide variety of assessment techniques such as watching, listening, debating as well as written formal testing. Teachers will also promote and develop self and peer assessment
- Maintain an accurate assessment record on each pupil taught, using the common grading codes (A+ to NA).
- Use on going assessment to inform forward planning

Communication of progress to parents and pupils

Parent-teacher meetings

Class teachers meet parents twice a year in the autumn and spring during a parent-teacher consultation day to discuss progress. Should teachers have any specific concerns about a pupil's progress, they will request a longer meeting with the parents prior to the consultation day. Regular progress meetings are arranged.

Student representative-teacher and parent meetings

In Secondary, meetings which gather student representatives, parent representatives and all subject teachers are organised on a termly basis to talk about progress case by case. Student representatives then meet with each student to feed back information.

Reports

Primary pupils

Primary class teachers complete detailed reports on each pupil using the LSU (*Livret Scolaire Unique*) twice a year, in January and in July. Pupils are graded on a variety of skills in different aspects of Language (oral language, reading and comprehension, writing, grammar, vocabulary and spelling), Maths (numbers, problem solving, data handling, and shapes and measures), Science, Geography, History, PSHCE **, Art, Music, ICT and Sport.

**In Cycle 2 (Key Stage 1) Science, Geography, History and PSHCE are grouped together under the umbrella “Questionner le monde” which encompasses the following topics: living, matter, space and time and Civil, Moral, Cultural and Spiritual Education.

Grades are allocated as follows:

A+= objectif dépassé/objective exceeded

A=objectif atteint/objective achieved

PA= Objectif partiellement atteint/ objective partially achieved

NA= Objectif non-atteint/objective not achieved

Class teachers also write a detailed report on progress that is divided into French, English, Maths, Science, Geography, History, Art and PSHCE. Specialist teachers add their comments about pupils’ skills in their subject (Music, ICT and Sport).

Class teachers also write a detailed report on progress that is divided into French, English, Maths and General. It should never come as a surprise to parents if a child is in difficulty in a particular subject when receiving their child’s report: teachers should have met with the parents and have suggested an action plan of what can be done in school and at home to support the pupil’s learning before the report is sent out.

Pupils benefiting from English as an Additional Language (EAL) or French as an Additional Language (FLE) also receive a report comment on their progress from the EAL/FLE teacher.

Secondary pupils

Secondary subject teachers also complete detailed reports using the software *Pronote* on each pupil three times a year at the end of each term. Pupils are graded out of 20 in each subject. In addition to this, form teachers grade A – C aspects such as behaviour, attendance, scholarly attitude and involvement in the school community.

Marking

In Primary

All work is marked, either by the teacher or through a system of self-marking or peer marking. Teachers use personal codes when marking day-to-day work. They use the grades A+ A PA and NA for marking final tests and evaluations, as required by the bi-annual reports. For longer pieces of work in Literacy, teachers define a list of

success criteria and add a comment stating what was done well according to those criteria. They specify what steps a pupil needs to take next to improve his work. When required, feedback about the final achievement is provided.

In Secondary:

All work is marked, either by the teacher or through a system of self-marking or peer marking. Teachers give a mark out of 20 on written and oral work and for tests. They also add a comment on how the pupil can improve his/her mark.

Homework

Pupils are expected to complete homework tasks set diligently and class teachers communicate with families should they have any concerns this is not the case.

In Primary:

Nightly homework is set from the CP class upwards. It is primarily used to consolidate work seen in class, to learn poems or songs, to revise for spelling tests or factual tests or to conduct research for a topic being studied.

In Secondary:

Nightly homework is focused on the skills of memorising, researching and completing practice exercises and evaluations. In the older classes, pupils are also required to take some tests at home.

Examinations and assessments

In Primary:

Class teachers formally assess pupils in preparation for completing the biannual reports, and evaluations are sent to parents to read through, sign and return to the school around reporting time. At the beginning of the year, pupils in CP (Yr 2) and CE2 (Yr 4) take tests in French and in Maths.

CP tests act as a useful tool to compare data with other, similar establishments in London and in Northern Europe. In English, formal tests take place at the beginning and at the end of classes from CE1 to CM2. Pupils are tested on their reading comprehension and writing skills. Data collected are used on site to measure children's progress in the said learning domains.

In Secondary:

Termly reports are completed for each pupil, based on recent assessments and work. In some subjects such as Maths, subject teachers give the same test to all pupils in the year group to allow cross-year comparison of data.

There are no in-house end of year examinations. During the final year (3ème), pupils take two mock DNB examinations in Maths, French, Geography and History and the final exams in June. These are national examinations and results are sent to Lille's 'Recorat', the academic authority to which CFBL is formally linked. Pupils receive a national diploma.

In Secondary, pupils who are completely fluent in English are placed in the B2/C class. The C1/C2 level is deliberately not stipulated for the same reasons mentioned above in terms of level of maturity. Pupils in this class include those who are B2 level working towards a C as well as those already at a C level working to improve further.

Appeals

Pupils do not automatically pass from one year group to the next. It may be decided in rare cases that a pupil has not made sufficient progress and must repeat a year.

In Primary, the decision is taken during a 'Conseil de Cycle' (Key Stage meeting among teachers) the decision must be supported by the parents. If it is not, the case is referred to a commission to decide the outcome.

In Secondary, the decision to maintain a pupil can only happen at the end of a 'Cycle' (Key Stage), therefore it can only occur at the end of Year 7, 9 or 10. The decision is taken during a 'Conseil de Classe' (a meeting among subject teachers, parent representatives and pupil representatives). Parents can contest the decision by first writing to the Principal. If the Principal decides to maintain the original decision, parents can appeal by writing to the 'Conseiller Culturel' (President of the Appeals Committee for French schools in London).

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