

Secondary School

Assessment in Lower Secondary (Years 7, 8 and 9) 2024-25

Assessment in the Lower Secondary School develops the approach from Year 3 upwards in the Primary School to create a common and consistent approach. This supports students and parents with the transition from Primary to Secondary School.

The following principles underpin our approach to assessment in Years 7 – 9:

- Students are **graded** in English, Mathematics, Science, Computer Science, History, Geography, Foreign Languages (Spanish, German), and Slovak.
- Students are **not graded** in Art, Music, PE, EAL, PBL and Life Skills as a result of the nature of these subjects.
- Assessments will be standardised in year groups where more than one teacher delivers a subject. This means that all students will be assessed according to the same standards and expectations in terms of their skills and knowledge.

Assessment, Recording and Reporting cycle for 2024-2025

	Assessment Points (AP)	GL testing	CAT4	Accelerated Reader (Reading Age Test)	Reporting	Parent Meetings
September				Y7 - 9 9 th – 13 th		Meet the class teacher 11 th
October	AP 1 10 th - 11 th					Year 7 23 rd
November	AP 2 21 st - 22 nd					Year 8 & 9 27 th
January	AP 3 16 th - 17 th		Y9 27 th	Y7 - 9 20 th – 24 th	Half-year reports 31 st	Y9 Options Evening 29 th
February						Year 7-9 12 th

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March	AP4 6 th - 7 th					
May	AP 5 5 th - 6 th					
June	AP 6 5 th - 6 th	2 nd - 13 th		Y7 - 9 2 nd – 6 th	Final reports 27 th	

At each Assessment Point, the following grades will be entered:

Attainment Grade: 50 % weighting

This is based on the assessment work carried out **between Assessment Points**: the grade is **not cumulative**. We include only summative assessment, which evaluates student learning at a given point in time and in relation to a particular assessed piece of work. Examples of such assessments are tests, projects, debates, essays, etc.

It is graded as follows:

1: The student has met or exceeded all standards in the assessment

Students who receive grades in this category demonstrate excellent comprehension and application of all material and skills taught.

2: The student has met most of the standards in the assessment

Students who receive grades in this category demonstrate above average comprehension and application of all material and skills. They are approaching most teacher expectations.

3: The student has met some of the standards in the assessment

Students who receive grades in this category demonstrate average comprehension and application of all material and skills, or above average in some areas and below average in others. Assessment in general is of a medium quality.

4: The student has not met a sufficient standard in the assessment

Students who receive grades in this category demonstrate low comprehension and application of most material and skills, meeting minimum quality. Students are weak in most areas.

5: Failing to meet the expected standard in the assessment

Students who receive grades in this category demonstrate failure to comprehend or apply most or all of the material and skills presented. Students are weak in all areas assessed.

Progress Grade: 25% weighting

This is an indicator of individual success and refers to **individual achievements over a period of time**, in this case **between Assessment Points**. Progress is measured by comparing a student's current attainment with their previous attainment based on both summative and formative assessments. *It does not mean comparing one student to another.*

It is graded as follows:

1: Consistently making the expected individual progress or has made considerable improvement from the last assessment point

2: Generally making expected individual progress

3: Progress is inconsistent

4: Progress has **slowed down** significantly

5: There are significant concerns about progress and the student's ability to progress in this subject.

Preparation and Participation Grade: 25% weighting

The use of Attainment and Progress grades in addition to Preparation and Participation grades recognises the **role of attitude and general effort** in academic attainment **between Assessment Points** and should encourage a more consistent approach from students.

It is graded as follows:

1: **Consistently** ready to learn. Always well prepared and participates well.

2: **Generally** ready to learn. Usually well prepared and generally participates well.

3: Efforts to learn, preparation and participation are **inconsistent**.

4: **Frequently not** ready to learn. Often not prepared and **seldom** participates in a meaningful way.

5: **Regularly not** ready to learn and not prepared for class. Participation is very **limited** and might even cause distraction.

Progress Tests and other standardised online assessments

In September, January and June students in Lower Secondary are assessed and the Reading Age measured. This is to support continual improvement of their literacy levels.

In January, Year 9 sit CAT4 exams to measure their academic potential and abilities to help them make an informed decision about the options in the IGCSE programme.

In June, Lower Secondary students sit GL Progress tests in English, Mathematics and Science where we are able to measure student progress yearly.

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