

CIS Upper Secondary EduPage Assessment guidance 2024-2025

In Upper Secondary we operate a **complementary assessment system**. The EduPage grades include 6 Assessment Points (**APs**) throughout the year and a seventh for Years 11 – 13 after their Mock Exams in January.

The EduPage criteria for awarding grades is outlined below, on pages 3 and 4. We also provide a second assessment based on IGCSE or A-level assessment objectives and mark schemes. Pupils will be informed of their IGCSE and A-level grades after each assessed piece of work. This should also be a key focus of discussion at Parent Student Teacher conferences and during academic mentoring sessions during tutor time.

Progress Grade Profiles

What are Cambridge Assessment International Education (CAIE) Progress Grade Profiles (PGP)?

The purpose of the Progress Grade Profiles is to enable students, parents and teachers to understand where a child is on their journey through their IGCSE (Y10 and Y11) or A-level (Y12 and 13) studies. They **allow the School to put in place interventions when appropriate to enable every child to achieve their true potential.**

What does the grading mean?

The grades reflect the child's **current attainment** in relation to the IGCSE or A-Level subjects which they are studying. Please note that **they should not represent predicted grades for the summer exams. As a student moves through Year 11,12 or 13 towards the final examinations however, they provide an increasingly accurate picture of likely outcomes.**

Grades may improve as the course progresses and the student develops a deeper knowledge and understanding of their subjects. Similarly, they may go down based on the demands of increased syllabus content and the demands of full-length examinations such as the Mock Exams.

What does the colour coding system mean?

The colour coding reflects the teacher's assessment of the child's current attainment in relation to their ability, previous examination performance, internal standardised test results, mock examinations and previous IGCSE and AS examinations, where relevant. **It is important to consider the colour as opposed to focusing simply on the grade, as this will help you as a parent understand whether your child is making good progress and achieving their potential.**

The table below explains how the colour coding system works:

This CAIE PGP should be used in conjunction with the most recent EduPage grades to present a full picture of a child's current Attainment, Achievement and Progress and Preparation and Attitude. Individual grades or teacher assessments can be discussed directly with Subject Teachers if needed. Class Teachers will also discuss progress with students as part of the academic mentoring program during tutor time.

Staff should also ensure that the colour coding on the CAIE PGP is consistent with the grading given on EduPage for **Attainment**. For example, a student should not be receiving a '**RED**' on their Progress Grade Profile and then a 1 for Attainment on EduPage. Similarly, it is most likely that an '**ORANGE**' on a students' CAIE PGP will translate to a 2 on EduPage for Attainment.

	Student is working significantly above the expected level.
	Student is working above the expected level.
	Student is working at the expected level.
	Student is working below the expected level.
	Student is working significantly below the expected level.

It is worth noting that all students have different starting points and eventual outcomes, and whilst we strive to ensure that all students are able to meet their full potential, this may be an A grade for Student Y and a C grade for student X. Students working to their ability level would be expected to have a yellow subject profile, irrespective of the actual grade.

Upper Secondary EduPage Assessment Point dates 2024-2025

	Assessment Points (AP and PGP)	Baseline Assessment	Reporting	Parent Meetings
September		Y11 CAT4 Y12 ALIS		Meet the Class Teacher Y11-13
October	AP1 3 RD & 4 TH			9 th Yr. 10 – 13 PSTC
November	AP2 7 th & 8 th			
December	AP3 12 th & 13 th		13 th reports completed Yr. 11 - 13	
January	AP4 23 rd & 24 th	Mock Grades 11 - 13	31 st reports and Vypis issued	
February				5 th Y11 Options Evening
March	AP5 6 th & 7 th (Y11-13)			12 th Yr. 10 – 13 PSTC
April	AP6 14 th & 15 th	Final AP for 11 - 13		
May		Yr. 10 EoY Exams		
June	AP7 10 th – 11 th (Y10 Mock Exam results)		End of Year Reports and Vysvedčenie	

EduPage Grades Explained

Attainment: 50% Weighting

- 1:** This grade for attainment indicates that a student is consistently achieving the highest grades in their assessed work. This would normally mean that a student is attaining A or A* in their most recent assessment/s.
- 2:** This grade for attainment indicates that a student is consistently gaining very good grades in their assessed work. This would normally mean that a student is attaining B or C.
- 3:** This grade for attainment indicates that a student is consistently gaining a satisfactory grade (C is a standard pass at IGCSE and A-Level) or may be performing below this which represents some cause for concern. This would normally mean that your child is attaining C or D.
- 4:** This grade for attainment indicates that a student is performing far below a satisfactory/pass grade (C) and is at risk of significant academic underperformance if this continues. This would normally mean that your child is attaining an E or lower.
- 5:** A grading profile of five will only be used under exceptional circumstances to reflect a major concern about academic performance which indicates that they are failing in this subject.

How does the Attainment grade on EduPage relate to the Progress Grade Profile?

Attainment grade on EduPage	What grade is my child likely to receive on their Progress Grade Profile?
1	A or A*
2	B/C
3	C/D
4	E or below
5	U (this means ungraded and means your child has failed to achieve a grade)

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

Achievement and Progress: 25% weighting

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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. ***It does not mean comparing one student to another.***

It is graded as follows:

- 1:** This grade for achievement and progress means that your child is consistently making the expected individual progress or, has made a considerable improvement from the last assessment point
- 2:** This grade for achievement and progress means that your child is generally making expected individual progress.
- 3:** This grade for achievement and progress means that your child is not making the expected individual progress.
- 4:** This grade for achievement and progress means that your child's progress is a considerable cause for concern.

Preparation and Participation: 25% weighting

Participation and Preparation is graded as follows:

- 1:** This grade for preparation and participation means that your child is consistently ready to learn. Always well-prepared and participates well.
- 2:** This grade for preparation and participation means that your child is generally ready to learn. Usually well-prepared and generally participates well.
- 3:** This grade for preparation and participation means that your child is frequently not ready to learn. Often ill-prepared and seldom participates in a meaningful way.
- 4:** This grade for preparation and participation means that your child's engagement in lessons is poor across all areas and is a major cause for concern.
- 5:** This grade for preparation and participation means that your child's academic conduct and preparation for their studies represents a significant cause for concern that is impeding their ability to achieve.

Internal Assessments

Standardisation and Benchmarking

Our assessment judgements are standardised through internal moderation in which our subject teachers compare their grading to ensure fairness and high standards and expectations. We also utilise standardised testing measurements in Year 9 and 12 to support and inform these judgements. Standardised assessments do not lead to any qualifications but are useful as an internal measure to support subject teachers in their planning and assessment of students.

Students in Year 10 complete internally marked Mock exams in May/June each year whilst students in Years 11 – 13 complete Mock exams in January. Students in Years 11-13 then complete their externally marked IGCSE or AS/A-Level exams in May/June. External assessment means that teachers at CIS are not involved in the marking of these assessments or in the awarding of the final grades.