



## EAL Assessment Policy

The EAL department follows the assessment procedures laid down in the school policy. This section covers the additional departmental policies:

- initial assessment of EAL pupils
- cross-curricular assessment
- ongoing assessment including school attainments tests and in-class assessment
- homework (see section 6 for more detail and the departmental marking policy)
- rewards for achievement and effort
- reporting
- cross-phase progression

### General

- Assessment has a common procedure, which
  - a) gives teacher judgements which are as valid, consistent and reliable as possible, and are measurable against exam board standards
  - b) gives teachers confidence in their professional judgement and skill
  - c) promotes a common interpretation of the Council for Europe level descriptors and examination levels.
  - d) is seen to be fair to pupils
- Assessment records should
  - a) be based on an agreed set of principles and purposes
  - b) assess pupil progress against the exam board's and the school's own criteria
  - c) be easy to administer
  - d) be used to facilitate progression between phases for pupils

### Initial assessment

- The department compiles an initial student profile of all new EAL pupils, based on a range of assessments carried out as soon as possible after arrival (although pupils should be given time to get over possible jet lag, feelings of disorientation etc).
- The profiles, with a photograph of the pupil, are put on the pupils/students' Sims (and in the Allstaff directory (EAL). All staff are urged to read the information provided on the student profiles and use it to inform their teaching as well as setting and streaming decisions. The head of department asks the senior management team, heads of department and heads of year to back this up.

- The department makes every effort to achieve as accurate a picture as possible of a new EAL pupil's level of English in the four skills of speaking, listening, reading and writing, as well as their family background, school history, attitude to learning, previous attainment level, interests and talents and any learning difficulties.
- A member of the department copies and files the pupil's school records and relevant correspondence, available in the Headmaster's PA's office. Sixth form pupil records are copied and held by the head of sixth form. This information is available in advance, and EAL staff should familiarise themselves with it before meeting the pupils.
- The assessment process includes the Oxford English language placement test (version 1 or 2), a piece of free writing (without the use of a translator or dictionary), a one-to-one interview, a non-verbal test (Ravens matrices) and the student reading aloud. All the assessment materials are filed in EAL02. Ravens matrices forms are supplied by the SENCO.

### **Pupils/students with LDs**

- Results of these preliminary assessments may give indications that the pupil has a learning difficulty, irrespective of their level of English. Such pupils are then referred to the SENCO for more thorough assessment.

### **Gifted and talented pupils/students**

- The interview and writing assessment may also provide evidence of particular gifts and talents. Above average results in the Ravens matrices test are passed to the SENCO for verification and give an early indication of level of cognitive ability, especially when used in conjunction with the CATS non-verbal test scores, which are administered to all pupils/students.

### **Cross-curricular assessment**

The EAL department offers advice to heads of department and subject teachers on issues to consider when assessing EAL learners, both in the initial stages and throughout the course.

- Any assessment to inform setting or curricular targets should consider the following:
  - educational history and attainment across core subjects in L1.
  - CATS scores. These can reveal discrepancies between low verbal scores and higher quantitative and non-verbal scores.
- Heads of department such as maths and science are encouraged to use objective initial assessment tests in their subjects. The Chinese teacher and EAL staff are made available to act as readers, translate rubrics etc, to ensure the student's cognitive ability and existing subject knowledge are more accurately assessed. This support to ensure fairer assessment is also offered by the department in ongoing assessments such as class tests, attainment tests and school examinations.

### **Ongoing assessment**

- The outcomes of assessment, as well as indicating pupil progress, provide feedback on teaching methods, schemes of work and setting, and enable teachers to make informed decisions about modifications.
- We recognise the potential for assessment to contribute to developing a positive self image in the pupil. The use of constructive feedback based on assessment for learning principles engenders a sense of progression and success, which builds confidence and encourages further effort.
- Teachers in the department use a common framework for marking work which is fully understood by both staff and pupils/students.
- Results of assessment are reported in a way useful for pupil, teacher, parents and guardians. The department ensures that the EAL pupils understand the reporting process used throughout

the school and should go through EAL and other subject reports on SIMS with the pupil, discussing and clarifying the comments. The Chinese teacher may be asked to translate.

- Assessment gradually builds up into a profile for each pupil over their school career. The head of department maintains a continuing overview of a student's progress through monitoring grades and reports on SIMS, as well as through regular meetings with heads of department of other subjects.
- Pupils are encouraged to be aware of the evidence and assessment techniques being used and review their own progress by a procedure containing an element of self assessment.
- Any summative tests must have an ongoing policy in their construction, marking and usage. These tests show what a pupil can do, i.e. are criterion-referenced.

### **School attainment tests**

- For IELTS pupils/students in Year 12 and 13, and on fast track courses in Year 11, attainment tests should reflect the structure of the IELTS exam. Not all modules need to be tested, unless the attainment test is serving as a mock examination.
- Tests should correspond to the ability level of the set and be age appropriate.
- Test papers should be agreed by the EAL teachers well in advance and administered under test conditions.
- Copies of previous test papers are held in a central file for reference and may be used again as appropriate.
- Students/pupils can be given an indication of what topics will be tested and guidance with revision, but there must be no undue help or preparation which would distort the assessment.
- The marking of each test is agreed and standardised. Meetings are held for teachers to discuss and agree on the assessment of pupils' writing papers, and to follow a consistent and appropriate policy on marking IELTS listening modules in relation to spelling errors.
- Teacher marking is shown and a PET grade or IELTS band is given, as well as the raw mark if appropriate. These are recorded on the front cover of the test paper, which is returned to the student for feedback and correction.
- The mark scheme/criteria for assessment are discussed both before and after the test, and pupils are encouraged to evaluate their own performance in relation to these.
- Pupils with specific learning difficulties are given help according to exam board guidelines. Extra time should be given where possible.
- Tests missed due to absence should be taken. Individual arrangements for this will be made.
- Individual targets are set in consultation with the student, and progress measured against them. They may then be revised.
- A record of the assessment is retained by the teacher in their mark book and on SIMS, and used as the basis for discussion of pupil progress at meetings of EAL teachers and at parents' evenings.

### **In-class assessment (for homework assessment see section 6)**

- Classwork and homework are marked using a common framework, with detailed and personalised comments as appropriate. Attainment test grades and if appropriate, predicted examination grades, are entered onto the SIMS system.
- Pupils up to Year 10/11 are issued with an exercise book and a vocabulary book; sixth form have folders and a single vocabulary exercise book divided into four sections to correspond with the IELTS modules.
- Work is marked in accordance with assessment for learning principles. For written work errors are identified using the agreed correction code, a copy of which is on display in each classroom and pasted in each student's folder/exercise book. The pupil is asked to self- or peer-edit their work, or work with the teacher to make corrections and improvements. Students/pupils mark in green pen, teachers use purple. Lower sixth IELTS students/pupils normally word process their

writing to facilitate editing of first and second drafts, and to produce final drafts for display. In the upper sixth students/pupils hand write essays in order to practise for the real exam and to be aware of how much paper is used for a 150 words and 250 word essay.

- Each piece of work receives a detailed personalised comment, a grade if appropriate and suggestions for how to raise their score. Pupils have a copy of the relevant exam criteria, and work will be discussed work in relation to this. Marks/comments are recorded by the teacher in their mark book. A weekly EAL meeting is held, every Tuesday morning at 8:30, where staff discuss pupil progress and any social issues which could be relevant.
- Informal assessment is ongoing during all lessons in response to oral work, team work, skill development, project work etc. A brief comment may be noted in the teacher's mark book as a reminder.
- Vocabulary learning is always included in the homework set after each lesson. The teacher is expected to check that the vocabulary has been learned with either a formal or informal test in the following lesson.

### **Rewards for achievement**

- The school merit system is used in lower year groups to recognise performance.
- Pupils may be recommended to the headmaster for a distinction in any outstanding pieces of work (by that pupil's own standards) done in the department.

### **Records**

- Records are kept on SIMS.
- Files and exercise books are regularly checked and discussed at meetings of EAL teachers.

### **Reports**

See school handbook for policy.

- Reports IELTS grade equivalents based on current performance, predicted exam grades, targets and a personalised comment highlighting achievements and offering advice for improvement/continued progress. These comments are written collaboratively during the weekly EAL meeting and put onto Sims by HOD.
- Information available to parents at parents' evenings will include attainment test results, comments on classwork, homework and effort. Advice for improvement/continued progress will be given as appropriate.