



ASSESSMENT POLICY

PREAMBLE:

Educators working within an Augustinian ethos need to guide and accompany the students throughout their learning 'journey' whilst supporting and encouraging their 'devotion to study' through constant feedback acquired through assessment, whose sole purpose must be to promote learning.

THE PURPOSE OF ASSESSMENT

Assessment is an integral part of effective learning and teaching. It is a pre-requisite that both students and their educators have a clear understanding of what is happening during the teaching and learning processes and how learning and attainment are being measured. Assessment should not only check knowledge but also check how students are learning. Assessment should not only be a means of measuring effectiveness with too much emphasis put on the economic return of learning, since this will emphasise only 'reception learning', summative assessment and academic results.

Assessment needs to combine some summative assessment with plenty of formative and continuous learner-centred assessment. This will stimulate and give credit to a more effective 'learning orientation' amongst the students rather than stressful 'performance orientation'. In this way, through assessment, our students will be indirectly encouraged to improve one's competence rather than prove one's competence. Thus, comparisons using class medians, averages/means and quartiles are not fruitful in a mixed-ability environment and should therefore give way to comparison with one's own performance and previous results with the aim of further personal improvement and development.

Assessment should evaluate the students' process of coming to new understandings in relation to existing knowledge through a collaborative and interactive process with their peers. Assessment and its feedback should encourage learners to have a sense of ownership, know the reasons for their learning, and feel that it is relevant to their aims and needs.

The main aims of assessment are to:

- a. Motivate students by providing feedback on both progress and attainment;
- b. Allow educators to monitor the progress of students;
- c. Identify any development needs and the next steps for improvement;
- d. Evaluate and monitor the effectiveness of teaching *and to*
- e. Provide feedback to parents/guardians so they can monitor and support their children's learning.

ASSESSMENT IN THE EARLY YEARS (YEAR 1-3)

In the early years' classes, students are assessed in an informal manner on a continuous basis. Assessment takes place in various ways which include both school-based tasks and also with tasks given for home. Parents/guardians are given official feedback in this way:

- a. Oral feedback during Parents' days (held twice a year, normally during the first and second terms);
- b. Written feedback three times a year towards the end of each term (in December, close to the end of the second term and at the end of the third term).

Students engage in various tasks and feedback is given in this form, depending or not whether a particular task has been achieved or not:

- Mastered
- Competent
- Doing comfortably
- Needs significant help
- Struggling

ASSESSMENT IN THE JUNIOR YEARS (YEARS 4-6)

In the junior years' classes, assessment takes the form of both formative and summative. In these classes, students are assessed in this manner:

1st term: ongoing assessments (13% of the annual global mark)

2nd term: ongoing assessments: (13% of the annual global mark)

3rd term: ongoing assessments (14% of the annual global mark)

school based annual exams (60% of the annual global mark)

Many times, topics assessed in the ongoing assessments are not necessarily assessed in the school based annual exams. Educators provide study plans towards the beginning of the third term which should serve as a guide to all students in their studies.

Oral feedback is given to parents/guardians during Parents' Days (held twice a year). Written feedback is given three times a year (in December, close to the end of the second term and at the end of the third term).

STUDENT-CENTRED PEDAGOGY:

Our assessment policy in these years promotes a student-centred pedagogy, integrated with cross curricular themes whenever possible. Our emphasis is not on learning facts by rote, but more on skills and putting into practice and applying the facts taught. Success is not simply measured by acquiring good grades in summative assessments. Various other modes of assessments like class and home-based tasks are also considered to be important.

BEHAVIOUR DURING FORMALS EXAMINATIONS/ASSESSMENTS:

Disruption and misbehaviour during formal assessments is strictly prohibited and will not be tolerated. Any students caught misbehaving during exams will not be allowed to proceed with their exam. The word '**misbehaving**' will be written on the result sheet and no marks will be provided for that particular exam.

As for formal assessments, students are expected to:

- a. Keep only the writing material necessary on their desks;
- b. Leave any bags and other personal belongings outside the examination room, in the areas indicated by the educators *and*
- c. Remain quiet for the whole duration of the exam.

Students caught copying or cheating in any way during any exam will be prohibited from continuing the exam. The word '**copied**' will be written on the result sheet and no marks will be provided.

ABSENTEEISM FROM WRITTEN EXAMINATIONS:

Students are encouraged not to absent themselves from any part of the annual examinations. The word 'absent' will be written in the result sheet for those exams in which the student was absent. No examination can be reset later, however students who are absent for valid reasons such as sickness or bereavement, may opt to work the examination paper at home. No marks will be given, however feedback on the student's attainment level will be provided.

ASSESSMENT IN THE SENIOR YEARS (Years 7-11)

Continuous assessment, especially through the Learning Outcomes Framework is highly encouraged during lessons for evaluating and guiding learning. Educators are encouraged to use different types of assessment over a period of time, which give evidence of learning. These continuous assessment tasks should be done in class and need to show evidence of learning. Assessment needs to take place during learning and not always at the end of learning a topic. Effective open and closed-ended questioning technique, eliciting, sharing of learning outcomes/intentions and success criteria, learner-centred teaching strategies are all measures to be used by educators to support continuous assessment.

Educators should be highly aware that continuous assessment should not end up being continuous testing. Moreover, effort, behaviour and attendance should not form part of continuous assessment. Assessment tasks during lessons and questions during summative assessments/examinations need to give evidence that the learning outcomes specified in the syllabi have been attained by the students. Such assessment identifies strengths, weaknesses and progress being made as well as motivates learners and give them feedback. Emphasis should be placed more on the educators' comments and feedback linked to criteria & learning outcomes for improvement rather than on marks.

Moreover, class or individual correction of assessment tasks and examinations is a must in order to ensure that students are actually learning from assessment. In this way all the time and effort used for assessment gives value to learning. Homework is also another strategy for assessment, but educators should be aware that some students have help at home while others don't. Moreover, at home timing can be difficult to enforce in the same way for everyone.

Self-assessment checklists for students are highly encouraged since they aid learning and stimulate formative assessment. Through descriptive formative assessment, students need to be shown through verbal, or written feedback what they need to do to improve. Formative assessment through feedback to students need to feed-forward, and therefore provide a basis for improvement and affects students' motivation and their perceptions of their intelligence and ability. Formative assessment needs to make students think and makes it clear that ability is incremental and not fixed. Formative assessment and feedback should be about quality of work and how students can improve, and so it will avoid comparisons between students.

During weekly scheduled subject meetings, Assistant Heads who coordinate the respective subject needs to verify from the assessment results/feedback, schemes and records of work, that assessment is taking place as planned and learning outcomes specified in the syllabi are being reached by the students. Students not attaining these outcomes and falling behind need to be identified and meetings for the student with the Head and parents/guardians set up to agree on strategies for improvement. College and national assessment results and statistics need to be analysed with the educators for possible fine-tuning and improvement in teaching and learning strategies and assessment strategies.

Apart from the verbal feedback given to students and parents/guardians during the Parents' Day in the 1st Term (possibly spread over 2 days) and the Parents' Days in the second term (possibly spread over two days); formal assessment feedback from the continuous assessment tasks and broad learning outcomes is communicated to students, parents, and guardians through the College's online portal The Students Campus at the end of each term. These replace the Half Yearly summative assessment/examination (last taking place for Year 10 during scholastic year 2022-2023). At the end of each scholastic year, Annual Examinations take place. Questions in these exams should be different from those assessed in class during continuous assessment. At the end of Year 11, and at least a month before the start of the national SEC examinations, similar Mock Examinations take place with adequate time given afterwards for class correction, feedback from educators and queries from students.

ASSESSMENT REPORTS

Reports published at the end of the First Term and then again at the end of the Second Term contain for EACH subject the mark obtained for work or coursework done in class or/and at home to achieve the respective Learning Outcome during the term and through the grade whether the learning outcome was 'Mastered (81%-100%), Achieved (50%-80%), Moving Towards Achievement (25%-49%), Unachieved (0%-24%)'.

The Reports published at the end of the scholastic year (that is at the end of the Third Term) also includes for each subject: -

- the mark obtained for work or coursework done in class or/and at home to achieve the respective Learning Outcome during each of the three terms including the third term.
- the mark of the Annual Examination.
- The Global Mark which includes the weighting of the marks of the three terms and the weighting of the Annual Examination.

SUMMATIVE ASSESSMENT/EXAMINATION REGULATIONS FOR STUDENTS

The aim of these examination regulations is not only for effectiveness, reliability, and fairness, but also as a 'training opportunity' for students in view of national examinations at the end of Year 11 when they will be subjected to similar rules and procedures.

- 1) Examinations are a valuable opportunity to check what you have learnt and to train for future national/public examinations. Do your very best to follow these regulations and use your exams to show what you have learnt by trying to answer ALL questions.
- 2) Work individually and in silence. You cannot talk, communicate or share your work with others.
- 3) Only produce your original work based on your learning and do not copy other students' work.
- 4) In order to avoid congestion at the back of the exam rooms, at the start of exams make sure that your school bag is closed next to your desk.
- 5) Put away pockets and leave all necessary stationery on the desk.
- 6) Students are not allowed to wear watches during examinations. There is a clock in every examination room. Watches should be left at home or in the locker.
- 7) You will be allowed to go to the bathroom, only if it is very necessary and only after the first half hour and before the last quarter of an hour of the exam. It is suggested that you use your breaks to go to the bathroom.
- 8) Only write on assigned examination papers/booklets/foolscaps having the College logo.
- 9) Write workings and/or plans when and as required.
- 10) You can only write in ink. No writing in pencil is accepted, except for drawings or when specified during the exam. Moreover, you should use blue or black ink only unless otherwise stated in the exam instructions.
- 11) Unless otherwise specified in the exam paper, calculators are not permitted.
- 12) Keep mobile phones, smart watches or other electronic equipment at home or at the secretary's office if you have a special permission.
- 13) Make sure you know the dates, times and venues of your examinations. It is your responsibility to check the dates and times of your exam from the exam timetables provided to you earlier.
- 14) During the exams, students can come with the College's PE Kit.
- 15) There should be silence at all times when in the school building. Corridor teacher supervisors will be ensuring this.
- 16) Students are not allowed inside the examination room unless the invigilator is present.
- 17) Students must be on time for all examinations. Ensure that you are at school at least 10 minutes prior to exam time. No extra time will be given to late comers coming to school with their own transport. If due to matters outside our control, a school van arrives late, these students are to show their transport pass to the invigilator to be given extra time and consideration by the examiner.
- 18) Students who have been allotted extra time can make use of this time before and after the exam of the first session and at the end of the exam for the second session.

- 19) Students are to sit in the examination room as per seating plan given to the exam invigilator.
- 20) Students may take a bottle of water into the examination room, which is to be left at the side of the desk before the exam starts.
- 21) The use of correcting fluid/tape and highlighter is NOT allowed.
- 22) No borrowing is allowed during the examination. Ensure that all the things which are needed are brought with you (eg. calculators, chemistry stencil, technical design board, the Bible, pens and pencils etc.)
- 23) Only official school papers (with the College emblem) can be used for the examinations. These will be handed to you by the invigilator who would have signed on them.
- 24) Make sure you write your name on ALL the exam paper and/or foolscaps used. Any unused sheets are to be returned to invigilator. It is your responsibility to ensure that you return all used examination papers to the invigilator at the end of the examination.
- 25) Should the written examination paper be taken out of the premises, unintentionally or otherwise, the paper will be annulled and zero marks will be allotted to that paper.
- 26) Once the exam has started, students will not be allowed to leave the examination room prior to finishing time. Students are allowed to go to the bathroom only at the invigilator's discretion. Therefore, make sure you go to the bathroom prior to the examination.
- 27) No students are allowed to linger in the corridors during the exams but are to stay in their allocated supervised revision room.
- 28) Students caught copying or are disruptive during the exam or have the mobile phone with them in the exam room will face serious disciplinary action and this will be noted in the official examination report.
- 29) At the end of the exam, students must remain seated until all the scripts have been collected. The invigilator will call the students one by one in order to place their scripts in the envelope provided.
- 30) When instructed, students are to leave the examination room in silence.
- 31) Students who are absent/excused or sick, can work out the respective missed examination papers, which are sent as an Announcement or email the following day. The Exam Paper/s is/are to be worked at home (ideally with the set time-limit and without copying from books or notes), printed, scanned, and sent to the College by email on secondary@staugustine.edu.mt within 24 hours. These scripts will then be corrected by the respective teacher. Marks attained in such cases are for formative assessment only and will not be included in the Report as an Official Examination Mark" (since the student will be marked as absent)
- 32) Students who do not have an exam on a particular day are to stay home to study (study-days). Students who do not have the 1st examination can come late on the day in time for the start of the 2nd examination. Students who do not have the 2nd examination session will be allowed to leave the Secondary Campus with the relative approved Parents' Consent Form filled in (for each relative day) by the parents and signed by the SLT member. Those students without consent form are to stay in the Study-Room. Students leaving early from School must show the Consent Form on a daily basis, duly signed by the parents/guardians.

Students who do not present this form at the door will not be allowed out. They will instead stay in the Study-Room till the end of school-time. No handwritten notes will be accepted.

- 33) During Examination Time, students must follow the usual College Rules and Regulations including those regarding the correct use of the College uniform/PE Kit and the prohibition of mobile smart phones, smart watches, and other electric equipment. Their usage will lead to their confiscation and disqualification from examinations.

**SUMMATIVE ASSESSMENT/
EXAMINATION REGULATIONS FOR INVIGILATORS/EDUCATORS**

The aim of these examination procedures for invigilators, which are compiled in an appendix of this policy for internal use, is to ensure that examination rules and regulations for students are maintained and enforced so that examinations take place with high standards of professionalism and efficiency.

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