

LEONARDO DA VINCI ACADEMY MARKING AND ASSESSMENT POLICY

Leonardo da Vinci Academy the Marking and assessment policy is part of a set of policies on assessment, record keeping and reporting. Marking and assessment is an important part of the assessment process and reflects the aims of the school, which seek to encourage the highest possible standards for each child. The marking policy aims to encourage a positive self-image and increase pupil independence in learning.

Principles and Practice

In line with its overall aims, Leonardo da Vinci Academy recognises that teaching, learning and assessment are fundamentally connected, complementing each other in developing high standards of achievement for all students at the school.

LEONARDO DA VINCI ACADEMY recognises that students

- Have differences in how they learn
- Have different cultural experiences, expectations and needs
- May perform differently depending on the type of assessment
- Need to receive fair, critical feedback including strengths and weaknesses in order to improve
- Should receive feedback that encourages self-improvement
- Are often required to follow two National Curricula in full (English and Czech)

LEONARDO DA VINCI ACADEMY uses assessment to

- **Measure** individual achievements and pupil progress to produce coherent feedback for student, parents and external institutions.
- **Monitor** the effectiveness of teaching and learning across the school
- **Inform** curriculum and assessment review and planning
- **Inform** parents and other relevant parties of the progress being made by students

Assessment must

- Be fair and based on clear criteria
- Allow students to track and monitor their own performance, and provide parents with feedback on their child's progress
- Allow teachers to monitor the effectiveness of lessons in relation to the desired learning goals
- Differentiated, to provide material for students working at different levels, including SEN, EAL, Non-Czech speaking and Gifted and Talented students
- Allow students to develop examination technique and manage stress



Leonardo da Vinci Academy uses a variety of assessment techniques in order to meet the above objectives. Assessment at Leonardo da Vinci Academy should not be perceived as a stressful process, but instead a tool to inform future teaching and learning.

Assessment may take the following forms

Baseline testing and entrance exams

At the start of each academic year, or during the admissions process, students will be assessed using the appropriate baseline testing package delivered by GL Education. This will allow teachers to plan their lessons to each student's strengths, and the long term monitoring of progress throughout a student's education at our school.

Summative assessment

Summative assessment seeks to evaluate student learning by comparing it with a standard or benchmark (i.e. criterion based in accordance with either Czech standards for education or the Pearson Edexcel international programme); This can take place through either an exam, project, verbally, or through a piece of coursework and should result in a final grade or score. Summative assessment can be used in a normative manner to allow comparisons across the cohort or class.

Although summative assessment may be considered stressful by some students, Leonardo da Vinci Academy encourages students to see this as a necessary part of their learning, provided that information derived from summative assessment is used and acted on in a formative manner.

Formative assessment

Formative assessment is assessment that is used to provide ongoing feedback that can be used by students and teachers to improve the teaching and learning process.

Formative assessment should take place on a regular basis and may form the basis of a plenary during a lesson. Leonardo da Vinci Academy encourages students to be reflective learners, recognizing their strengths, as well as weaknesses. Criticism in itself should not be considered a negative trait, provided it is constructive and leads to improved learning.

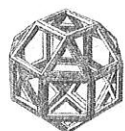
External Examinations

LEONARDO DA VINCI ACADEMY students will sit Pearson Edexcel Primary and Secondary Examinations, Czech CERMAT examinations in grades 5 and 9, Pearson Edexcel IGCSEs in grade 10 and in the future; A-Levels or IB and the National Matriculation Exam in Grade 12. Some students will have to sit external examinations as ordered by the Czech education authorities on a periodic basis.

Marking and feedback

Teacher marking and feedback of work must be purposeful and effective to allow students to evaluate their strengths and areas to improve. Students are encouraged to become self-reflective learners and a teacher may comment directly on a student's work, or preferably on the accuracy of a student's self-assessment.

Marking may consist of



Level 1 – A tick or statement to acknowledge work has been seen by a teacher

Level 2- A qualitative grade with short comments/annotations or verbal feedback delivered directly to the student or through use of LBQ

Level 3 – Detailed feedback along with clear points to improve, delivered through marking or a formal meeting

Student's response to teacher assessment

- Students should be given time, to read and respond to the written feedback the teacher has provided or discuss verbal feedback
- Students should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received.
- Students should be expected to respond to the written feedback, either by correcting mistakes in a pencil/different coloured pen, by writing a reply or verbally commenting on feedback.

Self/peer evaluation

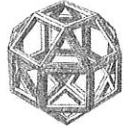
All Student should be reminded to self-evaluate against success criteria and older Student should be encouraged to identify their own three successes and look for an improvement point. All student reports should include student self-assessment and be discussed with teachers and parents

Awarding grades

LEONARDO DA VINCI ACADEMY is required to adhere to Czech legislation with regards to the format and type of quantitative and qualitative grades awarded. To avoid confusion, Table 1.1 compares the Czech grading scale to our internal grading scale. **All grades must be awarded according to the Czech grading scales and accordance with the relevant criteria according to the subject and the standards set by the Czech and/or Pearson Edexcel curricula**

Quantitative grade according to the Czech grading scale	Qualitative grade according to the Czech grading scale	Grades according to LDVA internal scale
1	Excellent	7
1	Excellent	6
1	Excellent	5
2	Very Good	4
3	Good	3
4	Satisfactory	2
5	Poor	1

Table 1.1 – Czech and international grading scale

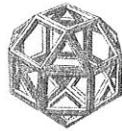


Grade	Criteria
A	Outstanding effort. Exceptional. The student has clearly dedicated an extraordinary amount of effort towards this piece of work.
B	Good effort. The student has clearly shown that they have put a sensible amount of effort into their work.
C	Satisfactory effort. The student has put an acceptable amount of effort into their work. No more, no less.
D	Poor effort. The student has not put an acceptable amount of effort into their work and this is preventing success at fully achieving the learning objectives.
E	Unacceptable. The student has put little or no effort into their work and this is having a serious effect on their ability to achieve the learning objectives.

Table 1.2: Effort grades and criteria

Grade	Criteria
A	Outstanding behaviour. Exceptional. The student clearly models the school values and sets an example towards other students
B	Good behaviour. The student has clearly shown that they have embraced school values and rarely obstructs learning
C	Satisfactory behaviour. The student behaves in a manner which does not obstruct learning, but doesn't always model school values to the best of their ability
D	Poor behaviour. The student occasionally disrupts the learning of others and themselves and/or behaves in a manner contrary to school values.
E	Unacceptable. The student behaves in a manner which frequently disrupts the learning of themselves and others, and rarely models school values.

Table 1.3 Behaviour grades and criteria



TYPES OF GRADES

Students should receive the following grades

- **Current grades** – may be awarded following the completion of an assessment or sequence of work
 - **Current grades may be formed using a variety of assessment techniques including**
 - Oral examinations
 - Coursework
 - Written examinations
 - Project work
 - Presentations

- **End of term grade** – Provides an evaluation of the student's performance throughout each term. The term grade is formed no earlier than one school week before the end of the respective term and is based on performance during the current term. The term grade consists of an achievement grade, effort grade, and behaviour grade.

Students who are unable to do Physical Education due to health reasons are exempt from having a term grade for this subject.

- **End of Year grade** – A grade to summarise the progress and achievements of students at the end of each academic year.
- **Final grade** – summarises achievement of the learning outcomes at the end of a stage and awarded by external parties following external examinations.
- **Reporting to parents**
- Parents will receive end of term and year reports which consist of:
 - A formal Czech report
 - Student self-evaluation reports
 - Teacher summary reports
 - Tutor comment

Written by Justin Kilcullen-Nichols

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Approved
V. Kordun

