



Shrewsbury
International School

PHNOM PENH

CU03 Marking, Feedback, Assessment and Reporting policy

Produced by: Toby Waterson
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Shrewsbury International School Phnom Penh is committed to providing outstanding care and education to its pupils and to safeguarding and promoting the welfare of children and young people.

Introduction

Accurately measuring a pupil's potential and progress is crucial for transforming learning. Effective assessment allows teachers to make informed decisions about individual learners, their educational needs, and where to tailor their teaching efforts. This policy outlines SISPP's approach to marking, feedback, assessment, and reporting, drawing from best practices across early years settings and leading prep schools in the UK.

Our Assessment Philosophy

SISPP utilises a comprehensive assessment approach that combines both formative and summative assessments.

- **Assessment for Learning (AfL):** This continuous process, integrated throughout lessons, involves questioning, discussions, group work, teacher observations, and marking. Teachers award pupils 1-3 points to reflect their grasp of objectives:
 - 1 point: Working towards (requires significant guidance)
 - 2 points: Working at the expected standard (with some guidance)
 - 3 points: Working at greater depth (independent work)
- **Summative Assessment:** SISPP conducts formal assessments ("testing") at the end of each term to validate teacher judgements. These assessments cover spelling, punctuation and grammar, reading, mathematics (arithmetic and reasoning), and science. Familiarisation with these assessments fosters confidence in pupils.

Attainment Levels and Expectations

Assessment is a vital tool for monitoring and reporting on pupils' academic progress, behaviour, and attendance. These factors significantly impact a child's overall well-being.

- **Curriculum Matching:** Pupils are taught based on a curriculum aligned with their attainment level, ensuring they learn according to their abilities.
- **Grading System:** SISPP utilises a clear grading system that reflects both academic achievement and behaviour:

SISPP Grading System

SISPP GRADING SYSTEM			
Percentage Range		Grade	Level
90%	100%	9	Outstanding
80%	89%	8	Excellent
70%	79%	7	Very Good
60%	69%	6	Good
50%	59%	5	Satisfactory
40%	49%	4	Pass
30%	39%	3	Fail
20%	29%	2	Ungraded
0%	19%	1	Ungraded

BEHAVIOUR KEY	
Outstanding	4
Committed	3
Compliant	2
Reluctant	1

ATTENDANCE KEY	
Outstanding	100%
Good	90%
Poor	80%

Reporting to Parents

To ensure transparency, SISPP shares the Assessment Timetable two weeks before Assessment Week. Pupils are given 50 minutes to complete each assessment. Following marking, teachers address any misconceptions identified. Detailed reports containing information on each pupil's progress and performance are issued during Parent-Teacher Consultations.

Benefits of our Assessment Approach

- Accurate measurement of pupil potential and progress
- Informs targeted teaching strategies
- Provides opportunities for feedback and improvement
- Enhances pupil confidence
- Keeps parents well-informed of their child's progress

This policy reflects SISPP's commitment to providing a holistic and effective education for all pupils.