



## THE ENGLISH SCHOOL OF KYRENIA

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### ESK Assessment & Reporting Policy

#### The purpose of assessment and reporting<sup>1</sup>:

**Assessment** is the process of identifying, gathering, and interpreting information about students' learning.

The central purpose of assessment is to provide information on student achievement and progress, communicate this to the students, and set the direction for ongoing teaching and learning.

**Reporting** is the process of communicating information about student achievement and progress gained from the assessment process. The purpose of reporting is to support teaching and learning by providing both formative and summative feedback to students, parents and teachers. Students' learning achievements and progress are also reported to other schools and to employers as necessary

#### Assessment & Reporting at ESK

At ESK student attainment is reported by comparing the students' work against a framework of syllabus outcomes, i.e. criterion referenced according to the published course guide/specification for the subject.

Student's work is continuously assessed, formatively and summatively, throughout the course of the year with reports of attainment and effort produced for each term. Assessment is by a variety of methods, e.g. homework, end of unit tests, quizzes, projects, research assignments, verbal and written presentations etc.

It is expected that subjects with 3 or more lessons a week will have one piece of meaningful assessment per week; subjects with one or two lessons a week will have one piece of meaningful assessment per fortnight.

One of the principal aims of continuous assessment is to provide feedback to students, and parents, to allow development of good learning habits and to promote active student participation in their learning. Therefore, it is essential that feedback is provided to students one week after the assessment has taken place (and grades entered on Moodle MarkBook).

Exams in December and June provide summative assessment and are also reported. Mock examinations for Years 11, Y12 A Level and 13 are in December.

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<sup>1</sup> Adapted from New South Wales Department of Education and Training web site:  
<http://www.schools.nsw.edu.au>



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### Progress testing and CAT testing for teaching and learning

Progress tests are administered at the beginning of each academic year to identify and address learning gaps in our Year 8, Year 9, and Year 10 student groups. The target areas for the tests are science, mathematics and English. Results are analysed by a qualified staff member and communicated to teachers. In Year 9, CAT testing is also used, especially to determine learning styles. CAT scores are also used to help predict student performance in IGCSEs and A Levels. The principal purpose of the aforementioned tests is to inform approaches in teaching and learning.

### Parent-Teacher Meetings

One-to-one parent-teacher meetings take place twice a year, once in each term.

Various parent-teacher meetings are held throughout the year, including to meet Homeroom Tutors (for Key Stage 3), and for advice and information on choosing IGCSE and A Level/IB options (in Year 9 and Year 11).

In addition, meetings with parents are called to discuss causes for concern with teachers, Heads of Department, and Key Stage Coordinators as necessary.

### Reports

There are 4 reports in a school year:

**Report 1** is a brief progress report issued just before/after the half-term break in the first term and is called, Term 1: mid-term report. It contains an effort and attainment grade for each subject and a pastoral report by homeroom tutors.

**Report 2** is a full report which includes an attainment grade (based on assessments throughout the term), an effort grade, an examination grade, comment and target fields to be completed by each subject teacher, and a pastoral report by homeroom tutors. It is issued at the end of term 1, just before the February break and is called Term 1: end-of-term report.

**Report 3** is a brief progress report issued just before/after the half-term break in the second term and is called, Term 2: mid-term report. It contains an effort and attainment grade for each subject and a pastoral report by homeroom tutors



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**Report 4** is the final report of the academic year. This is a full report which includes an attainment grade (based on assessments throughout the second term), an effort grade, an examination grade, comment and target fields to be completed by each subject teacher and a pastoral report by homeroom tutors. It is issued at the end of term 2 and is called Term 2: end-of-term report.

All grades given on reports must be justifiable. Teachers should be able to demonstrate to the Head of Department and Head of Secondary how these grades were obtained.

The pastoral report completed by Homeroom Tutors is an important part of the report and must show an in-depth knowledge of and concern for the student as a whole. Homeroom tutors must use a variety of tools to inform their writing of pastoral reports, including learning plans, register reports, SchoolBase Daybook entries, assessment of SMART targets and information about students' extra-curricular and super-curricular achievements. Homeroom Tutors' comments should be accurate, justifiable, and as positive as possible. Comments may not be barbed or shaming to the student. Language should be accessible to the average second language speaking parent.

### Local Ministry of Education reports

Twice yearly reports will be issued, in compliance with TRNC Ministry of Education requirements. These reports will show attainment levels which are weighted according to government guidelines. The grades are on a 1 to 10 scale, 5 being regarded as a passing grade. Teachers will be advised of any action required for these in due course.

*Note: Where necessary, in the use of this assessment and reporting policy, please refer to ESK's Language Policy and Admission Policy.*

### Grades on reports

In the reports, as mentioned above, there will be three grades:

- 1) **Effort grade** – please see effort grades and descriptors below.
- 2) **Attainment grade** – for work done throughout the term, including homework, classwork and assessments (but NOT including the end-of-term exam grade). This must be calculated as a percentage and entered so on the ESK reports.
- 3) **Exam grade (in reports 2 & 4)** – for the end-of-term, formal examination papers.



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Please note that all examination grades must be entered as percentages. ESK has its own correlation of percentage to letter grades. These do not necessarily correspond to those of the various exam boards, however, are used for uniformity and transparency throughout the school.

The attainment grade (comprising all the work done during the term (except the exam) is also written as a percentage on the school reports. The explanation of attainment grades in the ESK reports is shown in the below table. For consistency, formative assessments, summative assessments and report grades must follow these guidelines in reflecting the performance of the students.

Percentage	Letter grade	Descriptor
85+	A+	Excellent
75-84	A	Very good
65-74	B	Good
55-64	C	Satisfactory
45-54	D	Below average
35-44	E	Weak
0-34	F	Significantly weak

### ***Attendance: All Year groups***

Class attendance data will be reported for all students. Attendance data, comprising morning registration and lesson registration, must be entered into 'SchoolBase' and thereby stored on the school network.

### ***Effort: All Year groups***

The explanation of effort grades in the ESK reports is shown in the below table. Detailed explanations of each effort grade descriptor are found overleaf and must be used carefully.

Grade	Descriptor	
1	Excellent	Effort grades should be awarded according to the detailed descriptors given overleaf.
2	Good	
3	Satisfactory	
4	Unsatisfactory	
5	Unacceptable	

### **Attainment Grade Descriptors**



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These are given, for consideration as part of an effort to increase objective, criterion-based assessment at ESK. They are adapted from the IBO's Middle Years Programme literature.

Grade	Descriptor
F	<b>Minimal</b> achievement in terms of the objectives.
E	<b>Very limited</b> achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is <b>unable</b> to apply them fully in normal situations, <b>even with support</b> .
D	<b>Limited</b> achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a <b>limited understanding</b> of the required knowledge and skills and is <b>only able to apply</b> them fully in normal situations <b>with support</b> .
C	<b>A good general understanding</b> of the required knowledge and skills, and the ability to apply them effectively in <b>normal</b> situations. There is <b>occasional</b> evidence of the skills of analysis, synthesis and evaluation.
B	<b>A consistent and thorough understanding</b> of the required knowledge and skills, and the ability to apply them in a variety of situations. The student <b>generally</b> shows evidence of analysis, synthesis and evaluation where appropriate and <b>occasionally</b> demonstrates originality and insight.
A	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a <b>wide variety</b> of situations. There is <b>consistent</b> evidence of analysis, synthesis and evaluation where appropriate. The student <b>generally</b> demonstrates originality and insight.
A*	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them <b>almost faultlessly</b> in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student <b>consistently</b> demonstrates originality and insight and <b>always</b> produces <b>work of high quality</b> .



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### ESK Secondary Effort Descriptors

GRADE	DESCRIPTOR	EFFORT	HOMEWORK	BEHAVIOUR
1	Excellent	Fully prepared, committed and working to the best of their ability in every lesson. Often volunteers constructive contributions in class. Always ready to learn, including having the correct books and equipment.	Completes all homework on time, frequently producing work of exceptional and exemplary quality to maximum ability.	Fully focuses, attentive and cooperative at all times, helping fellow students to learn and staff to teach. Takes an active and appropriate part in all class activities.
2	Good	Tries hard in the lesson. Contributes to class/group discussion. Follows instructions willingly and thoroughly. Always ready to learn, including having the correct books and equipment.	Completes homework on time to a good standard, appropriate to ability.	Good levels of focus, attention and cooperation in class. Positive and helpful in lessons.
3	Satisfactory	Engages in the lesson and usually keeps on task. Follows instructions and brings the correct books and equipment.	Completes homework on time to a satisfactory standard.	Acceptable behaviour causing no difficulty for others to learn.
4	Needs Improving	Usually engages in the lesson but needs reminding to keep on task and rarely gives maximum effort. Usually willing to learn but sometimes forgets books and equipment.	Usually completed but not always on time. Evidence of work being rushed, lacking development and not reaching the standard of which the student is capable.	Usually acceptable but sometimes behaviour can be disruptive, making it harder for students to learn and teachers to teach.
5	Unacceptable	Makes little apparent effort and needs frequent reminders to stay on task. Often not willing or ready to learn, frequently forgetting books and equipment.	Homework rarely completed on time or to the standard of which the student is capable.	Regularly displays disruptive behaviour which prevents other students learning and the teacher teaching.



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### ESK Secondary Examination and Invigilation Policy & Procedures

#### Introduction

The integrity of examination procedures and processes is a fundamental requirement of the highest academic and ethical standards that are upheld and promoted at ESK. While it is expected that all students and staff involved in these processes will always uphold such standards of their own accord, precautions and systems are methodically maintained to ensure vigilance and compliance in all circumstances. This document covers requirements for the period before the examination, during the examination and after the examination.

Before each examination session, staff and students will be reminded of guidelines and expectations.

#### 1) BEFORE THE EXAMINATION

Preparing internal examinations in accordance with ESK formatting guidelines is the responsibility of the teacher(s) teaching the respective lessons.

All exams should be prepared on school supplied devices that are password protected. A strict tiered system of controlling by Heads of Department and members of the Senior Management Team is expected to be followed thereafter.

Once printed, exam papers should be enveloped and labelled appropriately and delivered in the shortest possible period to the SMT or other member of staff responsible for the planning and conduct of internal exams.

If for any reasons a draft copy of the exam needs to be printed and held by the teacher, it should be held securely in a locked space\* that cannot be accessed by students. It is, however, advisable that a hard copy only be printed by the subject teacher once the examination has been held. Under no circumstances should any exam papers be shown to or shared with students in advance of the holding of the exam.

No exam or exam question should be given twice in the same session, such as in the event that a student sits an exam after being ill on the original exam date. In such cases where an exam must be conducted more than once, a different, equivalent paper needs to be prepared.

When storing exam papers before the delivery of the exam or before return of completed exams for marking to the teacher, papers must be stored in a secure, locked environment by the SMT or other member of staff responsible for the planning and conduct of internal exams.

The initial arrangement of the examination room is the responsibility of the exam officers who will ensure that the desks are the required distance of 1 metre apart, that there is enough space to walk around the desks and that they are all facing the front of the classroom to ensure they are within sight of the invigilator. It is however, the responsibility of each invigilator to ensure that same set up is maintained during and after the exam.



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All the above requirements and principles for maintaining the integrity of the examination paper apply to Heads of Department and any others who might be responsible for checking or storing exam papers.

### 2) DURING THE EXAMINATION

#### Starting the examination

Students should be reminded about forbidden materials before being allowed into the room. Students should be reminded of expected silence and behaviour in the exam room.

Seating should be done in a pattern as devised by the head invigilator to ensure the decision is removed from students.

Exam papers should be given out quickly with students asked to check if they have the correct papers. The timing of each exam should be announced and clearly written on the board.

The clock/timer should be visible to all students.

#### Invigilation Process

Successful invigilation requires a combination of vigilance and consideration, to prevent any possibility for abuse. Invigilators must give their whole attention to the proper conduct of the examination. Invigilators are not to perform any additional task in the examination room, e.g. marking, reading etc. Invigilators must not carry any electronic devices, even if turned to silent, or carry on any other work during the examination/invigilation session, including any paperwork or perusing of session exam papers.

A sufficient number of invigilators must be appointed to ensure that the examination is conducted in accordance with the following requirements. At least one Invigilator must be present for every 30 candidates or part thereof.

No more than one student is allowed a visit to the toilet at any one time – a written record must be kept of who left for a visit to the toilet with the departure and return times clearly noted against the student's name on the relevant examination envelope. Invigilators should be informed in advance of any special conditions that students sitting the exam may have or require. A note of this must be made on the examination envelope.

Any late arrivals and the time of their arrival should be noted on the examination paper and envelope. Start and finish times should be noted by the invigilator on the invigilation form or examination envelope.

During the examination session, if lined paper is required, this must be supplied from the official, stamped lined paper designated for the session. Students must be given lined paper *one at a time* to ensure that none are spare and left behind at the end of the examination session.





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Examination room etiquette should be followed at all times by all invigilators. This includes wearing shoes with soft soles, avoiding the use of strong perfume/cologne, not talking to other invigilators to prevent distracting students, not standing over any student or reading over their shoulder. Students must not be given any help, including guidance on understanding/translating the question. Students should only be advised to read the questions carefully. If an invigilator notices a problem with an exam paper or question, this should be reported to the head invigilator and noted on the exam envelope.

A five-minute warning before the end of the examination must be given by the head invigilator.

At the end of the examination session, invigilators should count the collected examination papers against the register on the examination envelope, to ensure all have been returned. Desks must be checked to ensure that no examination material or spare lined/graph paper remain.

Students must be guided to leave the room in an orderly and silent manner.

### 3) AFTER THE EXAMINATION

The examination envelope must be returned, at the end of the session, to the responsible member of staff noted on the front of the envelope. If the relevant staff member is absent, or not found, the examination envelope must be given to a member of the SMT for safekeeping. Examination envelopes should not be left on a staff member's desk or in their pigeonhole.

Once returned to the teacher responsible for marking of the exams, exam papers must again be kept securely in a locked space that cannot be accessed by students. This is the responsibility of each individual teacher.

Exam papers can only be shared with students for their perusal once marks have been separately recorded and uploaded to the School's database (Moodle or other, as advised).

No student should be given to keep an original copy of a completed exam paper, even after the examination is long done. The exam paper should be perused by students only in full sight and attention of the teacher and then returned. If the teacher believes it is in the interests of the student to have a record of their exam and feedback given, then copies of completed exams may be shared, again only once marks have been separately recorded and uploaded to the School's database (Moodle or other, as advised).

Once the process of sharing the outcome of exams with students is complete, all exam papers should be returned, in the original examination envelope, for archiving to the SMT or other member of staff responsible for the planning and conduct of internal exams.


\*If a teacher does not have access to a locked cupboard, they should directly advise the Secondary Administrator who will make arrangements accordingly.



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**Examination Front cover for all ESK Internal Exams**

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**INTERNAL EXAMS  
DECEMBER 2019-20**

Subject: Choose an item.      Paper: Choose an item.  
Year: Choose an item.      Time: Choose an item.  
Course:                              Total Mark:      /

Student's Name \_\_\_\_\_

Form Class \_\_\_\_\_

**Teacher(s):** \_\_\_\_\_

**Required:** \_\_\_\_\_

**Allowed:** \_\_\_\_\_

**Forbidden:** \_\_\_\_\_

**Instructions:** \_\_\_\_\_



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## Envelope Front Cover for all ESK Internal Exams



### ESK INTERNAL EXAMINATIONS ENVELOPE COVER

Department:  
 Subject:  
 Course:  
 Year group: Choose an item.  
 Paper name/no/description:

Length of exam:	1 hour	Session no:	1
Date of exam:	16/12/2019		

Number of students:

#### Student list:

Pupil 1st name	Pupil surname	Attendance

This packet contains:

papers

other *Specify what else is included*

Materials/Equipment allowed: •

Materials/Equipment forbidden: •

Extras required for exam (but are not in this packet)

Teacher to whom this packet should be returned:  
\_\_\_\_\_

Envelope checked by: \_\_\_\_\_



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