VALENTURE INSTITUTE ASSESSMENT POLICY

Overview	
Purpose	The purpose of the Assessment Policy is to drive learning, inform students of their progress and the role of grading assessments .
Custodian	Chief Academic Officer, Registrar, Principal
Version History	Updated 29 September 2020
Key Stakeholders	Faculty, Student Success, Students, Parents

RATIONALE

Assessment is central to all teaching and learning experiences and it is critical that all stakeholders – students, parents, mentors and teachers have as much knowledge as possible about a student's development.

Assessment is designed to improve student learning, monitor effectiveness of programmes and provide future directions, and it is imperative that both students and parents have a clear understanding of the reasons for assessment, what is being assessed, the criteria for success and the tools used to make consistent judgements.

It is not this policy's intention to set out the various means by which assessment will take place. Assessment practices are determined by the team members responsible for teaching and learning, pedagogy, and curriculum design, and will be informed by the requirements of each individual course and any requirements set down by our accreditation partners (where applicable). Parents and students are encouraged to familiarise themselves with the assessment practices of their respective course as outlined in the respective qualification handbooks.

DEFINITIONS

QUALIFICATION: A qualification within Valenture e.g. Junior High, IntGCSE, AS and A Level

SUBJECT: A subject within a qualification offered by Valenture e.g. Mathematics.

COURSE: A course within a subject e.g. Mathematics 1.

GRADE POINT AVERAGE: The grade point average (or GPA) is a result representing the value of the accumulated final results earned by students for their subjects over the duration of their course.

BASELINE ASSESSMENT: provides information about students' prior knowledge and misconceptions before beginning a learning task, program or unit of work

FORMATIVE ASSESSMENT: Formative assessments are those tasks that assess small amounts of learning. They have a low GPA weighting but are very important in helping a student gradually assimilate the learning objectives being covered in an organised and continuous way. They, therefore, provide information that shows how well the learning objectives are being met as the course is proceeding. It helps the student gauge how well they are grasping particular concepts or skills within the learning path ahead of higher-stakes assessments at the end of a term or semester. It also provides faculty with information about the students' progress that can inform future learning.

SUMMATIVE ASSESSMENT: Summative assessments are tasks that assess larger volumes of work. They are in the form of tests, projects or exams and the assessed content covers a number of topics. This form of assessment gives a good indication as to how well a student can integrate information from different topics as they can effectively assess higher-order thinking. It helps students learn how to remember and use larger volumes of work, which is particularly useful in preparing them for final examinations. Owing to their significance in learning, they have a large GPA weighting.

ASSESSMENT TOOLS: Any task, requiring student input, that gives us information about their prior knowledge, progress towards, or achievement of, defined learning outcomes

SELF ASSESSMENT: The student assesses their own progress, using a simple marking guide or rubric. Suitable for baseline or formative assessments.

PEER ASSESSMENT: Students comment on and assess each other's work. Suitable for formative assessments; used during summative assessments in SDG Labs.

TEACHER ASSESSMENT: Tasks assessed by a teacher because they require higher order thinking skills and more detailed feedback. Suitable for both formative and summative assessments.

RUBRIC: Rubrics are used as scoring instruments to determine grades or the degree to which learning outcomes have been demonstrated or attained by students.

Rubrics are generally designed to be simple, explicit, and easily understood. Rubrics may help students see connections between learning (what will be taught) and assessment (what will be evaluated) by making the feedback they receive clearer, more detailed, and more useful in terms of identifying and communicating what students have learned or what they may still need to learn.

MARKING GUIDE: A marking guide is very similar to a rubric, but it's simpler. For each marking criterion, a comment / model answer explains what is being sought, and provides a maximum mark that can be awarded. Marking using a marking guide is more detailed and less subjective than awarding a single grade

PORTFOLIO OF EVIDENCE: This is a folder in which a collection of summative tasks are stored, to be assessed holistically as a project, or separately as evidence of attainment of exit level outcomes. Portfolios of evidence are also collected as evidence of the learning and teaching that happens at Valenture and may provide valuable data during the accreditation process.

PERCENTAGE UNIFORM MARK: Grade boundaries vary across different subjects and for each exam within a subject. Percentage uniform marks standardise these boundaries across subjects and exams and therefore makes interpreting student achievement much easier. It shows whether the candidate's performance is close to the top, middle or bottom of the grade level. Each grade level is ten percentage points

GRADE LEVEL: A measure of achievement in a summative assessment. The grade level used for assessment is determined by the course the student is enrolled in.

DP PROGRESS: Duly Performed Progress indicates whether the student's attendance at Live Lessons and Compulsory Office Hours was above the required limit of 80%. If it is, then 'DP' is reflected. 'DPR' indicates Duly Performed Refused. If the DP status at the end of a Semester is not satisfactory, it may be used when considering promotion into the next semester.

SEMESTER TARGET GRADE LEVEL: The Semester Target is a grade level set by the subject teacher for the student to work towards achieving by the end of the Semester. This target is one which the teacher believes the student is realistically capable of achieving should they work diligently and apply the guidance given to them.

ASSESSMENT PRINCIPLES

It is of paramount importance that all types of assessment are underpinned by a set of principles that guides how and why different types of assessment are carried out. These principles are:

- All forms of assessment must form part of the larger learning process and student experience.
- Assessment should cater for different levels of competency and take into account students' potential for success.
- Assessment should be used to identify areas of both strength and weakness for students, and to determine where support and intervention may be required.
- The purpose and desired outcome of each assessment must be explicit.
- All forms of assessment must be appropriate to the course level.
- The results of all assessments must be communicated to students and parents accurately and timeously.
- Assessment should be focussed on developing the individual student in alignment with the goals and mission of Valenture Institute.

PROGRESSION REQUIREMENTS

Each course at Valenture Institute has stipulated progression requirements (i.e. requirements that must be met in order for a student to progress from one semester to the next, to qualify to write exams, and to successfully complete the course).

The progression requirements for each course will be communicated to parents and students at the time of registration. Students will be required to familiarise themselves with the progression requirements of their respective course and to ensure that these are met.

COMPLETION OF ASSESSMENTS BY STUDENTS

Students at Valenture Institute are required to complete all forms of assessment that form part of the course for which they are enrolled by the assigned deadlines. In order to facilitate this, students will be given clear guidelines and deadlines for the completion of each form of assessment.

Where extraordinary circumstances do not permit a student to meet the deadline for assessment, it is the student's responsibility to timeously inform the appropriate member of the Valenture Institute team so that the correct procedures can be followed and a revised deadline can be set. In such circumstances students must complete the outstanding assessment by the revised deadline.

The failure to complete an assessment by the assigned deadline, irrespective of circumstance, may have a negative impact on the student's GPA and may affect their ability to complete the course for which they are registered.

GRADING QUERIES

Parents and students may, where they believe there has been an error in the grading of any assessment, request that this be reviewed by submitting a request to the appropriate member of the Valenture Institute Team.

Such a review, if accepted, will be conducted within three business days and the outcome communicated to both the parents and the student.

CONTINUOUS ASSESSMENT REMARKS

Students may request, in writing, a re-mark of an assignment at any stage of the Qualification. **Please note that re-marks may result in an increase, decrease or no change to a student' mark.** The cost of an assignment re-mark is available on request. A re-mark must be requested in writing to a student's Mentor, and the re-mark fee paid, before the summative assessment for the Qualification.

REPORTS

As students can take courses at different levels, reports will clearly indicate the subject, level and grades of each individual student.

Students will receive reports at the end of each term.
A mid-semester report focuses on progress in the first term of that semester 1.
An end of semester report shows progress throughout the whole semester.

For a 12 month course reporting would be as follows:

- **First report:** Mid-semester 1.
- **Second report:** End of semester 1.
- **Third report:**
    - For Key Stage 3 courses (Year 7, Year 8 and Year 9): mid-semester 2.
    - For AS and A2: The report will focus only on the grades achieved in the mock exams.
- **Fourth report:** Reports will be issued at the end of the Semester for courses that do not have an external examination(ie. for courses with internal exams only). This report will cover the entirety of the student's progress and results over the duration of the course.

For an 18 month course reporting would be as follows:

- **First report:** Mid-semester 1.
- **Second report:** End of semester 1.
- **Third report:** Mid-semester 2.
- **Fourth report:** End of semester 2.
- **Fifth report:**
    - For Junior High: Mid-semester 3.
    - For ItGCSE: The report will focus only on the grades achieved in the mock exams.
- **Sixth report:** Reports will be issued at the end of the Semester for courses that do not have an external examination (ie. for courses with internal exams only). This report will cover the entirety of the student's progress and results over the duration of the course.

For a 24 month course reporting would be as follows:

- **First report:** Mid-semester 1.
- **Second report:** End of semester 1.
- **Third report:** Mid-semester 2.
- **Fourth report:** End of semester 2.
- **Fifth report:** Mid-semester 3.
- **Sixth report:** End of semester 3.
- **Seventh report:**
    - For Junior High: mid-semester 4.
    - For ItGCSE: The report will focus only on the grades achieved in the mock exams.
- **Eighth report:** Reports will be issued at the end of the Semester for courses that do not have an external examination (ie. for courses with internal exams only). This

report will cover the entirety of the student's progress and results over the duration of the course.

Feedback on students' progress will be reported on throughout the duration of their course. Automated weekly progress reports will be sent out, focussing on students' participation and submissions in their subjects for that week and assignment results for the previous module.

Valenture Institute will also make use of other, informal, methods of reporting where this is appropriate, such as through telephonic and e-mail communication with parents and students.

LIMITATIONS ON ISSUING OF FINAL REPORT

The final report for a qualification will include a certificate of completion provided that all of the necessary outcomes have been achieved. This final report (certificate of completion) may not be issued only if a student:

- Does not achieve a final result of 80% or more for participation (the DP requirement) unless exceptional circumstances apply.

- Did not write the Mock exams (IntGCSE/AS/A2)

OTHER POLICIES AND GUIDELINES

Students and parents are expected to have familiarised themselves with all other applicable policies, procedures and guidelines which have a bearing on assessment at Valenture Institute. These include, but are not limited to, the Student Handbooks, and the relevant guidelines on academic integrity and the avoidance of plagiarism, and will be made available to both parents and students when a student is registered for their respective course and are readily available on the Valenture Institute website.