

MSE: Assessment and Progress Monitoring

Introduction

At Mayfair School of English, we want all learners to achieve their full potential, to feel motivated to learn and become confident users of English. To this end, our assessment policy allows us to optimise student learning, to evaluate progress, intervene and adjust teaching as needed and guide students in their learning to achieve the best results possible.

Formative Assessment

Mayfair School believes that learner outcomes are improved when students are involved in their own learning. Formative assessment (Assessment for Learning or AfL) is at the core of all teaching because it improves learning outcomes and involves students, putting them at the centre of the teaching and learning and supporting their learning through continuous feedback. In essence, AfL process encourages students to identify where they are in their learning, where they need to go and how to get there.

Summative Assessment

Summative assessment typically evaluates student learning at the end of a unit or at the end of a course; it can be used at intervals during exam courses because this type of assessment measures performance against a set standard or criteria. Usually, students are assessed within the CEFR levels framework (Common European Framework of Reference for Languages (**CEFR**)) which is an international standard for describing language competence. For external examinations, grading is done in accordance with the exam level scheme. When using the CEFR level range, strength and weakness is indicated using B1-, B1= and B1+.

Progress Monitoring Procedures

Assessment and progress monitoring starts on the first day and continues throughout the duration of any course. This allows us to:

- Measure the value we add to all students' language skills from start to end of a course
- Identify means of improving our academic provision
- Monitor individual academic progress
- Support learners in achieving their language goals

- Identify students who require additional support (and intervene accordingly)

Monitoring is done through:

- **Baseline assessment:** All students are assessed for placement using CEFR levels and also to provide a baseline for target setting, planning and progress monitoring. This baseline assessment consists of grammar and speaking tests plus a writing sample. The data is noted on the students' SPAR (Student Progress and Attainment record) form located in the teacher folder and on the teachers' drive. Both of these are updated fortnightly to show student progress.
- **Weekly assessment for learning:** formative assessment is an integral part of all teaching and learning where the interactions between learners and teachers within lessons determine the next steps for improvement. AFL assessment techniques can be as simple as raising hands, class polls, effective questioning / eliciting or self / peer-assessment.
- **Can Do statements:** a self-assessment checklist of 'Can do' statements is available for all levels of study. These can be used by students to measure their performance as they progress through a course. Teachers are encouraged to refer to the 'Can do' statements in class so that students can see how far they are able to demonstrate achievement of the language goals. Learner autonomy is encouraged through the use of 'Can-do' statements a copy of which is given to each student so that they can chart their progress throughout their course.
- **Tutorials:** Fortnightly individual tutorials allow students to receive personalised feedback from their teacher and to reflect on their learning. They are encouraged to review their self-assessments and 'can-do' statements, establish new learning goals as well as select appropriate strategies for achieving these. Research shows that the ability of language learners to set goals is linked to increased student motivation, language achievement and proficiency. The Director of Studies reviews the progress monitoring forms (SPAR) fortnightly to ensure that every student is on track and, where appropriate, will intervene.

Assessment for Learning involves the following:

1 Learning Objectives & Success Criteria

SMART learning objectives are shared with students at the start of every lesson to help learners understand what they are trying to achieve.

Explicit success criteria help students measure their own performance and evaluate their progress. Success criteria can be in the form of 'can do' statements, model answers, teacher demonstration and sharing of examples. These can be generated by the teacher or the student and help the student identify what needs to be done to meet a learning objective.

2 Feedback & Correction

Correction of work should lead to improved learning and self-confidence, as well generate opportunities for assessment – including self and peer-assessment. Teacher feedback provides pupils with the information they need to achieve the next step and make better progress. Formative comments on student’s work should be marked using S, W and I: Strength, Weakness and Improvement.

3 Self and Peer Assessment

We actively encourage regular self-reflection and assessment and provide opportunities for students to review their work critically and constructively. Learners can correct their own work against success criteria such as ‘Can do’ statements.

Students also have opportunities to examine each others’ work to allow them to consider alternative ways of resolving the same task. By explaining strengths and weaknesses to others, students become clearer about what they are trying to achieve.

4 Lesson planning based on assessment

Assessment is embedded in the lesson planning process and opportunities for assessment are noted in the FLPs (Forward Lesson Plans). Teachers note the student learning outcomes on the FLPs and use these to inform future planning.