



Pollard English Student Assessment Policy & Procedure

Regulation and Standards	National Code 2018 Standard P4
Policy	<p>Pollard English assessment methods may take a variety of forms: the key criterion for all assessments is appropriateness to the learning outcomes. The requirements for learner success should be made clear to all students at the commencement of the cycle (at each level) and regularly during the cycle.</p> <p>The learning outcomes for the course are clearly specified; assessment tasks are designed to indicate progress towards the desired learning outcomes; and the assessment grade is a measure of the learning outcomes achieved. Student learning is gradual and cumulative, with qualitative changes taking place throughout the process. For this reason, the course has both formative and summative assessments.</p> <p>The Formative tests are done weekly with face-to-face individual feedback during counselling sessions. The Summative tests occur mid-cycle and end-of-cycle.</p> <p>Moderation processes are put in place primarily to drive consistency of marking through the development of a common understanding of the course standards and to ensure that assessments are valid, reliable, fair, flexible and current.</p>



Procedure	<p>Students' progress will be monitored through a variety of strategies. These encompass weekly formative tests (short revision tests based on the Unit covered). The progress of students will be tracked as they move through the course.</p> <p>For General English, Pollard English will use the My-English-Lab and progress tests based on units taught available from Cutting Edge Teacher's Resource Book. These would include Grammar and the Skills.</p> <p>For General English, comprehensive summative tests are also undertaken mid-cycle and end-of -cycle (weeks 5 and 10 of a 10-week block) to determine whether the students have achieved the learning outcomes at the completed level. When conducting tests, the teachers will use the information from the elements of the units, performance criteria and assessment requirements to determine the competence student should achieve. This information sets the benchmarks for measuring students' performance. The Common European Framework (CEFR) descriptors and parameters for assessment would be made available to teachers to indicate students' progress for General English courses.</p> <p>For IELTS Preparation, Pollard English will conduct regular tests focusing on one or two skills with testing materials sourced from the core and supplementary texts as well as published practice tests.</p> <p>For English for Academic Purposes (EAP), 10 assessment tasks with due dates are to be completed for each student.</p> <p>For English for Business Purposes (EBP), assessment tasks with due dates are to be completed. Weekly review (to allow students to reflect on and evaluate their own learning). The weekly review encourages students to analyse their own learning and assess their progress and what they have achieved thus far.</p> <p>Teachers provide students with weekly feedback on their learning and students are encouraged to use the self-analyses and the feedback on improvement strategies to monitor their progress towards achieving their personal goals. Student progress is monitored over a 5-week cycle and a summative assessment is conducted in weeks 5 and 10. Teacher counselling occurs weekly and where students are deemed to be 'at-risk' the "At-Risk" procedure is followed.</p> <p>All of the macro-skills and grammar are assessed, and the results are collated in a student report. Students are required to achieve a satisfactory grade before being</p>
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allowed to move to the next level. However, it is recognised that not all students perform well in tests or examinations, and at times these marks do not reflect the effort a student has made.

Since all assessments are designed to encourage as well as grade, teachers will also be asked to comment on a student’s overall classroom performance. These comments will be taken into account when deciding whether a student should be promoted to the next level of the course. Teachers should consider aspects such as a student’s attendance, attitude and willingness to participate, as well as their commitment to completing homework assignments, preparing and delivering oral presentations (where applicable), etc. In particular circumstances where students with either exceptional commitment to studies achieves lower than anticipated grades, a teacher’s assessment may prove the key factor in decisions on “borderline” cases, where an adjustment of up to 5% may be made.

The Director of Studies (DOS) and a team of teachers review the assessment tasks to ensure that these are appropriate to the learning outcomes of the course level. Teachers develop and use marking guides/rubrics specifying predetermined criteria so that the basis for marking is consistent and the rubrics are communicated to both students and teachers. Teachers review assessment exemplars across different classes (at the same level) at the end of a course to ensure consistency of assessment decisions.

The DOS documents the moderation process with the teaching team. Teachers are responsible for communicating to their students, clear advice about the aims and objectives of the course, the assessment requirements, the relationship between the assessment methods and the expected learning outcomes, the criteria against which individual assessment tasks are judged and their relative weight. Teachers are required to provide individual weekly feedback to students on their performance in the formative assessment tasks conducted during the week. Teachers should give guidance to students and comment on work presented for assessment by written comments and weekly face-face counselling sessions.

Review	Annually
Version	V0.1-12-2019 MW
	V0.29-06-2020 JH