



KING'S COLLEGE SCHOOL
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Assessment Policy

This policy aims to ensure that assessment practices are consistent, purposeful, and inclusive across all key stages, fostering a culture of reflection, achievement, and continuous improvement. By aligning assessment with curriculum goals and developmental milestones, we strive to empower learners, engage families, and uphold high standards of educational excellence throughout the school.

The policy will also:

- Provide clear guidelines on our approach to formative and summative assessment.
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents.
- Clearly set out how and when assessment practice will be monitored and evaluated.

Assessment should promote positive attitudes, encourage the pursuit of excellence, and contribute to the success of student learning, recognizing achievement and enhancing self-awareness. Assessment forms an integral part of the curriculum. It is used to assess the process of learning and the outcome, as well as to inform planning, teaching, and reporting. Both formative and summative assessment are necessary and students are fully involved in the assessment process as active participants in their own learning.

Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements. Assessment should nurture each student's academic and personal growth through dynamic, inclusive, and innovative evaluation methods.

Principles of Assessment

At King's College School Murcia we ensure assessment practices are fair, effective, and supportive of student learning. Assessment is at the heart of teaching and learning and should be meaningful for pupils, parents and teachers. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

Assessment Approaches

At King's College School Murcia we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.



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We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and external summative assessment. Pupils also receive regular homework to deepen and enrich learning, and prepare students for the independent learning routines required in older years. Cycle Test revision is a key weekly component of homework.

Assessment is a 3-way process between students, teachers and parents. Teachers continuously assess students both on a formative and summative level and give regular feedback to further the students' skills and knowledge. Students are involved in frequent self and peer assessment and are given opportunities to reflect on their learning. Parents are involved in guiding the student's reflections and response to their assessments. Working in a 3-way partnership, students then create future goals and the steps required to achieve them.

In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Formative assessment allows students to reflect on their learning – they can see what they can do and where to go next. This creates opportunities for students to set individual targets for themselves and each other. A range of formative assessments are used before and during a unit of work to assess prior knowledge and ongoing understanding. This is then used to inform teachers' planning and teaching and allows reflection on the strategies used. A range of tools is used to assess formatively. Feedback may be given by the teacher, by the student or by a peer, or by a mixture of the above. It can be given orally or by written comments. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. Marking of pupils' work is also an important part of formative assessment, helping children to note errors and know the 'next steps' in their learning or targets.

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In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period, and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

Summative assessment is systematic and based on the subject's criteria, where students are given a numerical level based upon the work they produce, with written feedback from the teacher and which contributes to report grades.

Summative assessments occur at defined periods of the academic year depending on the year group. Pupils from Years 5 to 13 will have weekly cycle tests to promote spaced practice, build study habits and make pupils familiar with exam conditions (age dependent). Pupils in Years 11, 12 and 13 will sit external examinations as well as mock examinations.

External Examinations

At King's College School Murcia, at the end of Year 11 pupils are entered for 8 to 9 iGCSE subjects through Pearson, Edexcel which are graded 9 to 1. From the academic year 2025 - 6 pupils in Year 12 will choose 3 - 4 A-Level subjects following the Pearson International modular courses and may choose Especifica subjects (*see below*) with the aim of applying to and successfully entering universities all over the world. A-Levels are graded A* to E. 2025 - 6 will be the final cohort for the International Baccalaureate Diploma Programme where students are examined in 6 subjects (*3 at Standard Level and 3 at Higher Level*) graded 7 to 1 plus the Core. Pupils need a minimum of 24 points and 12 from their HL subjects to pass the diploma.

All of the above are externally marked by examiners and the school receives the results in July and August. This leads to Senior Leaders helping pupils to achieve their next steps.

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Spanish Curriculum Subject Examinations

King's College School Murcia, alongside the subjects that follow the British curriculum, also offers two subjects from the Spanish national curriculum: Spanish Language and Literature and Spanish Culture. These allow students to obtain official certifications issued by the Spanish Ministry of Education. The subjects are supervised by the Educational Inspectorate of the Region of Murcia, which determines the content, pedagogy, teacher qualifications and allocated teaching hours.

These subjects are offered from Year 1 to Year 11, covering all the corresponding courses of the Spanish mandatory education system, from the third year of Early Years Education to the fourth year of ESO (Compulsory Secondary Education), that is, the entirety of Primary and Secondary education.

Exams for these subjects are internal and are set and marked by the teachers of those subjects. Students have the right to resit exams if necessary, as determined by the Spanish Department, in order to complete their secondary studies and obtain the equivalency of the Spanish Compulsory Secondary Education qualification (GESO).

In addition, in the Sixth Form, students may broaden their academic profile by taking specific subjects known as PCE (Pruebas de Competencias Específicas) in different fields, which can provide up to four extra points for university entrance, a decisive factor for access to many degree programmes in Spain. These exams are external, organised and assessed by UNEDAssis. At the end of Year 13, students take the exams at one of the UNEDAssis examination centres; for King's College Murcia students, the nearest centre is located in Cartagena (Murcia).

All the Spanish curriculum exams are graded up to a maximum of 10 points. In Primary and Secondary, the grades come with words, not numbers, as follows:

Sobresaliente (9-10)

Notable (7-8)

Bien (6)

Suficiente (5)

Insuficiente (4 or below)

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Assessment in EYFS

In EYFS we follow the ARC Pathway. It is holistic, child-centred and focused on well-being, development, and personalised learning. It combines observation, profiling, and targeted next steps to support every child's unique journey. Children achieve their next steps that are available for parents to see, Early Educators to observe and track against and visually demonstrate each child's development against their age.

Assessment in Primary

In Primary we have an academic assessment calendar. The children are assessed on their progress and attainment in Reading through teacher judgement and more formally using PIRA assessment from the summer term in Year 1 and each term up to Year 6. The children are assessed in creative writing by completing a baseline independent writing task that follows them using King's Write standards over the period of the year during each term, finishing with an end of year Write. The children's progress is tracked against the Big Write standards progress form.

Maths is assessed by using the end of unit White Rose tests. The children also complete the end of term assessments and the results are tracked and data collected.

Phonics is assessed twice a term using RWI from Reception through to Year 2. Children are grouped by stage from the phonic assessment results. In Year 1 the children are assessed against the UK Phonic Screening Check in term 3 and results are compared to the UK standard and pass rate. Children not achieving the standard are retested in Year 2.

In Nursery we track the development of mark making to writing skills during term 1, 2 and 3.

Assessment in Secondary

Pupils in KS3 follow the Pearson International Lower Secondary Curriculum and regular assessments in core subjects and the National Curriculum in other subjects (*except Spanish*). Pupils are assessed using age appropriate iGCSE criteria and graded 9 to 1.

In Key Stages 4 and 5 teachers assess using exam criteria (*see above*).

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Procedures and Practices

At King's College School, Murcia our procedures and practice:

- Reflect the pursuit of academic rigour and excellence.
- Are transparent and clear, and are aligned with task specific criteria.
- Utilize a variety of authentic, relevant and challenging tasks, designed to suit a wide variety of learning styles and needs; as well as requiring learners to use critical and creative thinking skills.
- Involve a range of formative assessment (assessment for or as learning) and summative assessment (assessment of learning).
- Involve regular written and oral reporting and feedback systems, which are constructive and meaningful.
- Promote and encourage active reflection, requiring students to habitually assess their own learning and progress.
- Expect and ensure academic integrity and responsibility in all assessment practices.

Collecting and Using Data

Baselining & CAT4:

Diagnostic and baseline assessment is used to collect data on what students already know and/or what they are capable of at the start of a unit/program of study. King's College School Murcia assesses students using GL's CAT4 at the following points:

- a) Prospective students / admissions - after the application stage and before an offer is made;
- b) Current students - at the start of Years 3, 5, 7, 10 and 12;
- c) Primary students also undertake Progress in English and Progress in Maths tests at the beginning and end of each academic year from Year 3 to Year 6.

Academic tracking systems are in place at all levels, drawing together in one place various data points from baseline tests, cycle tests, summative assessment data, report data and external exam results.

At regular intervals pupils in Year 5 and above will have assessment grades entered on the Global School Platform (*GSP*). Twice a year parents will receive a full written report on ISAMs via the parent portal.

Furthermore, teachers, Heads of Department and Senior Leaders will monitor data and pupil progress, ensuring that interventions are in place where appropriate and pupils are stretched and challenged.

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Artificial Intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents may be familiar with generative chatbots. King's College School Murcia recognises that AI has many uses to help pupils learn, but may also lend itself to cheating and plagiarism.

Pupils from Year 5 and above are encouraged to use Inspired AI to embrace personalized learning, instant support, and enhanced engagement with their subjects.

However, pupils **may not** use AI tools:

- During assessments, including internal and external assessments, and coursework.
- To write their homework or class assignments, where AI-generated text is presented as their own work.

Pupils **may** use AI tools:

- As a research tool to help them find out about new topics and ideas.
- When specifically studying and discussing AI in schoolwork, for example in IT lessons or art homework about AI-generated images. All AI-generated content must be properly attributed.
- When accessing Inspired AI in the classroom or at home.

Reporting to Parents

Pupils in all year groups receive at least two school reports an academic year through the parent portal on isams. These reports comment on attainment, progress and target grades.

Parent teacher conferences take place (*at least*) 2 times per academic year following reports going home.

They are available both in-person and online.

In EYFS the parents can see the child's next steps through the ARC Pathway tracking. There is a 2 year check that parents receive in the Pre-Nursery.

Inclusion

Inclusive assessment practices: all assessments are designed to be inclusive, ensuring that every student, regardless of their abilities or learning needs, is given an equal opportunity to demonstrate their understanding and skills.

Assessments should therefore be designed such that they are:

- Accessible: accessible to all students, including those with special educational needs and disabilities (*SEND*). This involves providing appropriate accommodations and

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modifications, such as extra time, alternative formats, or the use of assistive technology, to ensure that assessments accurately reflect students' abilities and learning.

- Differentiated: assessments are differentiated to cater to the diverse learning styles and levels of understanding within our student body, promoting a deeper understanding and encouraging personal best.
- Cultural Responsiveness: assessment practices are culturally responsive, acknowledging and valuing the diverse backgrounds of our students. Assessments are free from cultural bias and are designed to be fair and equitable, ensuring that all students feel represented and can fully engage with the assessment tasks.

Roles and Responsibilities

Headteacher and Senior Leadership Team

The headteacher and the Senior Leadership Team are responsible for:

- Ensuring this policy is adhered to.
- Monitoring standards in all subjects.
- Analysing pupil progress and attainment, including individual pupils and specific groups.
- Prioritising key actions to address underachievement.
- Reporting to the CEO on all key aspects of pupil progress and attainment, including current standards and trends over previous years.
- Making sure arrangements are in place so teachers can conduct assessment, marking and feedback competently and confidently, including training and moderation opportunities.

Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy, including for effective marking and feedback.
- Creating and sharing clear mark schemes for the purposes of moderation.
- Being familiar with the standards for the subjects they teach.
- Keeping up to date with developments in assessment practice.



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Links with Other Policies

This policy links with the following:

- Secondary Marking & Feedback Policy
- Primary Marking & Feedback Policy

Created and Reviewed by:	Policy Category:
Rhiannon Williams October 2025	Whole School
Approved by:	Reviewed by:
Elena Benito - Inspired CEO of Spain 17th November 2025	Rhiannon Williams / Shane Nicklin / Carly Froggatt October 2025
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