

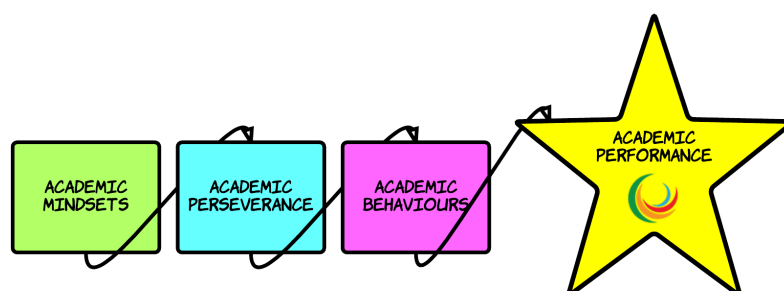
## Reporting, Assessment and Feedback

At ICHK, all students in all years receive feedback regularly on their progress and performance.

In prioritising feedback, we are guided by the understanding that:

The right **mindset** gives rise to **perseverance**, which in turn leads to the right **behaviours**.

**These behaviours support academic performance and attainment.**



From *Teaching Adolescents to Become Learners: Literature Review 2012* -  
University of Chicago Consortium on School Research

Using Markbook, one of the features of the ICHK virtual learning environment Gibbon, teachers record as much useful feedback as possible.

Feedback relates to activities and tasks that, broadly, fall into two categories:

1. **Substantial** activities that correlate closely with external examination performance criteria (i.e. IGCSE and IB Diploma) and which therefore give **substantive indication of likely attainment**
2. **Other** activities (e.g. short tests, classroom debates, in-class presentations, project work, individual homework items, pop quizzes) that give **indication of academic behaviours**

Feedback in **category 1** is accompanied by a grade reflective of the external course criteria i.e. from A\* to U at IGCSE and from 1 – 7 at IB Diploma.

Feedback in **category 2** is accompanied by the notation “Secure” or “Not yet secure”: with secure indicating that the performance evidenced **both** good academic *behaviours* (e.g. paying attention in class, preparation, revision, participation, adequate time spent on task, collaboration with others, redrafting) and *performance*.

**Because there are no external criteria to which to refer in Years 7 to 9, all feedback is necessarily category 2.**

If, under category 2, a student is demonstrating good academic behaviours but poor academic performance and is therefore, despite their best efforts, still **not yet secure** in their grasp of skills or content, this is **a sure sign that greater intervention is needed**. Something is wrong from a learning perspective: the course is too hard, some vital piece of understanding is missing, a necessary skill has not been developed, or there is an emotional barrier to performance.

In such cases, action is taken – with the action dependent on the circumstances in each case, and reflective of the importance of the particular skill or content involved. Our policy at ICHK is **timely intervention and no surprises**, so that students and parents are informed promptly if there are gaps, shortfalls or dips in learning. Sometimes these can be addressed by better Approaches to Learning, sometimes they require more targeted support, and this forms the basis of a conversation between teachers, students and parents.