

Assessment and Reporting Policy

Rationale

Assessment is integral to effective teaching and learning and must focus on helping pupils to learn. Its purpose is to inform pupils, parents and teachers about progress. Effective assessment must strike at the heart of raising achievement and is a key factor in challenging underachievement. We believe that we need to achieve a balance of formative (ongoing) assessment and summative (final) assessment in order that pupils are fully involved and understand how well they are doing and how to improve.

Principles of Assessment

Formative assessment is used to:

- identify a base line and potential levels of achievement;
- identify pupils' strengths and areas for reinforcement and development;
- inform regular dialogue between teacher and learner about progress;
- provide teachers with information on which to base their long and short-term lesson planning for individuals and groups of pupils.

Summative assessment is used to inform:

- pupils, teachers and parents about pupils' current levels of attainment;
- decisions about progression between schools and into further and higher education;
- curriculum planning across the school;
- school self-evaluation and performance management.

Both formative and summative assessment allow:

- comparison between a pupil's current and previous levels of achievement
- comparison between one pupil and another
- comparison between the achievement of the pupil and groups of pupils across subjects



Key Elements of the policy:

- External Assessment
- Internal School Assessments
- End of Module Subject Based Assessment
- Marking
- Pupil Self-Assessment
- Reporting
- Target-Setting

Assessment for Learning

The most important function of assessment is to assist learning. Assessment which does this is commonly referred to as 'Assessment for Learning'. The raising of standards is achieved by pupils developing the skills and attitudes which enable them to take responsibility for their own learning and enable them to become lifelong learners.

Research shows improving learning through assessment depends on five key features:

- effective feedback to pupils;
- active involvement of pupils in their own learning;
- adjusting teaching to take account of the results of assessment;
- a recognition of the profound influence assessment has on the motivation and self-esteem of pupils, both of which are crucial influences on learning; and
- the need for pupils to be able to assess themselves and understand how to improve.

Assessment can be used to raise standards when teachers:

- decide how and when to assess pupils' attainment at the same time as they plan the work;
- are proficient in using a range of assessment techniques in the classroom;
- prepare and make use of manageable systems for recording the progress of individual pupils.

Potential problems that need to be recognized are;

- a tendency for teachers to assess quantity of work and presentation rather than the quality of learning;
- greater attention given to marking and grading, much of it tending to lower the self-esteem of pupils, rather than to provide advice for improvement;
- a strong emphasis on comparing pupils with each other which demoralises the less successful learners;

- teachers' feedback to pupils often serves social and managerial purposes rather than helping them to learn more effectively; and
- teachers not knowing enough about their pupils' learning needs.



The characteristics of assessment that promote learning are that it:

- is embedded in a view of teaching and learning of which it is an essential part;
- involves sharing learning objectives with pupils;
- aims to help pupils to know and to recognise the standards they are aiming at;
- involves pupils in self-assessment
- provides feedback which leads to pupils recognising their next steps and how to take them;
- is underpinned by confidence that every pupil can improve; and
- involves both teacher and pupils reviewing and reflecting on assessment data.

How to find out if assessment is really helping to learn:

- by observing pupils – this includes listening to how they describe their work and their reasoning;
- by questioning, using open questions, phrased to invite pupils to explore their ideas and reasoning;
- by setting tasks in a way which requires pupils to use certain skills or apply ideas;
- by asking pupils to communicate their thinking through drawings, artefacts, actions, role play, concept mapping, as well as writing;
- by discussing words and how they are being used.

Ideas which could be included:

Adjusting teaching to take account of pupil's learning

- regard plans as a guide;
- adapt teaching to respond to pupils' learning needs, whilst keeping in mind medium term plans and objectives;
- before beginning a unit of work, find out what the pupils know, understand and they can do, by referring to records and updating that information by assessing the pupils now, for example through questions, discussion, quizzes, brainstorming, concept mapping, etc.;
- annotate plans to show particular needs and changes, so they also become records.

Sharing the learning objective(s)

- make it an expectation for every lesson;
- phrase the objective in terms of what pupils will have achieved (know, understand, be able to do) or a question they will be able to answer, by the end of the lesson;
- write it up on the board or other agreed place;



- fluent writers can write it in their books as a title;
- separate the objective from the activity;
- clarify the success criteria (“what I’m looking for”);
- exemplify and model quality, for example by showing anonymous work previously produced; and
- ask pupils to repeat the objective.

Questioning to support learning

- use a variety of questions for specific purposes;
- prepare and plan questions which will illustrate and probe pupils’ understanding, and require thinking not just remembering;
- devise classroom strategies which mean all pupils are thinking all the time (for example asking named pupils what they can add to a response given by another);
- in the classrooms use questions which may be considered ‘trick’ questions in a test, to provide insights into pupils’ thinking;
- share planned questions with other teachers, to build up a bank of rich questions;
- ensure pupils have sufficient thinking time before being expected to provide an answer;
- take time to consider pupils’ answers, and the learning they reveal;
- encourage pupils to ‘critique’ questions;
- use “hands up” sparingly as a mechanism for eliciting responses;
- offer pupils the opportunity to take ‘time out’ to discuss their ideas in pairs or threes, in response to challenging questions before bringing the class together again; and
- ask pupils to produce questions for a topic as a different way of assessing their knowledge and understanding.

Self-assessment

- ensure everyone views self-assessment as a thinking and talking activity, rather than a writing one;
- train pupils in self-assessment, for example by modelling personal responses;
- relate self-assessment back to the shared learning objective; success criteria and exemplification;
- use a variety of approaches to self-assessment; and
- ask specific questions which relate to the task, not the learner (e.g. “*what* did you find hard, and why?” rather than “*who* found it hard?”).

Marking and feedback

- focus on the current task and provide feedback promptly
- provide information about successes and steps for improvement;
- match the feedback to the shared learning objective and success criteria;
- avoid comparisons with other pupils;
- focus feedback on what the pupils were asked to pay attention to;
- provide specific ways to improve or ‘close the gap’;
- use oral feedback wherever possible as it is the most immediate and powerful; and
- when marking has been done ‘at a distance’, ensure pupils can read and understand it;
- agree codes which relate to the learning objective, for accessibility and manageability;



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LEARNING TOGETHER TO CREATE A BETTER WORLD

- use comments and codes, not grades, (or symbols, or external awards which act as grades;)
- provide pupils with time to read and respond to marking; and
- inform parents of the school's marking and feedback policy.

Individual target setting

- for reference, identify targets which relate to appropriate levels or sub-levels of the national curriculum;
- do not attach numbered levels to targets visible to pupils;
- use language which is meaningful to pupils;
- concentrate on a limited number of areas within the curriculum;
- on the basis of pupil's work, decide with the pupil upon an appropriate target;
- check that the target is SMART – Specific, Measurable, Achievable, Relevant and Timebound (achievable in 4 to 6 weeks)
- discuss with the pupil whether the target has been met, needs to be revised, or another target set;
- establish a rolling programme of individual target setting so that the process is manageable with a whole class;
- consider grouping together pupils with similar target needs; and
- consider group targets adjusted for individuals where appropriate.

Assessment of Learning

External Assessment Procedures

We see the main value of summative assessment as being able to benchmark pupil attainment and progress against international standards. All of our curricula have international standards within them. We will use the curriculum standards relevant to each phase of the school to evaluate pupil attainment and progress over time. Baseline assessments will be used on entry to provide teachers with a clear understanding of the attainment levels or stage of development of all pupils.

Our summative assessment data will be marked externally by the organizations, which implement them.

The use of standardized externally set and validated forms of assessment are important in establishing pupils' progress in relation to Common Core Standards expectations and will help to:

- Support groups and individuals to succeed with accurate information about their strengths and areas of improvement;
- Identify needs for additional support or extension work;
- Benchmark attainment against peers;
- Monitor progress year-on-year;
- Evaluate teaching and learning strategies;
- Communicate with parents and other stakeholders.

The following externally accredited forms of assessment are used across the school:

Grade 2 – 12: ERB Learning Comprehensive Testing Program

Internal Review Assessments

Kindergarten

Class teachers are expected to keep records of children's achievement and progress, according to their informal assessments and formal tests carried out in accordance with subject policies.

Children's Reading Ages are assessed twice each year.

Spelling, literacy and math age is determined.

Elementary, Middle and High School

Pupils are assessed throughout the academic year. Formative assessment through oral contribution, homework, class tests and other relevant methods is done constantly, with feedback through written comments or oral feedback. At the end of the year, summative assessment takes place through formal school examinations, which test pupils on work covered during that particular academic year. All tests and assessments are designed to build on the previous learning and will prepare the pupils for their unique pathways which may lead to university placement.

Current Levels of Attainment

These are given on the basis of grades gleaned from assessment tasks that have been marked against Common Core Standards criteria (see Reporting Policy).

Expected Levels/Grades

Baseline data is used to generate target grades based on pupils' prior attainment. This data is available for all teachers on the shared area. These are used to inform:

- planning
- target-setting
- termly benchmarking of progress via Interim Grade Reports and Parents Meetings

The above data is shared with parents and pupils through Reports and Parents Meetings.



Reporting Policy

Progress Grades:

Progress will be reported using the following:

Exceeding (the expected progress)

Meeting (the expected progress)

Below (the expected progress)

Progress will be based on the yearly standardised tests and to obtain 'Meeting', pupils will be expected to achieve the same (or very similar) standardized score as previous years.

Effort Grades:

Teachers award and record **effort to achieve** on a 5-point scale.

A	=	Outstanding
B	=	Excellent
C	=	Good
D	=	Satisfactory
E	=	Poor

Pupils will accumulate effort points throughout the year and be recognised at the end of the year by the following criteria:

90% cumulative effort points = Gold Award

80% cumulative effort points = Silver Award

70% cumulative effort points = Bronze Award

There will also be recognition for both 'progress' and 'academic attainment'.

Written reports will include the above grading and by using the aforementioned methods of assessment, teachers will have evidence to comment on:

- Current Attainment
- Target Level for the end of year grade
- Attendance
- Punctuality
- Effort
- Attitude & Behaviour
- Independent Study



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- Personal Organisation
- Presentation