IST Primary Assessment Policy
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Rationale

The aim of this document is to set out the purpose, nature and management of assessment at International School Twente Primary so that all stakeholders have clarity and accountability.

Assessment is the process by which learners find out what they already know, and can do. Through assessment, learners improve their learning, and let teachers and parents know how much they have learned. Assessment complements and assists high quality teaching and learning; it plays an integral part in the planning process and enables the review and renewal of current practice as well as providing an overview of pupil attainment and progress. Rigorous and meaningful assessment, both formative and summative, ensures the provision of an excellent education for all pupils through a consistency of approach across the school and a shared attitude to adapting and updating practice, as appropriate, based on the information gathered.

Effective Assessment

At International School Twente we will ensure that assessment is effective by ensuring:
● Assessment is fair, inclusive and free from bias.
● Assessment is open, honest and transparent.
● Assessment secures high expectations for all.
● Assessment is appropriate to age, task and desired information.
● Assessment is accurate and consistent.
● Assessment uses a wide range of tools and strategies to build a rounded picture of learning.
● Assessment outcomes provide meaningful and understandable information for all stakeholders.
● Assessment and reporting student achievement is given in a caring, supportive and thoughtful manner.
● Assessment provides feedback on further learning in order to improve further learning

Intent of our Assessment Protocols

The intent of this policy is to give a clear outline of all assessment techniques used at IST Primary in order to ensure that both formative and summative assessment is used effectively and inclusively as a tool to inform planning, track pupil progress and improve learning.

Specifically we will:
● Regularly assess, record and report on pupils' achievements.
● Systematically gather, record and review evidence of pupil attainment and progress.
● Use a balanced approach to assessment in the classroom, including the use of a range of tools and strategies in order to meet the learning styles of all students.

● Use the outcomes of the assessment, recording and review process to monitor and evaluate curriculum planning; driving school improvement.
● Track individuals, cohorts and groups throughout the school to monitor their achievements and set targets at various levels in order to raise achievement.
● Identify strengths and focus areas in the school's provision.
● Provide appropriate opportunities for all pupils enabling all to progress and achieve.
● Encourage pupils' independence by allowing them to take increasing responsibility for their own progress through embedded systems of self-assessment
● Give pupils effective feedback so that they know what they are doing well and what they can do to improve.
● Involve all staff and parents/guardians in a home-school partnership.

International School Twente Mission statement

Our mission is to provide excellent international education to students from diverse backgrounds

IB mission statement

The IB develops inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through education that builds intercultural understanding and respect.

Vision

- We offer our students essential stepping stones to learn to become a successful and happy global citizen.
- We aim to develop inquisitive minds that have a love for learning and therefore excel in personal and academic growth.
- We cultivate a school community to provide our students with an inclusive and caring environment within which they can build strong friendships that will last throughout their international lifetime.

Roles and Responsibilities

Class Teachers are responsible for:
● Keeping assessment records through use of their digital marksheet and Toddle.
● Ensuring that all records are securely stored
● Modelling formative assessment to adapt teaching and learning both within a lesson and in preparation for the next one.
● Submitting relevant assessment data in a timely manner.

● Acting upon what is evidenced in the data e.g. identifying appropriate learning interventions
● Ensuring that assessment records are passed onto the next class teacher.
● Keeping parents informed of progress through consultations (2 x mid-year reports and the end of year report.)

The Management team who oversees assessment has responsibility for:
● The production and presentation of the assessment policy.
● The organisation of the assessment overview for the academic year.
● The accurate administration and recording of standardised assessments.
● The collection and presentation of assessment data used to inform planning and track individual, group and class progress.
● Ensuring that staff are informed of new assessment initiatives and are aware of assessment procedures.
● Leading Class and SEN Reviews wherein focus pupils for each class are identified in order to ensure progress and attainment.
● Supporting teachers to implement assessment protocols and approaches.
● Monitoring and developing the use of effective formative assessment within lessons.
● Carrying out scrutiny of teachers' planning.
● Providing feedback to each year group as a whole and any additional support to individual teachers in the year group where appropriate.

Formative and Summative Assessment

Formative and summative assessment are labels that describe how various assessment tools and strategies are used. There are four distinct but interrelated purposes for classroom assessment, namely: *assessment for learning; assessment as learning; assessment of learning; and assessment using external comparison* .

- Diagnostic Assessment - *Assessment FOR Learning*
    - "diagnoses" what a student already knows before a unit
    - gauges students' knowledge, skills and strengths before a unit
    - helps teachers better plan for the needs of the students in that particular class, at this particular time
    - not graded

Diagnostic assessments therefore inform, enhance and improve the teaching process. Diagnostics include the Oxford Reading Tree, PROBE reading assessment, Phonics phase assessment, Number Knowledge tests, Progress in Math/English tests

- Formative Assessment - *Assessment <u>AS</u> Learning*
    - Monitor progress in real time
    - Are ongoing and fully integrated into the curricular programme
    - Used by teachers and students to identify strengths and weaknesses and adjust instruction accordingly
    - Provide feedback in order to feedforward for improved student learning

Formative assessments are used to inform both teachers and learners about the current level of skills, knowledge, and understanding. Formative assessments include quizzes, activities, group and individual work, teacher observations, performances, projects and reflection pieces

- Summative Assessment - *Assessment <u>OF</u> Learning*
    - used after students have practised, applied, and received meaningful feedback;
    - planned at the beginning and evaluated using published criteria that the students know and understand;
    - directly related to the learning objectives or standards for the assessed content and/or skills;
    - graded and recorded; contributes to final term grade

Summative assessments provide information regarding a student's level of achievement at the end of a topic, section, or unit of study. They are designed to provide teachers with a 'snapshot' of pupils' current attainment and progress. Examples of summative assessment include spelling tests, performance tasks, and independent work.

- Standardised Assessment - *Assessment using External Comparison*
    - Measures skill development compared to a large sample of students in a grade level
    - administered at set intervals to measure progress over time
    - identifies students falling behind or who need more challenge
    - used in conjunction with school-based assessments to inform instruction

Standardised assessments measure student progress in developing academic skills over time. Examples of standardised assessments at IST include Progress Testing in Math/English, the Cognitive Ability Test 4, and the Single Word Spelling Test

Implementation

As an International Baccalaureate World School, our assessment is within and through the Primary Years Programme (PYP) which has four dimensions: **monitoring, documenting, measuring and reporting learning**. All aim to provide evidence to inform teaching and learning and both formative and summative assessments are used. Each dimension has its own value, we place a greater emphasis on monitoring and documenting learning as these are critical in providing actionable feedback for the learner. Each dimension has its own strategies and tools:

Monitoring	Documenting
○ Assessment for learning ○ <u>Formative assessment</u> ○ Questioning ○ <u>Thinking routines</u> ○ Observations ○ Peer and self assessment ○ Low-stakes testing	○ Portfolios (Toddle) ○ Wall displays ○ Individual inquiry journals ○ Social media (including Twitter & Facebook) ○Assessment as learning ○Grading to inform planning, teaching and learning
Measuring	**Reporting**
○ Assessment of learning ○ Teacher assessment ○ Summative assessment ○ Standardised assessments ○ Self and Peer assessment	○ Pupil progress meetings ○ Parent/ Teacher/ Student Conferences○ Portfolios ○ 2 x mid-term reports ○ 1 end of year progress report

Differentiation of Assessment

Differentiation of assessment can be implemented for students who have difficulties accessing the curriculum. These can be students who are English as an Additional Language (EAL), receive learning support or students with other learning limitations.
Unless explicitly indicated through SEN documentation, all students are assessed against the same criteria. Assessments may be differentiated, the format can be modified but objectives are not altered, meaning students need to fully understand the learning objectives but may do this through different forms of assessment.

Reporting at IST Primary

Reporting to parents, students and teachers occurs through:

Written reports

Reports are written three times a year (in November, February and July)

Conferences:

Parent-teacher conferences are held three times per year, following the release of each report

Portfolios

Throughout the course of their school year, student work is collected and recorded by their teacher in their online portfolio. Portfolios offer a multifaceted approach to assessment, learning and self-reflection, contributing significantly to a comprehensive educational experience. Portfolios are managed by teachers, who guide and support students in adding to their own portfolio when able. Portfolios also:

- Allow teachers to holistically evaluate a student's progress across multiple areas, providing a comprehensive understanding of their abilities
- Create a lasting record of a student's learning journey which can be revisited for reflection and reference for continuous improvement
- Promote reflection and self-assessment through the curation and consideration of which work is added to the portfolio
- Foster agency by involving students in the learning process
- Document growth by serving as a chronological record of the student's growth and progress over time
- Facilitate communication between teachers, students and parents by offering insights into a student's learning journey and enabling meaningful parent-teacher communication
- Provide tangible evidence of student's skills, achievements and abilities
- Promote the development of Approaches to Learning and 21st century skills
- Promote accountability for students and teachers to set and track goals, fostering a growth mindset