

Primary School Assessment, Recording and Reporting Policy

Introduction

The aims of this document are to establish clear guidelines on the use of assessment in the International School of Toulouse (IST) Primary School and to provide a clear description of all related procedures. This document examines the purposes and types of assessment used in the Primary School, the recording and reporting of assessment and what the particularities are of assessment in Kindergarten and Grade 1 – Grade 5.

This document should be read in conjunction with other school documents such as the IST Teaching and Learning document or other related documents.

Purposes of assessment

The purposes of assessment in the Primary School should always be consistent with those stated in the IST Mission Statement, in particular: “we provide an inspiring, balanced and innovative curriculum ensuring that each student achieves to the maximum of their ability”. We work hard to ensure that the process of assessment is one that impacts positively on teaching and learning. All assessment is carried out with a view to improving each student’s learning at whatever point they may be on their learning journey. The main objective of assessment at IST is to provide students with feedback on their learning, in order to allow them to learn and improve further. Teachers are expected to use assessment to inform the planning of further learning experiences. Frequent, regular, continuous assessment is integral to all teaching and learning.

Why do we assess?

- To know our children - disposition, skills, knowledge, concepts, attitudes, interests, previous learning experiences, languages spoken and ensure progress across all elements of learning
- Assess the level of independence / confidence / ability to collaborate of each student
- Inform practice / planning / provision and next steps for students within an Inquiry framework
- To give feedback to parents students / parents / teachers
- Value and recognise the ‘small steps’
- To identify progress and non progress / specific learning difficulties / expectations for their age/ class / language acquisition or experience / previous school experience
- Identify what and how the student is learning
- Assess the effectiveness of the environment on the student’s learning
- To record information to inform further individual learning
- Measure progress / set targets

Who is involved?

- Whole School Community
 - Students
 - Home and Specialist Teachers
 - Teaching Assistants
 - Student Support Team (1:1 Support Assistants)
 - Outside agencies e.g. Educational Psychologist
 - Parents
 - Pedagogical Leadership Team (PLT)
 - The Board

What do we assess?

- The ability of students to become independent lifelong learners
- Five essential elements
 - Range of knowledge
 - Conceptual understanding
 - Skills
 - Attitudes
 - Action
- Subject area, Languages, Maths, Science, Social Studies, Arts, PSPE
(based on the Scope and Sequence documents)
- Learner Profile attributes
- Ability to carry out independent action
- Ability to work collaboratively
- Learning stories

When do we assess

Assessment is an ongoing process involving many strategies over the course of a school year including:

- Pre assessment – at the start of a Unit of Inquiry (UOI) in order to assess prior knowledge / skills
- Formative – daily and interwoven into every days learning experience
- Summative – at end of a UOI / through a measurable activity allowing children to demonstrate what they have learned.
- Self assessment / peer assessment – ongoing

What are the characteristics of effective assessment?

Effective assessments enable students to reflect upon and share their learning in a variety of ways, including:

- sharing their learning and understanding with others
- Knowing and understanding in advance the criteria for the assessment
- Being involved in the development of the criteria for assessments tasks
- Analysing their learning and understanding what needs to be improved.
- Providing developmental feedback
- Connecting their learning to real life experiences
- Participating in reflection, self- and peer-assessment
- expressing different points of view and interpretations

Effective assessments allow teachers to:

- Inform every stage of the teaching and learning process
- Plan in response to student and teacher inquiries
- Develop criteria for producing a quality product or performance
- Gather evidence from which sound conclusions can be drawn
- Provide evidence that can be effectively reported and understood by the whole school community
- Collaboratively review and reflect on student performance and progress
- Take into account a variety of abilities, interests, languages and different cultural contexts

Effective assessments allow parents to:

- Provide opportunities to support and celebrate student learning.
- See evidence of student learning and development

How do students demonstrate the learning process?

- Talk, sharing, questioning, explanation, reflection
- Action – big and small, Action Board, Action Blog post
- Inquiry / research
- Social development / working with other students
- Through performance, PE, Dance, Drama, Music
- Through assemblies
- Through completion of activities / tasks
- Through portfolios
- Through student led conferences
- Through sharing everyday experiences with parents

How do students record their progress and achievements?

- Through
 - Written
 - Performance
 - Reflection
 - Presentation
 - Discussion
 - Photographs / videos / recordings
 - Display / Working Walls
 - Assemblies – for parents and peers
 - Exhibition
 - Open Morning / Student led conference

How does reporting work?

- Written reports provided for parents 3 times per year roughly after each two Units of Inquiry
 - Reports should
 - Be meaningful, transparent and open
 - Be clear for all families including EAL families
 - Provide concise information and clear information on learning attainment
 - Provide specific personal information for each child as well as curriculum information
 - Have a comment on the Learner profile
 - Contain information on Strengths and concerns which should be highlighted for parents and students
- Via Parent Teacher Student conferences (termly meetings)
 - Parent Teacher conference – October
 - Three Way Conference – February
 - Pupil Led Conference - June
- In Grade 5 through the exhibition
- Through the sharing of portfolios (half termly open mornings/afternoons)

Responsibility:	PLT
Audience:	Primary Staff, Students, Parents and Board of Directors
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Introduction

The aims of this document are to establish clear guidelines on the use of assessment in the International School of Toulouse (IST) Secondary School and to provide a clear description of all related procedures. This document examines the purposes and types of assessment used in the Secondary School, the recording and reporting of assessment and what the particularities are of assessment in the three grade group divisions: Grades 6, 7 & 8, Grades 9 & 10 and Grades 11 & 12. This document should be read in conjunction with other school documents such as the IST Teaching and Learning document or other related documents.

Purposes of assessment

The purposes of assessment in the Secondary School should always be consistent with those stated in the IST Mission Statement, in particular: “we provide an inspiring, balanced and innovative curriculum ensuring that each student achieves to the maximum of their ability”. We work hard to ensure that the process of assessment is one that impacts positively on teaching and learning. All assessment is carried out with a view to improving each student’s learning at whatever point they may be on their learning journey. All assessment (summative, formative internal or external) is used to inform the process of teaching and learning in the Secondary School.

The process of assessment has particular importance in the Secondary School as it culminates in the external assessment of students at IGCSE/GCSE and IB Diploma levels. These qualifications permit access to the next stage of learning for students, be that at Higher Education level, Further Education level or in the world of work. An essential part of our role as a Secondary School is to ensure the effective and appropriate transition to the next stage of learning for all our students. It is therefore of the utmost importance the Secondary School ensures these aspects of assessment are dealt with professionally. To this end whenever assessment takes place at these levels the guidelines, criteria and practices set down by external bodies are followed accordingly. In particular, the internal assessment and final examination procedures are followed carefully by the Secondary School under the leadership and guidance of those individuals responsible for this (Head of Secondary, the IBDP Diploma Coordinator, Grade Coordinators, Curriculum Leaders and Examinations Officer).

Types of assessment

Within the Secondary School students will encounter different types of assessment. Typical examples of assessment can be:

- Tests - (either written or oral) such as short response tests or multiple choice tests. These tests often take place under controlled conditions. They are usually marked by the class teacher but can provide an opportunity for self or peer evaluation.

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- Examinations - (practical, written or oral) these can be a collection of one or more tasks and a variety of types of task such as short or long answers, problem solving, analytical tasks or practical tasks intended to assess competence in a particular skill or knowledge at a particular level. These take place under controlled conditions. They may be marked by the classroom teacher or by examiners from external bodies.
- Other forms of assessment - these can assume a number of different forms depending on the curriculum area and the skill or knowledge being assessed. Examples are: projects, portfolios, practical tasks, essays, presentations, reports and evaluations. These tasks can require either independent or group work. They may be assessed by the classroom teacher or, in the case of coursework or internal assessment tasks, by external examiners or moderators. They can also provide an opportunity for self or peer evaluation. Feedback can be in oral or written form. It is also appropriate to note the importance of informal assessment (i.e. assessment that is not necessarily recorded). This can be effective questioning, plenary sessions or individual discussion with students concerning progress (either on an individual piece of work or overall).

Each Curriculum Leader and each teacher is responsible for ensuring that the above types of assessment are carried out in a manner that is appropriate for their curriculum area and respect all the requirements of any external bodies concerned. Naturally, where appropriate assessments should be carried out with due attention to any particular needs a student may have, be they Special Educational Needs, English as an Additional Language needs or even Gifted and Talented needs (please refer to the IST Secondary Student Support Policy).

Furthermore, feedback from these different types of assessment should always be constructive and accurate. When providing written or oral feedback to students all teachers should ensure that comments identify the strengths of a piece of work and provide advice or targets for improvement. Feedback should always be given promptly.

Recording and reporting of assessment data

The recording of assessment data is the responsibility of each teacher. All assessment is carried out by IST teachers using their professional judgement; the grades they give or report are the only ones the School can endorse. Teachers must keep up to date records of assessment for each student that they teach using the school systems provided for this purpose.

Each piece of work or task that is to be used for assessment is given either a grade, written feedback or both. This information is stored, on the School's online [ManageBac](#)¹ system in what we refer to as a

¹ ManageBac is a cloud-based system for planning, assessment and reporting which gives students and parents access to their current grades or teacher feedback and their termly reports online. Up to date help sheets for accessing or inputting information on ManageBac are available on the IST website and on the IST ManageBac site.

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'live' grade book (or mark book). This feedback is generally formative in nature. The number of assessments that are to be recorded in the 'live' grade book is not fixed as this will necessarily vary from subject to subject; however, the school requires at least one assessment to be recorded in the 'live' grade book per half term (this may be a comment or a grade). Naturally, parents are also encouraged to look at their child's work in all subjects on a regular basis. This is to ensure parents maintain a good knowledge of their child's overall progress and can understand any comments or grades in the context of the work itself.

Reporting of assessment takes place termly. The purpose of reporting is to provide students and parents with a clear indication of a student's overall current performance. Teachers give students attainment grades, effort descriptors and a summative comment each term. These are available to parents through the School's online ManageBac system. This reporting is summative in nature. All internal examination grades are available through the 'live' grade book.

The parents of children in each year group have the opportunity to meet with individual teachers to discuss their child's progress once a year at parent-teacher meetings. Parents also have the opportunity once a year to discuss their child's progress with their child and their child's tutor during consultation day.

Students who are new to IST

In the case of a student who is new to the school any reporting from a previous school, including the IST Primary School, should be examined carefully by all concerned (Head of Secondary, the IBDP Coordinator, Grade Group Coordinators, Curriculum Leaders and teachers). This information should be used as a starting point in the process of teaching and learning for the child concerned; adjustment can then be made after a suitable time for adaptation and assessment.

Students who leave IST

In the case of a student who leaves the school, to a new school, university or elsewhere, the Secondary School shall ensure that all required reports or references are made available to the appropriate bodies concerned. This will be carried out either by the Head of Secondary, the IBDP Coordinator, Grade Coordinator or the Personnel and Student Information Manager.

Through the 'live' grade book students and parents can see the feedback or grades for each piece of work that is recorded immediately it is entered by the teacher concerned; all subject grades and feedback are all in one place.

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Effort descriptors

The effort descriptors used in reporting for all year groups are the following:

- Excellent
- Good
- Satisfactory
- Unsatisfactory

These effort descriptors refer to both participation in class and to homework.

Attainment grades

The attainment grades used in reporting are specific to the three Grade Group divisions below:

Grades 6-8

These year groups represent an important step in the development of a student's learning. Therefore, the Secondary School recognises the particular need for assessment to be carried out in a positive manner in these year groups if we are to develop a child's lifelong love of learning. To this end, all comments on students' work should focus on strengths and also provide concrete and clear advice on how to improve.

Assessment of major pieces of work, such as an end of topic test or an essay for example, should also have a grade as well as comments. The overall grade descriptors are the same for all curriculum areas. Each Curriculum Leader has to ensure that all assessed tasks come with clear mark schemes and guidelines for students.

There are seven grade descriptors used in Grades 6 to 8 plus a grade N (no grade). Seven grade levels are used to reflect the range of grades available at IB Diploma programme level in Grades 11&12; the grade levels are presented as grades A* to F as a reflection of the IGCSE grade system of letters that is used in Grades 9&10.

The following are the overall attainment grade descriptors used at this level:

A* - Exceptionally strong knowledge and understanding

A - Very strong knowledge and understanding

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B – Strong knowledge and understanding

C - Sound knowledge and understanding

D – Some knowledge and understanding

E - Basic knowledge and understanding

F - Rudimentary knowledge and understanding

N – No grade (the award of this grade must be justified with an acceptable reason, such as prolonged absence due to illness)

Grades 9&10

All assessments carried out at this level must be in accordance with the guidelines set out for each curriculum area by the appropriate examining body.

Assessment in this area should always be accurate and feedback given should always provide clear identification of the strengths and weaknesses of the work assessed and concrete advice on how to improve. Assessment at this level must be handled sensitively as there may be students who reach their full potential in some areas quite early on in the two-year programme. Extra care, especially regarding feedback, should be taken to ensure any student in this position is not de-motivated through perceived lack of progress.

The following are the overall attainment grade descriptors used at this level:

A* - Exceptionally strong knowledge and understanding

A - Very strong knowledge and understanding

B – Strong knowledge and understanding

C - Sound knowledge and understanding

D – Some knowledge and understanding

E - Basic knowledge and understanding

F - Rudimentary knowledge and understanding

N – No grade (the award of this grade must be justified with an acceptable reason, such as prolonged absence due to illness)

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In the case of Music and Visual Arts, where these subjects follow an Edexcel GCSE as opposed to a Cambridge IGCSE, the grading system is on the 9-1 scale that is followed currently in the UK at this level. The Music and Visual Arts departments will provide students and parents with any necessary explanations regarding this grading system.

Grades 11&12

All assessments carried out at this level must be in accordance with the IBO guidelines for each curriculum area.

Assessment in this area should always be accurate and feedback given should always provide clear identification of the strengths and weaknesses of the work assessed and concrete advice on how to improve. Assessment at this level must be handled sensitively as there may be students who reach their full potential in some areas quite early on in the two-year programme. Extra care, especially regarding feedback, should be taken to ensure any student in this position is not de-motivated through perceived lack of progress.

The following are the overall subject attainment grade descriptors used at this level:

7 – Excellent performance

6 - Very good performance

5 – Good performance

4 – Satisfactory performance

3 – Mediocre performance

2 – Poor performance

1 – Very poor performance

N – No grade (the award of this grade must be justified with an acceptable reason, such as prolonged absence due to illness)

Theory of Knowledge and the Extended Essay are both assessed using an A-F scale, in accordance with IBO guidelines:

A – Excellent performance

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B – Good performance

C – Satisfactory performance

D – Mediocre performance

E – Elementary performance

F – Failing condition

N – No grade (the award of this grade must be justified with an acceptable reason, such as prolonged absence due to illness)

Responsibility: *Head of Secondary*

Audience: *Secondary Staff, Students, Parents and Board of Directors*

Last review date: *September 2016*