Assessment Policy – Primary

At ISH our vision is to develop a community of caring, compassionate, honest, open-minded global citizens who enjoy learning in critical and creative ways.
We strive to develop a positive sense of self and engage with our world on a local and global scale.

Policy written: January 2022

We are all learners at International School Haarlem and as such we strive to create a positive environment in which students are equally supported and challenged to achieve. ISH students work hard to reach their full potential as engaged, critical thinkers and develop as lifelong learners.

At ISH we believe that we can help students along this path by providing them opportunities to reflect on their knowledge and experiences through rich and varied assessment tasks. Assessment is therefore seen positively, as a tool for learning. It forms a crucial part of the student learning experience at ISH.

Teachers recognise that assessment tasks should allow students optimal opportunity to show what *they can do.* Teachers strive to design assessments which are appropriate to the learning and are fair and accessible to the students.

Types of Assessment

How are teachers finding out about my child's learning?

Formative

At ISH we make use of several types of assessment to help guide the learning process:

Formative Assessment (Assessment for Learning) is the on-going practice of assessing learning, which:

- Provides timely and meaningful feedback on learners' knowledge, skills and understanding
- Provides learners opportunities to reflect, self-evaluate, set goals, and improve their learning
- Is based on the concept that learners will improve most if they understand the learning goal, where they are in relation to the goal and how to get there.
- Guides teacher planning and instruction, helping them to identify appropriate teaching strategies and differentiate for diverse learning needs.
- Facilitates an evaluation of the effectiveness of teaching and learning.

Formative Assessment can be formal or informal and can range from teacher observations of class discussions to individualised feedback given on learning tasks.

Self-Assessment

Personal reflection and self-assessment are key to empowering learners to take ownership of the learning process. This can be done with the aid of child friendly rubrics and success criteria connected to their learning goals. If done before a lesson, it can help learners to set goals generate strategies for learning. If done after a lesson, it can help the learner reflect on what went well and what steps can be taken for further development.

Peer Assessment

Peer assessment allows learners to work together in order to help them achieve their learning goals. Often with a rubric and success criteria, peer assessment allows pairs or small groups of children to engage in learning conversations that support each other in developing their learning.

Assessment strategies and tools:

English

- Questioning
- Teacher observation
- Marking of work
- Reflection moments (both self and peer)
- Debates (Conscience Alley)
- Guided Reading
- Quizzes
- Class and Group discussions

Maths

- Questioning
- Teacher observation
- Marking of work
- Reflection moments (both self and peer)
- Quizzes

IPC

Knowledge, Skills and Understanding are assessed differently.

Assessing Knowledge can look like:

- Mind maps
- Quizzes
- Quick write
- Question and answer sessions
- Whiteboards to show responses
- Vocabulary checks

Assessing Skills can look like:

- Using the Assessment for Improving Learning Toolkit developed by Fieldwork Education:
  - Using teacher rubrics to assess skill development upon observing the performance of a skill or the product of the task itself.
  - Children self or peer assessing using children's rubrics
  - Using the learning advice to guide progress

Assessing Understanding can look like:

- Higher level questioning - Bloom's Taxonomy
- Using Essential Questions
- Using Visible Thinking Routines (Project Zero) Harvard Graduate School of Education
- Debates
- Student developed Exit Points
- Open ended task construction

EYFS:

Learning Journey

Assessment is formative, on-going and active in the Early Years. Teachers monitor learning by taking photos of learning experiences to capture:

- a child's response to a planned learning opportunity
- evidence of skill development

These photos are annotated to record relevant progress and achievement points personal to the child. Evidence is added throughout the year and shared with parents during 3 reporting moments.

Summative

Summative assessments are an important tool we use to give accurate information regarding a child's attainment and progress at specific points in the year. It informs both the parents and the teachers of a child's attainment and progress. The information teachers gather from the assessments guides their further planning to ensure the children's needs learning needs are met.

Our summative assessments take place three times a year:

- Start of the Year/Entry Point
- Mid-Year
- End of the Year

At ISH we use *PiRA* (Reading) and *PUMA* (Maths) as our summative assessment papers. We also assess writing using *Big Write* four times a year, three of which coincide with the other summative assessments. In IPC at the end of each milepost, the goal is for each child to be mastering each of the key skills. Summative assessments in IPC are recorded at the end of a milepost, are based on a range of tasks students complete throughout and take a best fit approach.

Inclusion

To ensure all children can access the assessments, teachers work together with the Inclusion Team to ensure the best environment for the pupil to sit the assessment. For learning support children, any extra accommodations are set out in their passports/initial concern plans.

Moderation

Moderation is the process through which we ensure consistency across the school in our expectations of children. We ensure this in a range of different ways:

- The first and last Big Write is the same text-type, based on the same input, across the school (with different age-appropriate expectations per year group).
- Teachers within a year group are given the time to look at the summative assessments and their data together.
- There are moderation meetings where the teachers get together to look at children's work from all year groups to ensure consistency in levelling.
- Subject Leaders are responsible for ensuring consistency in their subject – they do this by examining both the children's work in books and the lessons planned.
- For subjects within the IPC, there are opportunities for moderation within and across mileposts to ensure consistency in key skills assessments.
- The teaching team are given regular opportunities to moderate formative work within year groups across all subjects

Reporting

<u>Reporting within the EYFS</u>
If a child stays within the Early Years department for 2 academic years, they receive a written learning journey review at the end of his/her first year.

Where a child is planned to move from Group 1 to Group 2 at the end of an academic year, he/she receives a written report which documents achievements within the Early Years curriculum framework. The report also provides information about standardised tests the child has taken in the summer term.

<u>Reporting within Groups 2-7</u>
Teachers monitor learning through observation, records of children's work, assessment tasks and learning conversations. These inform the final grades on a child's report.

Reporting moments take the form of consultations (parent/teacher meetings and student led conferences) or written reports. They are scheduled regularly throughout the year as detailed below:

Form of Reporting	Month in the school year
Parent-teacher meeting	October
Mid-Year [written] report	February
Parent-teacher meeting	March
Final [written] report	June
Parent-teacher meeting (Groups 1-4)	June/July
Student-led Conference (Groups 5- 7)	June/July

<u>Written reports</u>
The purpose of the written report is to communicate a child's progress and development as a learner. Written reports document the child's results from standardised summative assessments (PiRA and PUMA). These results take the form of an age standardised result (with the average result of 100) as well as a reading and maths age. Reports also detail attainment in English, Math and relevant IPC subjects, and a written narrative about students' approach to learning.

<u>Assessment Codes</u>

	English & Mathematics	IPC (objectives taught across two year milepost)*
	Not taught or pupil was absent	Not taught or pupil was absent
	Taught, but not understood	Beginning
	Taught and showing signs of understanding	Developing
	Taught and understood	Mastering (meets expectations)
	Taught and working at greater depth	Innovating (exceeds expectations)

*Students should be at 'Mastering' in IPC objectives at the end of Groups 3, 5 & 7.

<u>Parent-Teacher Meetings & Student-Led Conferences</u>

- Parents [and/or Guardians] meet with teachers at 3 points in the school year
  - Autumn conferences: Initial meeting to discuss how child is settling into the new school year. This conference has a focus on social and emotional welfare at the start of the school year.
  - Spring and Summer term conferences follow written reports. The purpose of these meetings is to discuss academic progress, approaches to learning and development points for the child.
- Student-Led conferences (Group 5-7)
  - Students in Groups 5-7 lead their conferences in the summer term. Students reflect on their academic progress and approach to learning. They celebrate their success and set goals for themselves.

Tracking pupil learning

Why do we track pupil learning?

Tracking student progress through a period of learning is vital for the everyone involved in the learning process.

A learning period may be defined as a unit of work, a school term (e.g Autumn, Spring, Summer), a school year or across several school years.

How do we track pupil learning?

We use a variety of tools and strategies to track pupil learning.

We track formative assessment of student learning and Big Write data in OTrack.

PUMA (Maths) & PIRA (English) assessments are tracked in Rising Stars Markbook.

Both platforms provide teachers with data that informs their instruction and supports us in identifying students who need additional supports and interventions.

Shared Responsibilities

What are our shared responsibilities at assessment points and with data?

Students:	• know the knowledge, skill or understanding being assessed • know the success criteria • see progress through tracking rather than achievement alone, leading to knowledge of and ownership of learning • see small steps and so feel a greater sense of achievement • reflect on their work • celebrate success and feel proud of their work • recognise challenges and strategies to support development with the teacher • Keep track of their own performance and learning goals in an age-appropriate manner
Teachers:	• use student progress to inform developments or changes to the curriculum content and its delivery • engage in self-reflection of their own practice in order to enhance effectiveness • plan targeted teaching and learning to ensure all learning needs are met • evaluate own teaching • assess effectiveness of teaching strategies • identify trends in learning
Parents:	• familiarise themselves with the ISH assessment policy • help motivate their children • help create a supportive environment through the home/school partnership that benefits the student • monitor their child's success and development points • talk with their children frequently about their learning • have informed conversations about their child's development with the teachers
School leadership:	• Publish clear guidelines regarding assessment and grading policies and practices • Provide support for up-to-date training in best practices regarding assessment • Periodically review grading and assessment practices • Ensure that new teachers to ISH are aware of the marking practices and philosophy • Analyse data to ensure the learning needs of all children are met and inform school improvement • plan and resource effectively, including training or intervention programmes • support teachers and teaching practice across the school