

Name of Policy:	Assessment
Applicable to:	Primary School
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Assessment

NCBIS Mission Statement

To provide a learning environment that supports academic achievement whilst promoting personal growth through the attributes of the IB Learner profile, within a caring international community committed to the traditional values of honesty, courtesy, respect, integrity and fair play.

Purpose and Scope of Policy

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment
- Clearly set out how and when assessment practice will be monitored and evaluated

NCBIS has a responsibility to provide the best possible learning experiences for all students and clear and accurate assessment data to inform reporting to all stakeholders. Rigorous assessment and the utilisation of the resulting data is central to effective teaching and learning, measuring and tracking pupil progress and attainment and monitoring teaching and learning.

This Assessment Guidance aims to support teachers in order to ensure our assessment systems fulfill this intention.

Aims

- ❖ To ensure that there is a balance between formative and summative assessment
- ❖ To ensure that there is a shared understanding of how and why we assess students
- ❖ To ensure that students are assessed regularly through a broad range of assessment tools
- ❖ To ensure consistency and progression across year groups and through the school
- ❖ To ensure that assessment data is utilised to inform teaching, learning and reporting
- ❖ To ensure that assessments are designed to provide the necessary data on student learning without being onerous

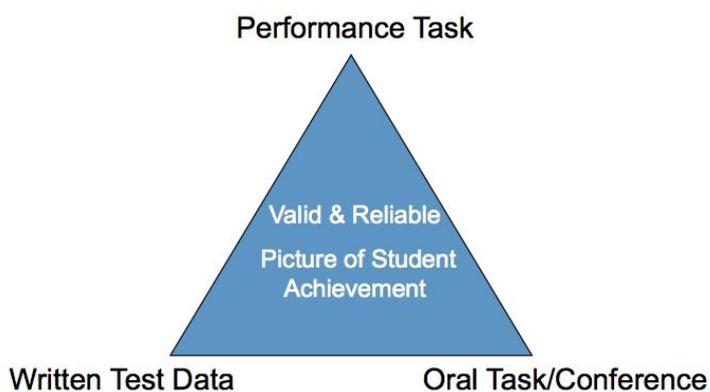
Assessment approaches

At NCBIS we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and internationally standardised summative assessment.

Differentiation and Equality

To gain an accurate picture of student attainment or progress, assessments should be designed to allow equal opportunity for all students to demonstrate their understanding regardless of ability or preferred learning style. This can be achieved through the triangulation of assessment tasks and will provide a valid and reliable picture of student

achievement. In order to do this, differentiation of assessment tasks is necessary to challenge and support students across the spectrum of abilities. The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities. Assessment will be used diagnostically to contribute to the early and accurate identification of pupils’ special educational needs and any requirements for support and intervention. We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved. For pupils working below the UK national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils’ learning difficulties.



In-school formative assessment

Formative assessment is ongoing and should take a variety of forms i.e. quizzes, observation, anecdotal notes, marking and feedback of written work and discussion. This type of assessment should be relevant to the students, explaining what the next steps are and inform future teaching. Formative assessment is used at NCBIS daily to assess students knowledge skills and understanding as they progress through areas of learning.

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child’s strengths and weaknesses lie, and what they need to do to improve

In-school summative assessment

Summative assessment is carried out at the end of a unit of work. When designing summative assessment tasks the following needs to be considered:

- ❖ Do all students have a fair chance to demonstrate their learning?
- ❖ Do the tasks provide the necessary support and challenge to allow all students to show their full potential?
- ❖ Is there a triangulation of assessment tasks?

Teachers should strive to collect enough evidence to “convict” students of learning.

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

Formative (Assessment *for* Learning) and Summative Assessment (Assessment *of* Learning)

The key differences between formative and summative assessment is the primary user(s) of the data and the purpose. This should be considered when designing assessments.

Formative Assessment (Assessment *for* Learning) – The primary user of the data is the student. The data or feedback should be in a form that is accessible to the students. The purpose of formative assessment is to help students to identify next steps and develop their learning.

Summative Assessment (Assessment *of* Learning) – the primary users of the data are teachers, parents, board members and organisations (e.g. other schools’ admissions teams). The purpose of summative assessment is to measure attainment and/or progress.

Section 1 -PRIMARY SCHOOL SPECIFIC

How do we assess?

Formative assessment is ongoing and takes a variety of forms, although the list is not exhaustive types of formative assessment include the following: quizzes, observation, conversations, practical tasks, interviews, anecdotal notes, marking and feedback of written work and discussion. This type of assessment should be relevant to the students, explaining what the next steps are and inform future teaching. Formative assessment is often identified in planning, but more often than not, happens as a natural course of teaching.

Summative assessment is carried out at the end of a unit of work or at the end of a school year. When designing summative assessment tasks the following needs to be considered by teachers:

- ❖ Do all students have a fair chance to demonstrate their learning?
- ❖ Do the tasks provide the necessary support and challenge to allow all students to show their full potential?
- ❖ Is there a triangulation of assessment tasks?

Teachers should strive to collect enough evidence to “convict” students of learning. All year groups R-Y6 complete end of year standardised GL summative assessments in Reading and Maths.

Standardised Testing

At NCBIS we utilise a range of standardised assessments to support teacher assessment and track student progress. Standardised assessments provide feedback on student progress and attainment in relation to the English National Curriculum. Due to the nature of standardised assessments and the conditions under which they are administered, they should not be taken as a complete picture of student progress and the school has a responsibility to educate parents to this effect. The standardised assessments that the primary school use are:

- Reception Baseline and Baseline follow up – Reception at the beginning of the year to baseline students, and at the end of Reception to measure progress against EYFS goals
- GL Progress in Maths (once at the end of the year), Single Word Spelling Test (SWST, twice throughout the year), New Group Reading Test (NGRT, twice a year)

The standardised outcomes of these assessments are not shared with parents, but are used to inform feedback.

Self-Assessment and Peer Assessment (Assessment *as* Learning)

Assessment is a vital part of the learning process and students at NCBIS are given the opportunity to develop their own skills of assessment. In order for children to develop into independent learners they must develop the ability to scrutinise their own and others work against success criteria. At NCBIS teachers are expected to give students the opportunity to:

- co-create success criteria
- use, and later, create rubrics

- assess their understanding against success criteria by using ‘thumbs up’, traffic lighting their work, using checklists and written reflection of their own work and that of others

Through this approach students will become reflective and independent learners, preparing them for the challenges of Secondary and Tertiary education.

How is assessment recorded?

Teachers record formative and summative assessments in English and Maths using online live spreadsheets, in the form of highlighting the outcomes of the National Curriculum. In addition, teachers keep results of the summative assessments they design and the mandatory standardised, end of year summative assessments in their class Assessment file. These include rubrics, Letters & Sounds assessments, PM and Probe reading assessments.

For full details of the timings of these assessments please see the Assessment and Reporting Timeline, published annually.

When do we assess?

Formative assessment is an ongoing process and teachers should use their professional judgment as to how regularly they assess in order to inform planning and feedback to students and parents on the next steps in learning.

Summative assessment takes place at the end of a unit of work in English, Mathematics or unit of inquiry. The information from summative assessments contributes to reporting and informing the next teacher. This means it is vital that assessments are carefully designed and support students to demonstrate their full potential. End of Year standardised summative assessments are carried out on the last weeks of Term 3 each year.

Recording and Reporting Assessment Data

The expectation is that teachers will keep comprehensive records of assessment data in their Assessment File and, when required, record assessment data in a central location on the google drive. The annual written reports to parents are informed by both summative assessment tasks and standardised assessments. Progress descriptors (Reception to Year 6) are calculated using the cumulative data from teacher summative assessment and standardised testing and used to report the progress that students are making.

Target Setting

From Nursery to Year 6, teachers should set targets in agreement and discussion with the student. Teachers should set language, mathematics and impact targets at the start of the academic year where appropriate. These targets are to be measurable and achievable.

Student Portfolios

Students have a portfolio in school which is updated regularly throughout the school year. Teachers should aim to add to the portfolio from any class subject at least three times over the period of one Unit of Inquiry. In Early Years this should be 5 pieces from each of their four units of inquiry. Each entry should include a reflection done by the student. Each Unit of Inquiry should be viewed as a “chapter” in the portfolio, beginning with a overview of the unit and ending with the summative assessment rubric from that unit. The portfolios will be shared with parents at Student Led Conferences. At the end of the year, three to five pieces of work can be copied from their portfolio and

added to the student's cumulative portfolio, which stays in school and goes up to their next year's teacher. The student's portfolio from that year can then go home at the end of the school year.

Assessment in the Primary Years Programme (PYP)

The purpose of assessment within the PYP is to promote student learning, provide information about student learning and to contribute to the successful implementation of the programme.

Through assessment in our units of inquiry, we identify what students know, understand, and can do, at different stages in the teaching and learning process. In the PYP, learning is viewed as a continuous journey, where teachers identify students' needs and use assessment data to plan the next stage of their learning. Teachers use a wide range of assessment strategies to collect information on each of the elements represented in the written curriculum; the understanding of concepts, the acquisition of knowledge, the mastering of skills, the development of positive attitudes and the ability to take responsible action. In addition to this, teachers also assess student learning in context to the lines of inquiry that support the inquiry into the Central Idea.

It is expected that teachers use objectives from the NCBIS Mathematics and from NCBIS Languages Scope and Sequence documents in their planning and assessment of PYP sessions to improve the level of integration of mathematics and language to their units of inquiry.

In Year 6, students carry out an extended, in-depth, collaborative project known as the Exhibition. This involves students working collaboratively to conduct an in-depth inquiry into real life issues or problems. Students collectively synthesise all of the essential elements of the PYP in ways that can be shared with the whole school community. This provides teachers with a powerful and authentic process for assessing student understanding. The Exhibition represents a unique and significant opportunity for students to exhibit the attributes of the IB learner profile developed throughout their engagement with the PYP.

Assessment in Language

In Years 1-6 we assess children's language skills in relation to the NCBIS Languages Scope & Sequence document, built from specific areas of the English National Curriculum 2014's objectives in English. These are organised in the following strands:

1. Speaking & listening
2. Viewing and presenting
3. Reading (including phonics)
4. Written language: handwriting & spelling
5. Written language: vocabulary, punctuation and grammar
6. Writing: Structure & Composition

Within each of these areas there are key skills that are expected within the National Curriculum 2014. Our electronic assessment sheets each contain age related expectations related to each of these areas from the National Curriculum. This assessment is an ongoing process and should be undertaken a minimum of 6 times across the year.

For each summative assessment, each piece of writing needs to be completed independently. If a skill is evidenced within the piece, a mark may be placed next to the specific skill and the specific piece of work identified in the child's

book using the provided stickers. Once a child has demonstrated a skill in three different pieces of writing, it is deemed that they have fully acquired this skill (see Appendix B).

In addition to this, children are also assessed in the EYFS and Lower Primary in phonics. This assessment is linked to the Letters and Sounds Program of Learning (see Appendix C).

Assessment in Mathematics

In Years 1-6 we assess students mathematical skills using the NCBIS Scope & Sequence Mathematics document, which takes its objectives from the Mathematics document of the English National Curriculum 2014. These are organised in the following strands:

1. Number: Place value, addition, subtraction, multiplication, division, and fractions
2. Geometry: shape & space, position, and direction
3. Measurement
4. Data handling
5. Pattern and Function, including algebra

Within each of these areas there are key skills that are expected within the National Curriculum 2014. Our electronic assessment sheets each contain age related expectations related to each of these areas from the National Curriculum. This assessment is an ongoing process and should be undertaken at the beginning and end of each unit of teaching and throughout the course of a unit during “simmering activities”.

The pre-assessment and summative tasks are aimed at children using and applying their mathematical skills. Once a child has shown that they are able to demonstrate any of the key skills within the assessment sheet, a mark can be made to evidence this. Teachers should give students an opportunity to revisit the skill after the summative assessment to demonstrate they have fully learned the skill. Once a child has demonstrated a skill independently on three separate occasions it is deemed that they have fully acquired this skill (see Appendix D).

Assessment of students from EAL and Learning Support

Students who receive Learning Support / EAL pull out or push in support should have their school based report written in conjunction with their support teacher. Progress which should be considered on an individual basis from the student’s baseline assessment (cognitive age assessment) on entry to Learning Support / EAL support. Teachers will write the initial report in conjunction with LS / EAL staff to ensure accuracy based on individual progress. The Learning Support / EAL departments set individual targets with students on Levels 2 and 3 of the LS register and on Levels A to C inclusive for those on the EAL Bell Foundation Assessment framework. Progress reports are then written with students according to their individual time frames.

Assessment in Specialist Lessons

Specialist tuition is provided to all children from Reception to Year 6 in music, modern foreign languages and physical education, as well as drama in years 3 and 4. Children are regularly assessed in these areas using both formative and assessment and it is the responsibility of the specialist teachers to complete these assessments. Where possible, the specialist teachers will integrate their assessments to the unit of inquiry, allowing for a broader, deeper, more connected learning and assessment experience for students.

Other forms of Assessment

In EYFS the different areas of the curriculum are assessed using the Early Learning Goals (ELG). This is measured and recorded within the online programme, Tapestry, which is used to record individual children's learning journeys. Full details on using Tapestry and Google Early Years Trackers in the EYFS can be found in the separate guidance note. A baseline assessment is also taken within the first 8 weeks to act as a reference point to measure individual children's progress.