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| Related Policies: | Teaching and Learning, Awards, Inclusion and Admissions, Academic Honesty, Reporting Guidelines, Departmental Agreements on Assessment |

Section 1: Beliefs and Principles

Mission statement

The International School of London Group is a culturally diverse community which fosters a passion and enthusiasm for learning, through outstanding educational practices. Students' cultural and linguistic identities are valued and nurtured through our international curriculum and Mother Tongue programme. Our school develops the attitudes, skills and understanding needed for active and responsible contributions to both local and global communities.

At the International School of London, we believe in:

- Empowering students to maximise their learning opportunities and to fulfil their potential.
- Actively integrating cultural diversity in the curriculum.
- Creating inclusive, vibrant and innovative learning communities.
- Offering a diverse and extensive international programme that supports personal, social and professional growth.

Teaching and Learning Philosophy Statement

At ISL we believe that each child has their own unique identity and understanding of the world. Our aim is to build on their unique experiences through dialogue and questioning to foster curiosity and deeper thinking. At ISL excellence in teaching and learning is defined by the degree to which we nurture student passion and encourage active engagement with real world problems through thinking, reflection and social and environmental activism. We believe purposeful play fosters curiosity, and curiosity fosters creative thinking. We believe the young are as capable of bringing about meaningful change as adults.

Section 5 of the ISL teaching and learning policy describes the philosophy of assessment at the school as follows.

5. Effective assessment is an integral part of teaching and learning. It is ongoing and used as a tool for students to reflect on and develop their thinking

5.1 Assessment supports a personalised approach to teaching and learning, which involves listening to student feedback and adapting to that feedback.

5.2 Assessment enables teachers and students to monitor current learning and plan for the future.

5.3 Teachers use appropriate and varied assessment tasks.

5.4 Assessment is used as a tool to enter into a dialogue with a student or group of students to enable them to take their learning further.

5.5 Assessment provides explicit feedback to the learner so the student can monitor their own progress.

5.6 Self-assessment and reflection are essential to further learning.

5.7 Students work with peers to review and reflect on their learning.

Additionally, while Assessment **as** Learning is the ultimate goal at ISL, i.e. assessment is an integral part of learning - guiding the process and stimulating further learning, we appreciate that a comprehensive approach to assessment needs to include a combination of:

- Assessment **of** Learning - Teachers use assessment (usually summative) to measure the quantity and accuracy of student work and highlight the learning that has taken place.
- Assessment **for** Learning - Teachers use assessment (usually formative) to collect a wide range of data so that they can modify the learning work for their students and use the insights that come from the process to design the next steps.
- Assessment **as** learning - Students personally monitor, in conjunction with teachers and parents, what they are learning and use the feedback from this monitoring to make adjustments, adaptations, and even major changes in what they understand (metacognition).

Assessment strategies can be

Formative: to identify future targets for the class, group and individual as appropriate within the subject areas

Diagnostic: to identify students' strengths and weaknesses for the purposes of personalising their learning or appropriate class placement.

Summative: to evaluate and monitor students' progress for the purposes of benchmarking and reporting*

* Note that these categories are not mutually exclusive; for example, all summative assessments are simultaneously potentially formative.

These principles underlie assessment practice in each phase of the school, Primary, Middle and College. Their application may differ in each section, as detailed in the phase-specific sections of the policy below.

Section 2: Scope of the policy

The purpose of this policy is to guide staff in the implementation of effective assessment in line with IB philosophy of assessment, national statutory requirements and the standards of the Council of International Schools. This policy also describes the application of the relevant statements about assessment in the whole-school policy on teaching and learning, as they are applied in each of the school sections: Primary, Middle and Diploma College. In the Middle and Diploma College sections, the operational aspects and detail of this application will differ across subjects. This detail should be given in associated *Departmental Agreements on Assessment*, which are reviewed and managed by Heads of Department.

Section 3: Compliance matrix

Statutory Framework:

The relevant statutory instrument for this purpose states that the school conforms to regulations if it *'...demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;'*

- The Education (Independent Schools Standards) Regulations 2014 (revised January 2015)

At the time of writing, the draft version of the OFSTED inspection framework evaluates 'The quality of education' in terms of

"The quality of education

138. Inspectors will take a rounded view of the quality of education that a school provides to all its pupils, including disadvantaged pupils, the most able pupils and pupils with SEND. Inspectors will consider the school's curriculum, which is the substance of what is taught with a specific plan of what pupils need to know in total, and in each subject.

139. Inspectors will consider the extent to which the school's curriculum sets out the knowledge and skills that pupils will gain at each stage (intent). They will also consider the way that the curriculum selected by the

school is taught and assessed in order to support pupils to build their knowledge and to apply that knowledge as skills (implementation). Finally, inspectors will consider the outcomes that pupils achieve as a result of the education they have received (impact).”

– *Non-association independent schools handbook for inspection (OFSTED, May 2019) p. 32*

Programme Framework:

International Baccalaureate Standards and Practices

The policy is pertinent to the following IB standards / practices:

Coherent curriculum 3: The school develops, regularly reviews and shares its curriculum in ways that explicitly engage the school community. (0401-03)

Coherent curriculum 3.3: The school reviews IB requirements for learning, teaching and assessment, and communicates them to the school community. (0401-03-0300)

Approaches to assessment 1: Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)

Approaches to assessment 1.1: Students and teachers use feedback to support stated outcomes and expectations, in accordance with IB philosophy and assessment documentation. (0404-01-0100)

Approaches to assessment 1.2: The school uses specific and constructive school-based reporting to provide students and teachers with information that can be used to improve learning, teaching and assessment. (0404-01-0200)

Approaches to assessment 2: The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)

Approaches to assessment 2.1: Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes. (0404-02-0100)

Approaches to assessment 2.2: The school demonstrates that assessment practices are formed around conceptual learning. (0404-02-0200)

Approaches to assessment 3: The school administrates assessment consistently, fairly, inclusively and transparently. (0404-03)

Approaches to assessment 3.1: The school administrates assessment in accordance with IB rules, regulations, and/or relevant programme documentation. (0404-03-0100)

Approaches to assessment 3.3: The school ensures that external reporting and/or predictions are as accurate as possible, and are appropriately designed for the contexts in which they are required. (0404-03-0300)

Approaches to assessment 3.4: The school implements, communicates and regularly reviews consistent and fair systems and processes for reporting student progress and handling appeals or challenges. (0404-03-0400)

Approaches to assessment 3.5: The school monitors and evaluates the delivery of assessments to ensure that they are as seamless as reasonable. (0404-03-0500)

Approaches to assessment 4: Students take opportunities to consolidate their learning through assessment. (0404-04)

Approaches to assessment 4.1: The school provides students with opportunities to consolidate their learning through a variety of assessments. (0404-04-0100)

- International Baccalaureate Standards and Practices (October 2018, March 2019)

Accreditation Framework - Council of International Schools

The policy is pertinent to the following Council of International Schools (CIS) domains:

B9: There is a clear roadmap for the storage, access and use of data to enhance learning.

D3 Teaching and the assessment of learning are monitored and evaluated in a planned manner in response to students' needs, data from varied assessment of students' learning and reflection upon pedagogy.

D4 Students' progress is tracked systematically, using a range of achievement data in order to support the students in maximising their potential.

D6 The assessment of students' learning and its reporting is based on clear, shared and intelligible criteria that represent the attainment of knowledge, understanding, skills and behaviours.

D9 There are formal processes in place for recording, analysing, and reporting evidence of both school-wide achievement and individual student's performance to parents and other appropriate stakeholders as a means of measuring success in meeting stated goals.

- The Framework for the Evaluation & International Accreditation of Schools (Council of International Schools, October 2016)

Section 4

Assessment policy by phase: Primary (6-11)

This policy describes the application of the assessment framework of the International Baccalaureate Primary Years Programme (PYP) at International School of London (London). The details of the PYP assessment criteria can be found in the publication *Making the PYP happen: A curriculum framework for international primary education* (IBO 2009).

ISL/PYP-specific philosophy on assessment:

Assessment is ongoing and should be used to inform teaching and learning.

The fundamental purpose of assessment is to understand where the pupil is at any given time and over time in their learning; and, to use this information to promote and support further learning.

Highly effective assessment in the PYP will be integrated, authentic, holistic, developmentally appropriate and responsive to learners.

Assessment, with a focus on teacher and peer feedback, should be documented in the planners and support next steps in learning and teaching. The focus is on developing assessment capability in teachers, students and across the learning community.

The following four dimensions of assessment will support knowledge and skills acquisition, the development of deep conceptual understandings and self-regulated learning, identifying what students know, understand and can do.

Monitoring - observe and check the progress of a child over a period of time

Documenting - record progress in written, photographic, or other form

Measuring- assess the importance, effect, or value of the child's learning

Reporting - give a spoken or written account of something that one has observed and documented

When developing and conducting assessment and evaluation, Primary teachers at ISL ensure that they:

- Have a **clear purpose** for all assessment and evaluation processes used
- Gather information in an **ongoing** way in a range of **authentic contexts**
- Use a **wide range** of appropriate **strategies and tasks** to gather information
- Use a **collaborative approach** to gather information about students
- Create systems to record and manage data, i.e. a class assessment folder containing assessment data
- **Make adaptations** to assessment and evaluation processes when necessary

- Take time to *analyse* and *evaluate* the information gathered and make judgements about future teaching
- Facilitate regular opportunities for *students to reflect, self-evaluate* and *set realistic learning goals*.

Assessment strategies for gathering information

General Guidelines

While we acknowledge that there are many ways to gather data in the classroom, we believe that it is important to develop *purposeful* and *balanced* processes for assessing that involve students, peers, parents or caregivers and teachers when gathering data.

Specific Guidelines

There are some strategies and tasks which are a mandatory element of the assessment process in the early and primary years. A brief description of these assessments is provided in the assessment tasks overview below. Teachers' PYP Assessment Folder will provide more detailed information on how and when these tasks are to be implemented in each grade.

| | What? | Who? | Guidelines/Expectations | When? |
|---------|--|------------------|---|---------------------------|
| General | | | | |
| | <ul style="list-style-type: none"> • <u>Parent Survey</u> • General information about the child | All grade levels | <ul style="list-style-type: none"> • To be sent home to parents of all children at class presentation evening | Beginning of year |
| | <ul style="list-style-type: none"> • <u>Student Portfolios</u> • All disciplines | All grade levels | <ul style="list-style-type: none"> • Refer to attached Student Portfolio Guidelines | Throughout the year |
| | <ul style="list-style-type: none"> • <u>Portfolio Reflections and Self Assessment</u> • UOI, Language and Maths (may also | All grade levels | <ul style="list-style-type: none"> • Reflections and Self Assessment will be kept in the Student Portfolios • Reflections for UOI will be conducted at the end of each unit • Reflections for all other key learning areas to be completed as per the guidelines | Half-termly Termly |

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| | include other disciplines) | | | |
| | <ul style="list-style-type: none"> • Goal Setting • UOI, Language and Maths (may also include other disciplines) | All grade levels | <ul style="list-style-type: none"> • In the first month of the year every teacher will teach goal setting strategies and review these each time new goals are set • Students, teachers and parents will develop goals during the first Three Way Conference (goals will relate to specific academic challenges, the learner profile and attitudes) • Goals should be recorded on appropriate goal setting templates • Teachers will review and update goals with students each term • Goals should be sent home by the end of the Week 2 of each term to be shared with parents (end of Week 4 for first term) • During the Student Led Conference the goals will be reviewed | Beginning of year (end of Week 4) December Termly Termly May |

- For more specific discipline assessments, please see the PYP Assessment Guidelines.

Student Portfolios

‘A portfolio is a record of students’ involvement in learning which is designed to demonstrate success, growth, higher-order thinking, creativity, assessment strategies and reflection. A portfolio is a celebration of an active mind at work. It provides a picture of each student’s progress and development over a period of time both as individual and group learners. It enables students to reflect with teachers, parents and peers in order to identify their strengths and growth as well as areas for improvement, and then to set individual goals and establish teaching and learning plans.

Evidence of learning in a portfolio should be from a range of experiences and curriculum areas. The portfolios are used to show the development of knowledge, conceptual understanding, transdisciplinary skills, attitudes and the attributes of the learner profile over a period of time. It may also be used to document student action. Portfolio entries should document both the process of learning and the product, including images and

evidence of students in the process of constructing meaning. It can be used as a tool for assessment and reporting purposes for students, parents, teachers and administrators (*Making the PYP Happen*, 2009).

Portfolio Detail

The online tool SeeSaw is used as a portfolio for student work and as a communication tool with parents.

A folder entitled 'Portfolio' should be created within the student's log-in and specific pieces, named in the PYP Assessment Guidelines, are chosen and shared at Three Way Conferences and Student Led Conferences.

Work samples should primarily be student selected with some teacher guidance.

Portfolio Reflections

Portfolio reflections for all disciplines should encourage students to:

- Reflect on the key conceptual understandings and learning outcomes that were being developed in the task or unit
- Consider their strengths and weaknesses in relation to the outcomes and any other aspects they identify - the attributes of the learner profile should be considered when doing this
- Set goals for future learning
- Make connections or see the transdisciplinary nature of what they are learning

Portfolio reflections for each *Unit of Inquiry* should encourage students to:

- Explain the big understandings they gained from the unit
- Use lines of inquiry as a guide for reflection

Portfolio Goal Setting

Goal setting is an ongoing feature of the reflection process. In the first month of the year every teacher will teach goal setting strategies and review these each time new goals are set.

Goals should be:

- Realistic and manageable
- Set for the beginning of each term (Term 1 goals should be set in the first parent meeting.)
- Recorded on the appropriate goal setting templates
- Reviewed regularly:
 - Term 1 goals should be reviewed and modified as part of the Three Way Conferences
 - Term 2 goals will be reviewed during the Student Led Conferences and goals for Term 3 will be set

Evaluation tools for recording and analysing assessment data

General Guidelines

The information gathered using the tools below can be used for analysing and evaluating at:

- Student level
- Class level
- School level

At **Student level** teachers monitor individual student learning, strengths and weaknesses, specific knowledge, understandings and skills. They use the information gathered to set goals for student learning, to inform co-teachers, and to report to parents.

At **Class level** teachers and the Principal of Primary monitor class learning. They use the information gathered to plan teaching, group students, review curriculum and identify teacher professional development needs.

At **School level** the Principal of Primary and the Curriculum Coordinator monitor learning across the school. They use the information gathered to develop coherent continua of student outcomes, identify appropriate grade level benchmarks, make decisions about curriculum revision and school professional development needs.

Used systematically at all three levels, a rigorous structured tailored system of internal assessment can be more effective and more efficient than external standardised testing.

Specific Guidelines

As is the case with assessment strategies and tasks, teachers need to also use a variety of tools for recording and analysing the information they have gathered. The main ways of recording and analysing information at ISL include:

| Evaluation Tools | Guidelines/Expectations |
|------------------|---|
| Anecdotal notes | <ul style="list-style-type: none">● Short descriptions of observations in the classroom● Teachers may develop their own methods and templates for recording observations (see sample recording chart in Assessment Folder)● Records of observations should be kept in the Grade Assessment Folder |
| Rubrics | <ul style="list-style-type: none">● Recording frameworks that feature short descriptive statements along a continuum of excellence● The use of rubrics is at the teacher's discretion, however, there are guidelines to consider when developing rubrics |
| Checklists | <ul style="list-style-type: none">● Lists of skills or behaviours to be checked off as they are observed● The use of checklists is at the teacher's discretion |

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| Annotations | <ul style="list-style-type: none"> ● Short judgements recorded on student work ● All work should be dated and initialled and contain annotations as appropriate |
| Continua | <ul style="list-style-type: none"> ● Measurement scale on which to rate and track achievement ● There should be solid evidence to substantiate judgements ● Whole class progress should be mapped on the class profile sheet contained in the class assessment folder for the appropriate key learning areas and strands |
| Exemplars | <ul style="list-style-type: none"> ● Sample pieces of work that illustrate the different levels of the continua or rubrics ● Teachers should refer to text type exemplars when evaluating student work |
| Benchmarks | <ul style="list-style-type: none"> ● Exemplars used to set expectations for a particular grade level or age |

Reporting on student progress

Reporting at ISL is an inclusive process involving the students, teachers and parents and takes a variety of forms:

| Reporting Format | Guidelines/Expectations | When? |
|--|--|--------------|
| Parent Teacher Interviews and goal setting meetings | <ul style="list-style-type: none"> ● Teachers should be prepared to discuss how students are settling in and highlight any initial achievements or concerns related to personal, social and academic development ● Teachers should refer to records of student achievement such as observation notes and evidence gathered from initial assessments ● In the final 10 minutes students enter the meeting to set goals collaboratively for Term 1. | October |
| Three Way Conferences | <ul style="list-style-type: none"> ● Students discuss with parents and teachers their Term 1 goals, providing evidence of achievement and set new goals for Term 2. | December |

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|----------------------------------|---|----------------------|
| Student Led Conferences | <ul style="list-style-type: none"> • Students guide parents through a range of activities set up in the classroom that showcase their learning. The final activity will be goals based, including reflections and discussion for Term 3 | May |
| Bi-annual written reports | <ul style="list-style-type: none"> • Written reports should be submitted as per Report Guideline published each semester • Reports should be structured to include: <ul style="list-style-type: none"> ○ <i>Attitude</i>: Attitude, effort/motivation/holistic approach to the subject/level of engagement. ○ <i>Achievements</i>: Strengths, achievement, personal statements, e.g. I was most impressed with particular work produced or skills developed. Relate statements to expectations. ○ <i>Targets</i>: Areas that the student struggled with and which require improvement. Give specific examples. • Reports should be written with consideration to the stylistic guidelines published each semester in the Report Guidelines | February and June |
| Informal discussions | <ul style="list-style-type: none"> • We value open-communication with the parents of our students • Teachers and parents are encouraged to arrange appointments to discuss students' progress as deemed necessary | Ongoing |
| Hand-over process | <ul style="list-style-type: none"> • Teachers will hand over information in Grade Assessment Folder at end of academic year with a 'hand-over sheet' | End of academic year |

Ongoing feedback and evaluation and discussion with students about their work should be a pervasive and ongoing feature of assessment, teaching and learning in all classrooms.

Section 4

Assessment policy by phase: Middle (11-16)

This policy describes the application of the assessment framework of the International Baccalaureate Middle Years Programme (MYP) at the International School of London (London). The details of the MYP assessment criteria for each subject group can be found in the relevant IB MYP Subject Guides, and in the publication the *MYP: From Principles into Practice* (IBO 2017).

Rationale

MYP assessment at ISL comprises a broad range of performance tasks which measure what students can ‘do’. Teachers use assessment data to inform teaching and students value assessment opportunities to reflect on learning. The nature of assessments, therefore, should be varied, creative and challenging, which promotes critical thinking and metacognitive development. The MYP assessment cycle involves setting individual goals, developing and implementing assessment strategies, analysing outcomes, and creating action plan. This continuous process should support a personalised approach to teaching and learning.

Assessment strategies

General Guidelines

Assessment is a continuous process and is designed to address the MYP objectives in each of the eight subject groups, as well as the MYP Projects (e.g. Personal Project) and Interdisciplinary learning, according to the criterion-related approach.

Objectives and their corresponding assessment criteria are prescribed by the IBO for application by the subject teacher at the end of Grade 6 (MYP Year 1), Grade 8 (MYP Year 3) and Grade 10 (MYP Year 5). Their use is mandatory at these three points (end of Grade 6, 8 and 10) in the formal school report. In practice, each subject group should introduce interim objectives and assessment criteria for application in Grade 7 and 9. This can provide a more continuous progress since students will become familiar with the increasing expectations.

Teachers make decisions about student achievement using their professional judgment, guided by mandated criteria that are public, known in advance and precise, ensuring that assessment is transparent. Across a variety of assessment tasks (authentic performances of understanding), teachers use descriptors to identify students’ achievement levels against established assessment criteria. MYP internal (school-based) assessment uses a “best-fit” approach in which teachers work together to establish common standards against which they evaluate each student’s achievement holistically.

This “criterion-related” approach represents a philosophy of assessment that is neither “norm-referenced” (where students must be compared to each other and to an expected distribution of achievement) nor

“criterion-referenced” (where students must master all strands of specific criteria at lower achievement levels before they can be considered to have achieved the next level).

It is the responsibility of the IBMYP Coordinator to ensure that all HODs and teachers are kept up-to-date with the MYP guidelines set by the IBO. This includes deadlines established externally by the IBO for external moderation (e.g. Personal Project).

Each department will have a set of essential agreements relating to assessment in the IBMYP which prescribe the nature and frequency of assessments that take place within the subject, including their relative contributions to the final grade in each criterion of assessment at the end of the semester (if more than one summative task within the semester). These should be reviewed regularly in the department and with the IBMYP Coordinator, but as a minimum, should be reviewed in the year prior to first teaching of a new guide.

The person responsible for maintaining and devising assessments of students in a subject area throughout the academic year is the relevant subject teacher in liaison with the Head of Department (HOD) and IBMYP Coordinator.

Teachers must be involved in internal standardisation within subject groups in all the MYP years. Standardisation throughout the school year promotes consistency and builds common understandings about student achievement with respect to MYP objectives.

Specific Guidelines

Formative and Summative Assessment

Teachers devise a wide range of tasks to assess students’ development of understanding and abilities. The assessment tasks should not only address an objective, but also allow students to access all the achievement levels in the corresponding criterion.

When devising tasks, teachers should use task-specific clarifications to bring a level of specificity to the assessment criteria. Each task-specific clarification will be based on a published MYP assessment criterion.

Formative assessment should be used for teachers to gather, analyse, interpret and use a variety of evidence to improve students’ learning and to help students to achieve their potential. Students’ peer- and self-assessment can be important elements of formative assessment plans.

Students are to be informed of the criteria and/or task-specific clarifications for each task prior to the assessment and full criteria descriptors should accompany assessment tasks via Managebac. The subject criteria should be aligned with the most up-to-date version of the MYP Subject Guide published by the IBO.

Teachers are to help students improve performance through consistent, timely and meaningful feedback.

Summative assessment is part of every MYP unit and is designed to provide evidence for evaluating student achievement using required MYP subject-group-specific assessment criteria. All four subject-specific criteria should be assessed at least once in the form of summative assessment within a semester. The results of summative assessments must be recorded in Managebac gradebook.

For semester final grades, teachers are to make a professional judgement based on a ‘best-fit’ approach. To this end, teachers should use level descriptors to identify student performance levels against the established assessment criteria. MYP assessment must include attention to the most accurate demonstration of students’

performance, rather than mechanically and uncritically averaging achievement levels over given reporting periods.

Submitted assessment tasks that do not meet any of the assessment criteria will not receive an MYP grade; teachers will seek a redemption task for grading and adjust ATL levels assigned.

External and Moderated Assessment

All MYP Year 5 (Grade 10) students are to be registered for Personal Project moderation with the exception of English Language Acquisition phase 1-3 students or new students who join after the registration period.

The Personal Project Coordinator will ensure that all the Personal Project supervisors are familiar with the guiding and assessment process of the personal project.

Personal Project supervisors will be involved in internal standardisation of Personal Project reports and will authenticate personal projects by signing the MYP projects academic honesty form.

MYP Year 5 (Grade 10) students are to be registered for the MYP interdisciplinary on-screen assessment with the exception of English Language Acquisition phase 1-3 students or new students who join after the registration period.

The IBMYP Coordinator will ensure that the eAssessment subject teachers are informed of the pre-release material and will help students be familiarized with the use of on-screen exam format.

The IBMYP Coordinator will ensure that the eAssessment is conducted according to the regulations set by the IB.

Students with specific learning difficulties: inclusive access arrangements

Assessed learning objectives and associated assessment criteria in the IB Middle Years Programme may not be modified; however, students with appropriately diagnosed specific learning difficulties / special educational needs can be granted access arrangements that accommodate their personal needs and enable them to access the externally defined learning objectives. The procedures for the application of inclusive access arrangements, and the range of such access arrangements, are as detailed in the IBO publication *Access and Inclusion Policy* (IBO, November 2018).

A reasonable adjustment is an action taken to remove or decrease a disadvantage faced by students with learning support requirements. A reasonable adjustment could be unique to a specific student and may include changes in the presentation of the test or method of response. Where reasonable adjustments involve changes to specific aspects or specific criteria of the assessment, the overall learning outcome must remain the same. (*MYP: From Principles into practice*, p. 84).

Modification of the curriculum happens when a student requires modifications to subject-group objectives/assessment criteria or assessment criteria descriptors due to a more challenging learning support requirement. In which case, we are unable to award IB MYP grades.

Inclusive access arrangements are granted only based on valid evidence such as a psychological/psycho-educational/medical report or a standardised language test for additional language learners, in accordance with the IBO publication *Access and Inclusion Policy* (IBO, November 2018)

Assessment strategies

The MYP values the use of a variety of assessment strategies during the programme. The following list of strategies is not exhaustive, and the strategies themselves are not mutually exclusive; indeed, they should be used in conjunction with one another to provide a more balanced view of student achievement.

| Evaluation Tools | Guidelines/Expectations |
|--------------------------|--|
| Observation | Teachers may choose to observe all students regularly and often, taking a wide-angle view (for example, focusing on the whole class) or a close-up view (for example, focusing on one student or one activity). Teachers can observe from the point of view of a non-participant (observing outside the task) or of a participant (observing when engaging in the task with the student). Observation will be particularly useful when assessing some behaviours and skills. |
| Selected response | Tests and quizzes are the most familiar examples of this form of assessment. Selected responses allow the teacher to ask general or specific questions to elicit responses from students that will indicate understanding and, possibly, misunderstanding. This strategy is particularly useful during the course of a unit, in formative assessment, as it is usually quick and straightforward to administer and can provide instant feedback for students and teachers. |
| Open-ended tasks | This strategy allows teachers to present students with a stimulus and ask them to communicate an original response. The response could take many forms, such as a presentation, an essay, a diagram or a solution to a problem. Open-ended tasks may be combined with other strategies, such as performance assessments. |
| Performance | The MYP assessment model provides opportunities for teachers to devise assessment tasks that enable students to demonstrate the range of knowledge, skills, understandings and attitudes that they have developed in the classroom. Performance assessments can allow students to perform the learned skills and show their understanding in real-world contexts. Teacher-designed performances of understanding may take the form of a composition, a research report, a presentation or a proposed solution. Such performances serve two functions: they build student understanding, and they make such understanding visible and available for assessment. Teachers can use the information to find out how to support students further (formative assessment) and whether the student has achieved the learning objectives (summative assessment). Teachers should consider the distinction between activities or tasks and performances of understanding that are more effective in building deep understanding. Performances of understanding allow students both to build |

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| | <p>and demonstrate their understanding in and across subjects. They are based on the theory that understanding is not something we have—like a set of facts we possess—but rather is something we can do. In unit designs, performances of understanding take different forms depending on where in the unit they are placed (beginning, middle or end) and whether they target disciplinary or interdisciplinary understandings.</p> <p>The MYP uses the term “performance” in its widest sense to describe all forms of assessment where students are assessed on their ability to demonstrate predetermined learning objectives.</p> |
| <p>Process Journals</p> | <p>Reflection is an essential element of effective learning. The MYP objectives for all subject groups require students to develop higher-order thinking skills and conceptual understanding. Student reflection and metacognition are essential aspects of that process.</p> <p>Through ATL, all teachers are responsible for actively involving students in all stages of the learning process. The use of process journals (required in some subject groups, such as the arts or design) can allow the teacher and student to communicate about the processes of learning, and can be used for meaningful and purposeful reflection. Regular recorded reflections by the students about key issues or important activities can lead to enhanced understanding of the concepts. For example, process journals can allow students to detail their service and action, and to reflect on the impact of these.</p> |
| <p>Portfolio assessment</p> | <p>Portfolios can be used by students and teachers to record their learning achievements and express their identity. Students and teachers will choose pieces of work, or include observations or evidence from other assessment strategies, that show their levels of knowledge and understanding, and that demonstrate their skills and attitudes. Portfolios are useful ways to involve students in their own learning and the assessment of that learning.</p> <p>Teachers and administrators may wish to explore different models of portfolios for use in their own particular schools, and take into consideration the format of the portfolio, such as whether it should be a physical folder or a virtual folder on the school website. Storage issues, among others, will arise with either format.</p> |

International Baccalaureate (2014. May) *MYP from principles into practice* (pages 85-86) Retrieved from www.ibo.org

Tools for recording and analysing assessment data

The school issues an interim report card in the middle of Semester 1 (end of October/beginning of November). All grade 6-10 students receive the interim report, which is intended to give a clear indication of the student’s overall progress to date taking into account a range of factors related to the Approaches to Learning skills.

Student achievement levels, in the four criteria of assessment in each subject group, are recorded at the following points every academic year:

- Semester 1 (before half-term in February)
- Semester 2 (end of June, last day of school)

Student progress based on semester grades is analysed in the guidance meetings.

The subject teachers and the Heads of Department track student progress within the department.

Reporting on student progress

Academic progress reports

All the assessment data and individual students' targets are shared with students and other stakeholders through

- Interim reports
- Semester reports
- Student-Parent-Teacher (three-way) conferences
- Student-led conferences
- On-going grades and feedback via Managebac Gradebook

* Further detail on report writing procedures can be found in the school reporting policy.

Reporting at ISL is an inclusive process involving the students, teachers and parents and takes a variety of forms:

| Reporting Format | Guidelines/Expectations | When? |
|--|---|-------------------|
| Interim reports | <ul style="list-style-type: none"> • Teachers should grade student engagement, effort and attitude against the ATL skills. | October |
| Student-Parent-Teacher (Three way) conferences | <ul style="list-style-type: none"> • Students discuss with parents and teachers their Semester 1 goals, providing evidence of achievement. • Students refine their goals during these conferences. | November |
| Semester reports | <ul style="list-style-type: none"> • Written reports should be submitted as per Report Guideline published each semester • Reports should be structured to include: • Approaches to learning: Attitude, effort/motivation/holistic approach to the subject/level of engagement. • Academic Achievements: achievement levels against subject-specific criteria | February and June |

| | | |
|--------------------------------|--|---------|
| | <ul style="list-style-type: none"> • <i>Targets</i>: Areas that the student should further improve on. • Reports should be written with consideration to the stylistic guidelines published each semester in the Report Guidelines | |
| Student-led conferences | <ul style="list-style-type: none"> • Students guide parents through a range of works that showcase their learning. • This should also be a goal-setting opportunity for the next semester. | March |
| Managebac Gradebook | <ul style="list-style-type: none"> • Teachers are to provide task-specific feedback and achievement levels on assessment tasks, classwork, and home-learning assignments, where applicable, via the Managebac gradebook. | Ongoing |
| Informal discussions | <ul style="list-style-type: none"> • We value open communication with the parents of our students • Teachers and parents are encouraged to arrange appointments to discuss students' progress as deemed necessary | Ongoing |

Ongoing feedback and evaluation, and discussion with students about their work, should be a pervasive and ongoing feature of assessment, teaching and learning in all classrooms.

Section 4

Assessment policy by phase: Diploma (16-18)

This policy describes the application of the assessment framework of the IB Diploma Programme (IBDP) at International School of London (London) IB Diploma College. This corresponds to the non-compulsory post-16 / sixth form phase. Further details of the assessment framework for the IBDP can be found in the relevant IB Subject Guides, and in the publication *IB Diploma Program Assessment Procedures* (2019).

Rationale

Accurate, intelligent, informed assessment provides valuable data for the teacher in planning learning for students, for students in providing metacognitive information by which they can adjust their approaches to learning, and to parents such that they can support teaching and learning. The communication of this with the community demonstrates the school's abilities to effectively oversee, plan and develop its curriculum on both a personalised and whole school basis. It is a continuous process by which teachers find out about their students' capabilities and achievements in order to make adjustments to teaching and make personalised interventions when appropriate.

Assessment strategies

General Guidelines

The responsible persons for maintaining and devising school assessments of students through the two years of the IB Diploma subject are the relevant subject teacher in liaison with the Head of Department (HOD) and IBDP Coordinator.

There are compulsory aspects of assessment which are laid down by the IBO in the relevant Subject Guides. It is the responsibility of the HOD to ensure that these assessments are carried out according to the relevant IB guidance.

It is the responsibility of the IBDP Coordinator to ensure that all HODs and teachers are kept aware of curriculum/syllabus changes and to ensure that externally moderated and externally examined assessments are completed and despatched as and when the IBO requires.

Each department will have a set of essential agreements relating to assessment (*'Departmental Essential Agreements'*) in the IBDP which prescribe the nature and frequency of assessments that take place within the subject, including their relative contributions to summative assessment grades reported externally. These should be reviewed regularly in the department and with the IBDP Coordinator, but as a minimum should be reviewed in the year prior to first teaching of a new syllabus / guide.

Specific Guidelines

Formative and Summative Teacher assessment

During the course the teacher will devise a variety of assessments – the results of which will form the basis of reporting to parents and informing teaching and learning strategies. The assessments will be formulated in the light of the required assessment of the particular syllabus and the criteria for assessment outlined therein. Records will be kept by teachers of the result of each assessment and these records will be available to view by relevant parents, students and members of the school’s academic faculty whenever required.

Three of the assessments will take the form of school examinations each semester which are designed to allow students the experience of examination conditions and to inform students, teachers and parents of the student’s ability to achieve in these conditions. The results of the school examinations are reported separately from the other assessments as the Examination Grade.

Other assessment results which may be done in class or at home and under a variety of conditions are summarised as a Semester Grade on the Student Report in each subject. The Semester Grade will be a weighted average of components assessed during the semester, *not including* the examination grade. The relative contribution of different components to the Semester Grade is given in the relevant Departmental Essential Agreement on assessment.

Students should be afforded an opportunity for formative feedback on assessment objectives before a summative level is awarded (see *Criterion-Referenced and Criterion-Related Assessment* below). This may be in the form of formative tasks for which feedback is given using assessment criteria, even though the levels awarded are not included in the calculated semester average.

External and Moderated Assessment

Each syllabus/subject guide sets out the assessment requirements for that subject. Rules for assessment governing the award of the Diploma are given in the *IB Diploma General Regulations* (IBO, 2014). Procedures for assurance of authenticity of such assessment can be found in the current version of the *ISL Academic Honesty Policy*.

Criterion-Referenced and Criterion-Related Assessment

The IB Diploma assessment scheme uses criterion-referenced assessments. Teachers should be familiar with the assessment criteria in their subjects and should familiarise the students with the criteria.

For externally assessed or internally assessed, externally moderated tasks, teachers must decide on the appropriate criterion level through application of the descriptors to the prescribed task.

In ‘school assessments’ i.e. assessments not submitted for moderation to the IBO, and used for semester grades, teachers can use a *criterion-related* approach. This means that the teacher can make a summative judgement about the level to be awarded, established using a range of tasks given during that semester. The level awarded will then be that which corresponds to the descriptor that most closely matches the student’s overall performance in the assessment objective at that point in the course.

Students with specific learning difficulties: inclusive access arrangements

Assessed learning objectives and associated assessment criteria in the IB Diploma programme may not be modified, however students with appropriately diagnosed specific learning difficulties / special educational needs can be granted access arrangements that accommodate their personal needs and enable them to access the externally defined learning objectives. The procedures for the application of inclusive access arrangements, and the range of such access arrangements, are as detailed in the IBO publication *Access and Inclusion Policy* (IBO, November 2018).

Tools for recording and analysing assessment data

In grades 11 and 12 at the ISL IB Diploma College, student achievement is recorded at the following assessment points:

- Grade 11 semester 1 (January DP1)
- Grade 11 semester 2 (June DP1)
- Grade 12 semester 1 (December DP2)
- Grade 12 final examinations (July DP2)

At each assessment point, the following assessment data are recorded on the tracking document:

| Assessment point | Datum | Description |
|------------------|-----------------------------|---|
| 11Sem1 | Semester Average / SemAv | Average of assessments given during the semester only, in accordance with Departmental Essential Agreements on assessment |
| | Semester Examination / Exam | Overall grade achieved in synoptic examination at end of semester examination week, examination covering all work in all prior semesters. |

| | | |
|---------------|-------------------------------|---|
| 11Sem2 | Semester Average / SemAv | Average of assessments given during the semester only in accordance with Departmental Essential Agreements on assessment |
| | Semester Examination / Exam | Overall grade achieved in synoptic examination at end of semester examination week, examination covering all work in all prior semesters. |
| | Interim Predicted Grade / IPG | Current provisional prediction of performance in FINAL based on combination of EXAM and SemAv |
| 12Sem1 | Semester Average / SemAv | Average of assessments given during the semester only, in accordance with Departmental Essential Agreements on assessment |
| | Semester Examination / Exam | Overall grade achieved in synoptic examination at end of semester examination week, examination covering all work in all prior semesters. |
| | Interim Predicted Grade / IPG | Current provisional prediction of performance in FINAL based on combination of EXAM and SemAv |
| 12Sem2 | Semester Average / SemAv | Average of assessments given during the semester only in accordance with Departmental Essential Agreements on assessment |
| | Final Predicted Grade / FPG | Final predicted grade made for purposes of IB examination procedures in April of DP2 |
| | Final examination / FINAL | Final grade awarded by IBO from examinations of May DP2. |

Measuring progression during the IB Diploma Programme

Individual student progression is measured through the differential of 11sem1 EXAM to current semester EXAM result. This differential is recorded on the tracker.

Final individual student progression is measured through the differential of 11sem1 EXAM to FINAL.

Cohort progression

Cohort progression is measured through

- a regression line from 11sem1 EXAM to 12sem1 EXAM.
- calculation of average points total for the cohort
- calculation of % pass rate for the cohort

These results are compared to a cumulative record 'IBDP Results Analysis'. They are also analysed by subject group for the purposes of departmental evaluation by Heads of Department.

Heads of Department are responsible for the close analysis of student performance in individual subjects within the group. This analysis will include longitudinal comparison with outcomes in previous years, final grade compared to predicted grade, and raw (unmoderated) grades compared to moderated grades. In making such comparisons, heads of department remain mindful of the relatively small sizes of cohorts and so the influence of random statistical fluctuation.

Heads of Department submit this analysis in the form of a departmental annual report in the first term of the academic year following the examination session.

Measuring IBDP performance relative to other schools

Final assessment data from IB-DP examinations (FINAL) is analysed and compared to IB global statistics as follows:

- Cohort comparison of mean grades achieved on a subject-by-subject basis to IB global averages
- Cohort comparison of pass rate (%) to IB global averages
- Cohort comparison of mean total points (DPTOTAV) to IB global averages

These results are published by the IB Diploma Coordinator in the IBDP Results Analysis document each year when IB global session statistics become available.

Measuring progression from MYP to IBDP

Data for students who completed MYP (at the school or elsewhere) and made the transition into IBDP has been gathered since 2010.

Data is gathered in the form of subject by subject levels on the 7-point IB achievement scale.

For the purposes of cohort progression from MYP to DP, and to guide and support admissions advice for the IBDP, the following are calculated:

- MYP Predicted Equivalent Total points (MYPPET) = the total of MYP predicted grades at the time of application for admission in those subjects the student has selected for study at IBDP (from a total of 42 possible points)

- MYP Final Equivalent Total points (MYPFET) = the total of MYP final grades awarded by the school at the end of the MYP, in those subjects the student has selected for study at IBDP (from a total of 42 possible points)

The ISL Diploma College Admissions Policy (Annexe 1 of the whole-school *Admissions Policy*) describes how these values are used to support admissions advice.

The MYPFET values are also used to produce a regression line from DP FINAL results. The dataset allows for a prediction of likely overall outcome in the IB DP with a reasonable level of certainty. The dataset is still too small to meaningfully predict performance on a subject-by-subject basis (since not all students do all subjects).

Other performance measurements used

The Deputy Principal also uses UCAS progression reports to compare ISL students' UK HEI destinations to those of a selected group of International Schools.

Reporting on student progress

Student targets and expected grades

ISL does not use an external normative distribution to establish interim performance targets for individual students; rather, these targets are set on an individual basis, subject by subject, through student discussion with form tutors and the IB Diploma Coordinator. These targets may be informed through the calculation using statistical methods of an **expected grade**. The expected grade is based on prior performance of ISL students in the given subject at the given point in the programme and as such is an average.

Summative feedback on progress

All the above data is shared with students and other stakeholders through

- Published full semester reports*
- Semester academic review interview with the Deputy Principal of the IB Diploma College
- Tutor PSHE / Guidance interviews
- Parent-teacher conferences each semester

* Further detailed policy on report writing procedures can be found in the school reporting policy.

Students then set personal targets for achievement for the next semester and these are also recorded on the tracker document.

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