



# SHREWSBURY INTERNATIONAL SCHOOL

BANGKOK

Policy Title: Assessment

Policy Section: Section D - Teaching and Assessment for Learning

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## **Introduction**

This assessment policy is a reflection of the school's emphasis on exceptional people. As a community the school strives continually to develop and stretch the skills and talents of all students and provide them with the guidance needed to realise their potential. Assessment within the curriculum is a major part of this process and this policy outlines the principles and structures that this involves.

Individual progress and academic achievement is held in ISAMs indefinitely, so that students can be tracked whilst attending school and supported by the production of historic records for other educational institutions.

## **Rationale**

1. The school believes the purpose of assessment is to support the learning and academic progress a student makes in school.
2. Assessment should give students a clear idea of what they are currently able to do (their attainment) but, more importantly, how they can improve

and develop.

3. Learning is enhanced when students are actively involved in the assessment process through self and peer reflection and evaluation.
4. Assessment also gives students a sense of how much they have improved over time (their progress).
5. For teachers assessment also provides information about how best to challenge and support individual students so that they develop their full potential in any particular subject.

## **Progress**

1. Teachers assess students' learning every time they interact with them in the classroom. This can be known as Assessment for Learning (AFL). (See Appendix D).  
This may include:
  - 1.1. Asking them differentiated questions in class;
  - 1.2. Listening to students explain their learning;
  - 1.3. Observing students perform in group and independent activities;
  - 1.4. Asking students to self select from differentiated challenges;
  - 1.5. Talking about their home-learning;
  - 1.6. More formal assessment.
2. The teacher uses a combination of this information to assess their progress against certain criteria.
3. Whenever parents receive a report of how well a student is doing, this picture of the student's classroom progress is combined with their performance on more formal tasks to produce an overall measure of their current performance (or attainment).

## **Progress Timelines**

1. During the year parents will receive feedback about a student's progress in the different subjects they study. There are three types of formal feedback:
  - 1.1. Written reports - where each teacher will write comments about progress along with any other relevant assessment information including attitudes to learning as appropriate (See Appendix B and C);
  - 1.2. Grade Reports parents receive a snapshot picture of a student's

- current attainment across the various subjects;
- 1.3. Parent-Teacher consultations – where parents have the opportunity to meet a student’s teachers and discuss progress with them;
  - 1.4. Teachers will also provide informal feedback when appropriate and students get a range of assessment feedback verbally in class and written down in their exercise books. This will usually be in the form of written comments.

## **Monitoring Progress and Attainment**

1. Early Years
  - 1.1. In EY 1 and 2, the school uses the English Early Years Foundation Stage Profile (EYFSP). Students are assessed in the following areas of learning through continuous observations made by their class teacher and recorded on the Interactive Learning Diary (ILD):
    - Communication and language;
    - Personal, social and emotional development;
    - Literacy;
    - Mathematics;
    - Physical development;
    - Understanding of the world;
    - Expressive arts and design
  - 1.2. Teachers match these observations to the objectives specified to obtain an understanding of where students are in their learning and what they need to do to reach the next step.
  - 1.3. At the end of EY 2, students will be assessed against the Early Learning Goals. Each student will be reported as emerging, developing or secure in each of the seven areas. Students who are secure in an area can then be assessed against the exceeding objectives.
2. Years 1-9
  - 2.1. In Yrs 1-9 the school uses Key Objectives from the English National Curriculum to monitor students’ progress;
  - 2.2. During this time students’ progress will be reported according to four categories: Exceeding, At or Working Towards age-related expectations, as well as whether the student’s progress is a cause for concern.

- 2.3. From Y1 to Y6 their progress in Mathematics and Literacy will be evaluated against the year by year standards published in the English National Curriculum;
  - 2.4. From Y7 to Y9 the school has used the end of Key Stage 3 standards in the English National Curriculum to produce Year by Year expectations for all subjects taught. Students who meet or exceed these expectations will have the appropriate foundation to access GCSE and IGCSE courses to an A/A\* grade level.
  - 2.5. All students are expected to make progress in the academic year. However, the amount of progress any student makes may vary for different reasons.
  - 2.6. Students who are not making the expected progress in a particular subject will receive extra support to help them improve.
3. Examination Years
- 3.1. In Years 10 -13 students study subjects that they will take as examination subjects.
  - 3.2. These examination subjects mainly use a graded scale from the best grade of A\* (or A star) through A, B, C and so on down to an E grade. For some GCSE and IGCSE subjects, students receive number grades from 9 down to 1 instead. These subjects include Music, PE, Drama, French, Spanish, Further Pure Mathematics, Mandarin, Japanese, Psychology, and Religious Studies. From 2020, these subjects will include IGCSE Mathematics.
  - 3.3. For reports in Y10 and Y11 students receive a current attainment grade as a letter (A\*-E) and a matched number (9-1) to illustrate where students are in both systems.
  - 3.4. Each grade has a description of what the student should be able to do at this grade attached to it (See Appendix E).
  - 3.5. As a student learns more about a subject they achieve a better grade, from C (4) to B (5/6) to A (7) to A\* (8/9).
  - 3.6. Students starting Year 10 generally have a D (3) or C (4) grade level of understanding in the subject and the school would expect their attainment to improve by two or more grades before they sat their IGCSE examination in Year 11.

4. Tracking Assessment
  - 4.1. Bespoke assessment trackers have been designed to assess children in Reading, Writing and Mathematics.
  - 4.2. Teachers assess children against the key National Curriculum objectives for the year group using 1, 2 or 3 (see [Appendix F](#)).
  - 4.3. Teachers regularly update the trackers to reflect the learning in the classroom using teacher judgement. They may also use summative assessments to inform their judgements.
  - 4.4. Termly moderation meetings take place.
  - 4.5. In the Senior school students' progress within a subject is tracked internally by a department using formative and summative tasks.
  - 4.6. At reporting points attainment data from across the curriculum is compared with baseline cognitive assessment data to check on Progress.
  - 4.7. This data is scrutinised in a meeting with the AP Academic, relevant YTL, Head of SEN and Head of EAL who agree on any actions or updates required and communicate this back to the teachers.

### **Student Progress Meetings**

Student Progress Meetings take place biannually with all year groups within the Junior school led by SMT and the Assessment Leader. Data packs are shared with each team prior to the meeting and students who are not making the expected progress are discussed during the meeting. Strategies and interventions that may support their progress are identified and a plan put in place. Students who are exceeding expectations will also be discussed and strategies to extend their learning are put in place.

The final Student Progress Meeting will outline the necessary support needed for each student and this will be shared with the class teacher for the following year.

### **Aptitude and Attitude Assessment**

Aptitude assessment is biennial, unless new students arrive and then they are assessed as they join the school. In the Junior School we use GL CAT4 assessment to determine a student's aptitude scores. These are broken down into verbal reasoning, non-verbal reasoning, spatial reasoning and quantitative reasoning. This data is used to ascertain whether a student is reaching their potential, or whether they need additional support from our EAL or SEN departments or need further encouragement in applying themselves fully.

Attitude assessment is carried out yearly. In the Junior School we use GL PASS

assessment to determine a student's attitude to themselves and school. This is then triangulated with the aptitude and the academic data to give a fuller picture of each student and allow teachers to best support individual student to reach their full potential.

### **English as an Additional Language (EAL)**

English Language proficiency underpins learning across the curriculum. Those students who need support with language to access the curriculum join the English Plus programme. For new students, the decision to join is based on data from Shrewsbury's entrance exam. For existing students, the decision is made through a combination of observations, book looks, teacher discussions and WIDA testing (as discussed below). Students are tracked and assessed during their time in the programme to determine when language is no longer a barrier to their learning.

1. Using evidence of achievement from mainstream subjects, students in the English Plus programme have their progress monitored using The Bell Foundation Framework (See Appendix A). The framework has 5 bands of proficiency across all four skills of reading, writing, speaking and listening and links language proficiency with academic skills.
2. The EAL tracker document is completed twice a term, in which the raw score from the Bell Framework is given. Using this, it is possible to track individual student progress across the four skills and to highlight areas of concerns that can be addressed during English Plus and in mainstream classes.
3. Additionally, students in the English Plus Programme are assessed bi-annually using an in-depth diagnostic tool called WIDA Measure Of Development in English Language (MODEL), which gives a standardised measure of proficiency to support the ongoing assessment using the Bell Framework.

## APPENDICES

### Appendix A: An example from the Bell Foundation Framework

This is an extract from the Bell Foundation Framework showing Reading skills:

CODE	Band A	Band B	Band C	Band D	Band E
	<p>Little or no knowledge of written English; taking first steps to engage with written and digital texts in English</p>	<p>Making sense of written text at word and phrase/sentence level, using visual information to help decipher meaning</p>	<p>Drawing on growing knowledge of vocabulary and grammar to engage with curriculum-related texts and tasks</p>	<p>Working with written language and accompanying visuals productively, using different strategies in response to curriculum tasks</p>	<p>Engaging with curriculum-related reading activities independently and productively in different subject areas</p>
1	<p>Continues to use first language, culture and experiences when given the opportunity (e.g. recognising vocabulary cognates e.g. vulcano – vulcan in Romanian, using factual knowledge acquired via first language) can recognise and use pictures and other visuals as a source of meaning</p> <p>Autumn Spring Summer Academic Year</p>	<p>Can recognise many frequently occurring words by sight or initial letter; begins to use awareness of sound-symbol correspondence to decode unfamiliar words</p> <p>Autumn Spring Summer Academic Year</p>	<p>Can understand and locate relevant information in online and printed curriculum material, and in everyday written items such as emails, school letters/notices and text messages</p> <p>Autumn Spring Summer Academic Year</p>	<p>Can tackle most curriculum-related reading tasks, adjusting focus and speed of reading for different purposes, but may need support to deal with unfamiliar idioms and abstracted meaning</p> <p>Autumn Spring Summer Academic Year</p>	<p>Can read with ease all forms of the written language in print or online, including abstract, linguistically complex curriculum-related texts and some specialist articles (e.g. sports reports)</p> <p>Autumn Spring Summer Academic Year</p>
2	<p>Can recognise and understand familiar words (including own name if new to reading or to Roman script) on displays and notices in the classroom and school</p> <p>Autumn Spring Summer Academic Year</p>	<p>Can classify and sort visual images using word labels or icons (e.g. minerals versus metals)</p> <p>Autumn Spring Summer Academic Year</p>	<p>Can decipher the meaning of unfamiliar words by using context, subject content knowledge and inferencing</p> <p>Autumn Spring Summer Academic Year</p>	<p>Can use spelling patterns, syntactic and semantic cues, to work out the meanings of unfamiliar words (e.g. 'brotherly', 'selfish' or using knowledge of 'taken/took' to work out what 'shaken' or 'shook' means)</p> <p>Autumn Spring Summer Academic Year</p>	<p>Can independently choose strategies to achieve understanding (e.g. varying the pace of reading for selective attention and text difficulty)</p> <p>Autumn Spring Summer Academic Year</p>
3	<p>Can begin to identify sound-symbol correspondence at word level</p> <p>Autumn Spring Summer</p>	<p>Can understand phrases and simple sentences (with visuals) that have already been taught/rehearsed in class</p> <p>Autumn Spring Summer</p>	<p>Can recognise meaning relationships such as cause/effect and time sequences within and across sentences signalled by signpost words such as 'because', 'different from'</p> <p>Autumn Spring Summer</p>	<p>Can make predictions about the likely content of curriculum subject and literary texts based on knowledge of the different classroom activities and text types</p> <p>Autumn Spring Summer</p>	<p>Can distinguish between factual statements and a writer's point of view (e.g. an account of the historical events leading to the First World War versus an appreciation of a poem)</p> <p>Autumn Spring Summer</p>

## Appendix B: An example of a Junior School end of year report:

Sally has had an exceptional year in Year 6. She has shone in all aspects of the curriculum. She works well in groups and continues to take a natural lead, occasionally realizing the need for others to lead as well. Sally is very independent and initially struggled to allow others to support her. Over the course of the year, this has changed dramatically and she now accepts help and guidance from others and also responds well to compliments and constructive feedback. Sally has gone from strength to strength in her reading. Challenging herself further; making inferences and using the text to support her. Sally's writing has become more detailed and her reading has boosted the language she uses immensely. Although Sally is often over critical of herself, she is learning to accept that her first attempts do not need to be her best attempts and she can continually edit and improve and make her work even better. Sally's additional roles in the school of House Captain and Library monitor this term, have really shown her true leadership qualities and show why she is a great role model to others. I wish her well in the Senior School.

## Appendix C: An example of a Senior School Report

Term 2b Grade Report March 2018

Name: Jane Doe Form: 8RW

<b>Subject</b>	<b>Attainment</b> E=Exceeding A=At T=Towards C=Concern	<b>Attitude</b> E=Excellent G=Good I=Needs to improve	<b>Comment</b> For a grade report a teacher will usually only leave a comment if they have given a T or C for attainment or an I for Attitude. The comment will point to how the student needs to develop. Other staff may write a comment if they feel there is something useful to say.
Art	E	G	
Computing	A	I	Jane needs to ask more questions during paired activities; she lets others work on the hard problems.
Drama	E	E	



DT	E	G	
English	A	E	Seeing her interest in our current work on Ted Hughes I would encourage Jane to read more poetry.
French	A	G	
Geography	A	I	Jane needs to pick extension activities from the wall once she has finished the main task.
History	E	E	Jane showed great empathy skills in her Civil rights role-play.
Learning for Life	N/a	E	
Maths	T	E	To improve further Jane needs to continue to practise multiplying and dividing fractions.
Music	A	G	
PE	E	E	Jane is a great role-model to others with her superb commitment to rugby training.
Science	T	I	Jane needs to be more proactive in our group investigations and express her ideas in scientific language.
Thai	A	G	

## **Appendix D: Assessment for Learning and effective feedback**

One of the main reasons teachers assess students' progress is that the process can be used to help the student improve through teachers adjusting their planning in response to the assessment outcomes and via effective feedback to the students on how to improve. This use of assessment is called assessment for learning (AFL). The information gathered can be used by teachers and students to decide how well the student is doing at that moment, what they should be aiming for and how to get there.

In terms of the feedback given to students the following is a list of principles used by Senior School departments to structure the feedback policy within the department:

- Feedback is intended to support and improve the learning of students
- The school will base the feedback strategies it uses on the recommendations of relevant educational research
- Feedback should identify what the student needs to improve and how they might go about this.
- Teachers will usually focus their feedback on a few aspects of the students' learning so as to minimise cognitive load
- Teachers will bear in mind the language demands of the feedback they give where students are accessing the feedback through an additional language
- For the process to work students should have a clear idea of what success looks like through clear success criteria and the use of models
- Feedback might be given in a variety of forms; detailed written feedback will only be given for key tasks
- In the main teachers will give qualitative rather than quantitative feedback; grades/scores will be avoided for the majority of tasks
- Teachers will keep appropriate records of feedback given so that they are clear about where students are in their learning
- In order for it to be meaningful there should be time for students to act on the feedback given
- Where possible key pieces of feedback will be visible to parents so that they are aware of the main steps students need to take to improve (and how they might do that)
- Key assessment tasks are linked to the reporting criteria which are available to parents and students through Firefly.

**Appendix E: Example grade descriptions from the IGCSE English (First language) examination**

To achieve a Grade A, a student will be able to:	To achieve a Grade C, a student will be able to:
understand and communicate information at both a straightforward and a complex level.	understand and convey information both at a straightforward level and at a more complex level.
understand facts, ideas and opinions, and order and present in detail what is relevant for specific purposes.	understand basic facts, ideas and opinions, presenting them with a degree of clarity and accuracy. evaluate material from texts and select what is relevant for specific purposes.
describe and reflect upon experience and detail, analysing effectively what is felt and what is imagined.	describe and reflect upon experience and express effectively what is felt and what is imagined.
recognise implicit meanings and attitudes of a writer.	recognise the more obvious implicit meanings and attitudes of a writer.
show a clear sense of audience and an understanding of appropriate uses of language.	show a sense of audience and an awareness of appropriate uses of language.
write in well constructed paragraphs, using a full range of appropriate sentence structures, and show accuracy in spelling and punctuation.	write in paragraphs, using a variety of types of sentence and taking care over spelling and punctuation.
select and use appropriate spoken styles and registers. Candidates will vary their sentence structure, vocabulary and expression confidently for a range of purposes, sustaining discussion through the use of a variety of contributions, listening with sensitivity, and occasionally taking the initiative.	use varied vocabulary when speaking, and organise their Individual Task to communicate clearly, engaging the interest of the listener. In discussion, candidates make significant contributions, mostly in response to the directions of the speaker(s), showing a readiness to listen to others and to respond appropriately.

## **Appendix F: Helpful Advice for Junior School Trackers (staff only)**

Tracking data is the most accurate when updated along side moderation. This can be done formally in Staff Meetings or Year Team Meetings, or through informal discussions with your Year Team Leader. The important thing being consistency of judgements within your team.

### **Tracking Codes:**

1 = An objective has been taught and the pupil is beginning to 'experiment' with the skill in response to your teaching.

2 = A pupil is in the 'making meaning' stage skill acquisition and is 'using' the skill, although perhaps not consistently or not completely independently, at all times.

3 = A pupil has 'mastered' a skill and can use this skill independently, well after being taught the skill. They have mastered a skill to the point that they can 'transfer' the skill and use it in a new unit, or in a different subject area.

### **Generally:**

- Trackers should reflect the learning that has happened in the classroom, they should not just record what has been taught. Therefore we should not usually see blanket amounts of 1s, 2s or 3s being given for a whole group/class for an objective.
- Please be aware that many objectives will be taught and re-taught across the year. A pupil should only be placed on 3 if you are certain that child can complete an objective independently and/or you have begun to see them transfer that skill into another tasks/subjects.
- Regular updating of trackers is far more accurate than updating large amounts all at once. (Some teachers keep assessment records elsewhere, such as in their Teacher Planner, and then periodically update their trackers.)
- Due to the fact that our classes are largely parallel, there shouldn't be huge differences between the levels recorded for each class, in terms of the amount of objectives recorded or the amount of 1s, 2s, and 3s recorded in each class.
- Trackers are monitored by Year Teams, JLT and SMT on a regular basis.

### **Reading:**

- Reading should be updated in response to a range of reading tasks completed, during guided reading or at other times in the week. Further up the school, comprehension activities and Rising Stars Reading tests can be used to inform the trackers. (Please come and speak with the Assessment Leader before administering a Rising Stars test.)
- Reading trackers are the only trackers that may look different from class to class, depending on what skills have been covered in Guided Reading sessions.

### **Maths:**

- With Maths Mastery teaching, you may have covered fewer objectives, but in more depth. Please don't feel the need to assess pupils against objectives that have not yet been taught. For example, by the end of Term

1A, everyone should have finished their units on 'Place Value' and many Year Groups should have started teaching 'Addition and Subtraction'. We should see those tracker objectives being filled in consistently across each team.

- Similarly, while you may not teach Place Value or Addition and Subtraction again formally, pupils will use these skills throughout other units, so it is ok to continually update objectives that have been taught throughout the year.
- Some moderation discussion at a Year Team Meeting should be conducted in order to ascertain exactly what you would expect to see from a child in order to give out a 1, 2 or 3, for each objective.
- A child who is given a 3 for an objective, should be able to demonstrate the skill in a range of contexts, including Reasoning and Problem solving.

**Writing:**

- Should be updated in response to a cold task or a piece of writing, where teachers know a child has demonstrated a skill independently. (This would not include words, phrases or stylistic devices from recent teaching, model texts or other accessible resources).
- Please use a short session in your team meeting after a 'cold task', to moderate a selection of pieces to ensure consistency of judgement.
- Throughout the year, some staff meetings will be given to writing moderation. It is important that you use this time to come to a consistent place within your Year Team but you should also moderate across Year Teams. This is particularly important before the final data is entered at the end of the year.