



Assessment and Reporting Policy (Primary School)

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Signed: (Director)	
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International Baccalaureate's Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

ICS London's Mission and Vision Statements

Our innovative approach to education inspires each and every student to discover their strengths within a community of future leaders.

We aim to be a community of compassionate and inspired world citizens.

Introduction

Policy statement

This policy covers the ICS Primary School approach to assessment and reporting.

The main aims of assessment and reporting at ICS are:

- to ensure students are making adequate progress as recorded through assessments
- to deliver reliable information about their child's progress and performance.
- to provide feedback on the learning that informs teaching and drives improvement for students.
- to ensure that the school is up to date with research-based best practice in assessment and reporting.
- to place students at the heart of assessment, enabling them to identify the aims and success criteria that will help them achieve ongoing improvement.

Scope

Applicability

- This policy applies to all ICS teaching staff, parents and students.

Statutory guidance

- [Final report of the Commission on Assessment without Levels \(2015\)](#)
- [Assessment Principles: school curriculum \(2014\)](#)
- [EYFS Assessment and Reporting Arrangements \(2021\)](#)

IB PYP assessment and reporting documents?

Primary Assessment & Reporting Policy

1 Assessing, Recording and Reporting

1.1 The assessment component in the school's curriculum can itself be subdivided into three closely related areas.

- **Assessing** – how we discover what the students know and have learned
- **Recording** – the strategies and tools we choose to collect and analyse data
- **Reporting** – how we choose to communicate information



(Primary Years Programme: Learning and Teaching, 2018)

1.2 Assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the essential elements of learning:

- the acquisition of **knowledge**
- the understanding of **concepts**
- the mastering of **skills**
- the decisions to take **action**

A variety of assessment tools and strategies are used to capture evidence and use it to develop a picture of the progress students are making. This helps teachers and students set challenging targets and support students as they strive towards achieving them.

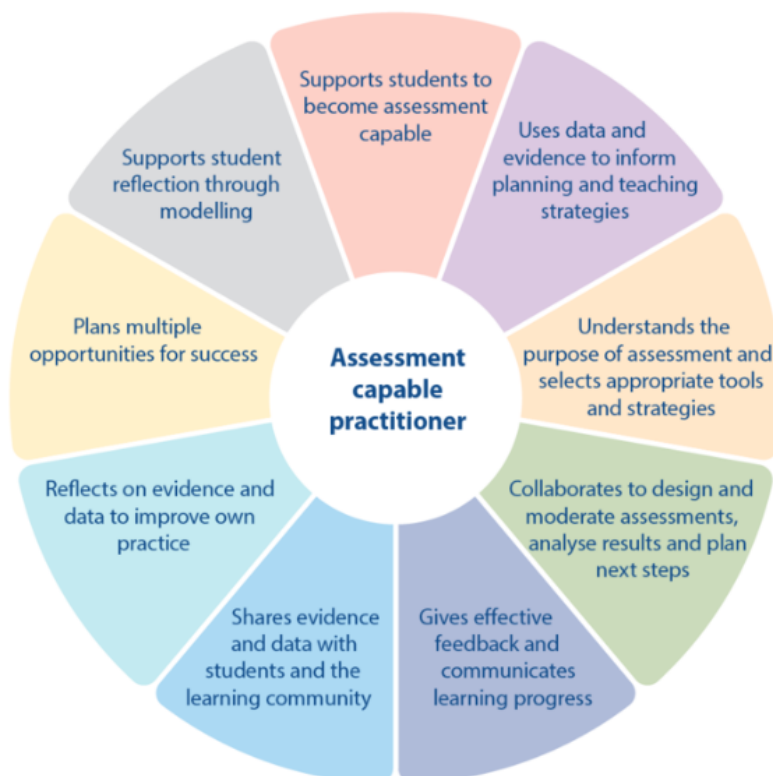
2 Measuring Progress

- 2.1 Formative assessment is integrated with learning, and helps teachers and students to find out what the students know and can do. Formative assessment and teaching are directly linked. Formative assessment is formal and informal.
- 2.2 Progress assessments provide information linked to age related and developmental expectations. Learning outcomes from the Mathematics curriculum and Readers and Writers Workshop as well as Sounds Write (all evidence based programs) are used to track student progress. Students in our EYFS program (Nursery and Reception) are tracked against the Early Learning Goals.
- 2.2 For reading, writing and mathematics, children from PYP Reception upwards work towards end of year expectations (Appendix 2). In each year there are 3 steps which provide descriptors for the milestones children should reach on their way to achieving the end of year expectations. These steps correspond to the termly progress expectations and students are judged to be at either emerging, expected or exceeding expectations.
- 2.3 In the non- core subjects and units, from PYP 1 upwards, teachers assess the progress of students using Formative Progress Assessments (FPAs), which have been created using the subject scope and sequence documents from the IB and various National Curriculums.
- 2.4 Teachers keep records of the progress students make across school terms and from year to year. Data from these assessments is analysed to provide information to the Primary Leadership Team and help define a school strategy.
- 2.5 Teachers use formative assessments including the FPA for each unit of inquiry to assess the elements of the PYP and the Learner Profile attributes across the unit of inquiry.
- 2.6 Teachers' records of formative assessment, which may include progress checklists, anecdotal notes and results from assessments, provide information that informs reporting to students, parents and staff. Student workbooks, folders and online Seesaw portfolios provide other forms of record.
- 2.7 Assessment data collected by teachers, both summative and formative, is analysed collaboratively with the PLT during student

progress meetings at the end of each reporting cycle and targeted next steps agreed.

3 Improving practice for pupils and teachers

- 3.1 Assessment helps teachers improve the quality of teaching. Responsive planning takes into account the attainment of all learners, including those requiring further challenge.
- 3.2 Assessment capable teachers give regular and frequent feedback throughout the learning process which promotes learning. Providing meaningful feedback may engage learners in a dialogue. Evidence of the application of meaningful feedback in subsequent work helps teachers see how effective their feedback is. Written feedback also provides validation of goals students have reached and enables students to understand what they now know, understand or can do. It invites students to apply their next learning goals. Feedback is also used to develop the student's own capacity for self-assessment or peer assessment.



(Primary Years Programme: Learning and Teaching, 2018)

- 3.3 Use of teacher student conferencing supports learning. Teachers provide oral feedback, which is effective when timely and focused.

- 3.4 Feedback at ICS is meaningful for students, manageable for teachers, and motivating for continued student learning.
- 3.5 Feedback that incorporates recordable measures can demonstrate comparison against expected standards and reflect progress over time. Use of portfolios, moderation and exemplars are all ways that progress is measured against standards and can be used to show progress over time.

4 External best practice

- 4.1 International Schools Assessment (ISA) testing is conducted from PYP 4 to PYP 6 in Mathematics, Reading and Writing, providing a benchmark through which the school can compare itself with international best practice. This assessment is an annual standardized external assessment and provides valuable individual, year level and school-wide data. This data is analysed and provides evidence from which to identify areas of improvement.
- 4.2 GL Assessment's New Group Reading Test (NGRT) is used once a year in Years 2, 4 and 6 to support identification of strengths and areas of development in reading. This data also supports discussions with Globeducate.
- 4.3 GL Assessment's PASS is used in Years 2-6 once a year. It assesses how a student feels about themselves, their engagement with the curriculum, and their feelings about school. This is analysed alongside attainment data to support identification of students who require additional support both academically and pastoral.
- 4.4 In the Early Years, progress towards the Early Learning Goals makes use of moderated standards across Nursery Reception and PYP 1.

5 Pre - assessment

- 5.1 Pre- assessment at the start of units of learning allows teachers to know what students understand, know and can do. Effective pre-assessment allows teachers to plan responsively to ensure that unit goals are challenging and extend all students in their learning from their starting points.

6 Assessment Tools & strategies

- 6.1 Assessment tools are ways to measure progress against key learning outcomes. They include rubrics, exemplars, checklists, anecdotal records and continuums.

- 6.2 Assessment strategies are used by teachers to gather data on student progress. They include observations, performance based assessments and process – based assessments, selected responses (tests, quizzes) or Open- ended tasks. Refer to Appendix 1.

7 Reporting Progress

- 7.1 School reports are issued in December and June. The reports include attendance records. An interim informal report is sent to all parents in March to state whether their child is on track to meet the end of the year expectations. Students are graded in relation to their year level, unless they have been identified as working on a modified curriculum.
- 7.2 Conferences take place across the school year. Settling in conferences take place in the first term. It is an opportunity for teachers to share initial observations with parents. Student led conferences take place in the spring term. Teachers support students in demonstrating the progress they have made and their next steps in learning to their parents during these conferences. Parents and teachers may request a conference at any time during the school year to report student progress.

8 Student Support

- 8.1 Students receiving additional support receive a summary of progress related to students with International Individual Learning Plans (IILP) ; this is shared with parents as outlined in the Whole School Inclusion Policy.
- 8.2 Modified school reports reflect the needs of students requiring student support, as relevant. Parents are informed if their child receives a modified programme of learning.
- 8.3 The school makes use of additional diagnostic assessments in order to identify students requiring additional support at an early stage.

9 Early Years Assessment

- 9.1 Upon entry and across the first six weeks of school, students are assessed according to the age band that students are working within across the EYFS 7 areas of learning. This provides a baseline and identified areas of improvement for the next stage of the students schooling.

9.2 Progress is monitored at the end of the first, second and last term from the data derived from teacher judgment against Age Related Expectations (ARE):

Nursery

30 – 50 months = In line with ARE

22 – 36 months = Below ARE

Lower than 22 months = Significantly below ARE

40 – 60 = Above ARE

Reception

40 – 60 months = In line with ARE

30 – 50 months = Below ARE

Lower than 30 months = Significantly below ARE

Above 60 months = Above ARE

Appendix 1: Assessment tools and methods

Assessment methods	Assessment tools				
	Rubrics	Exemplars	Checklists	Anecdotal records	Continuums
Observations	✓		✓	✓	✓
Performance Assessments	✓	✓		✓	✓
Process-focused Assessments	✓		✓	✓	✓
Selected responses		✓	✓		✓
Open-ended tasks	✓	✓		✓	✓

Appendix 2: Assessment overview and timeline

Reading:

ISA Assessment (Y4-Y6)

PM Benchmark (1-2-1 running records) (R/Y1-Y6)

NGRT (Y2, Y4 and Y6)

Writing:

ISA Assessment (Y4-Y6)

Individual writing piece. Marked using 6plus1 rubric to given numerical figure from 1-7 (all) which is moderated by fellow teachers

Spelling:

Words their Way spelling assessment (Y2-Y6)

Maths:

ISA Assessment (Y4-Y6)

Formative ongoing assessment (all)

Phonics:

Sounds Write/Letters and Sounds (R-Y2/Y3)

EYFS Outcomes (Rec):

Formative ongoing assessment

PASS:

Y2-Y6

	September (baseline)	October	December	March	June
Reading PM Benchmark	x		x	x	x
Independent writing sample	x		x	x	x
Maths formative assessment (reported)			x	x	x

Words their Way	x		x	x	x
Phonics	x		x	x	x
EYFS	x				x
ISA - all				x	
NGRT		x			
PASS		x			

References

Making the PYP Happen, IBO 2009

Programme and Standards, IBO, 2014

Assessment Principal, DfE, April 2014

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/304602/Assessment_Principles.pdf

EYFS Profile: Handbook 2022

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1024319/Early_years_foundation_stage_profile_handbook_2022.pdf

Final Report of the Commission on Assessment Without Levels, September 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/483058/Commission_on_Assessment_Without_Levels_-_report.pdf

School REports on Pupils Performance: Guide for Headteachers, November 2015

<https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers>

Development Matters in the EYFS

<https://www.early-education.org.uk/development-matters-early-years-foundation-stage-eyfs-download>

2021 EYFS : Assessment and Reporting Arrangements, December 2020

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/940833/2021_EYFS_ARA_V1.0.pdf

Key Stage 1: Assessment and Reporting Arrangements

<https://www.gov.uk/guidance/2016-key-stage-1-assessment-and-reporting-arrangements-ara>

Key Stage 2: Assessment and Reporting Arrangements

<https://www.gov.uk/guidance/2016-key-stage-2-assessment-and-reporting-arrangements-ara>