

# ICS PRIMARY ASSESSMENT AND REPORTING POLICY

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**Policy area:** 2 – Teaching and Learning      **Date established:** 20/08/16  
**Date last revised:** 08/08/18                      **Date of next revision:** August 2019

This policy will be reviewed in full by the Head of School on a yearly basis, or more frequently if there are changes in policy. This policy was last reviewed and agreed by Head of School 8/08/18. It is due for review in 08/19.

## **Signed**

Rose Threlfall  
Head of School  
Date: 08/08/18

## **Overview**

### **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.
- to place students at the heart of assessment, enabling them to identify the aims and success criteria that will help them achieve ongoing improvement.

### **Purpose/Rationale**

This policy explains the rationale behind assessment and reporting. It explains why Students' are assessed, what the assessment will measure, what is achieved through assessing and how information will be used. The policy will explain what will be assessed, how and by whom.

### **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 \(2018\)](#)

### **Access**

This policy is available on request from the School offices. We also inform parents and guardians about this policy when their children join ICS, through our newsletters and our website.

The policy is provided to all teaching staff (including temporary staff and volunteers) at induction alongside our ICS Professional Code of Conduct.

### **Failure to comply**

Teaching staff are expected to be familiar with this policy. Failure to abide by it will result in intervention by the Senior Leadership Team.

## Table of Contents

<b>Overview</b>	<b>1</b>
Policy statement	1
Purpose/Rationale	2
Applicability	2
Statutory guidance	2
Access	2
Failure to comply	2
<b>Primary Assessment &amp; Reporting Policy</b>	<b>3</b>
1 Assessing, Recording and Reporting	3
2 Measuring Progress	4
3 Improving practice for pupils and teachers	5
4 External best practice	6
5 Pre - assessment	6
6 Assessment Tools & Methods	6
7 Reporting Progress	6
<b>Form(s)/Appendices</b>	<b>9</b>
<b>Reference(s)</b>	<b>14</b>

## 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** – how we choose to collect and analyse data
- **Reporting** – how we choose to communicate information



(Making the PYP Happen in the Classroom, 2009)

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 five essential elements of learning:

- the acquisition of **knowledge**
- the understanding of **concepts**
- the mastering of **skills**
- the development of **attitudes**
- 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 interwoven 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. ICS Primary School uses an assessment system called Symphony Assessment System to track student progress and ensure continuity and progression of standards from year group to year group. Learning outcomes from Everyday Mathematics and Readers and Writers Workshop as well as Sounds Write (all evidence based programs) are also

used to track student progress. Finally, 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. In each year there are 3 steps which provide descriptors for the milestones we feel children should reach on their way to achieving the end of year expectations. These steps correspond to the termly progress expectations. The expectations chosen are high and that there will be many children working towards the year group expectations. Students in Nursery and Reception have progress measured against the Child Development Stepping Stones that lead towards the Early Learning Goals.
- 2.3 In the non- core subjects and science, from PYP 1 upwards, teachers assess the progress of students in relation to end of year outcomes. Students are judged to be at either emerging, expected or exceeding expectations. Students in Nursery and Reception have progress measured against the Child Development Stepping Stones that lead towards the Early Learning Goals.
- 2.4 Teachers keep records of the progress students make across school terms and from year to year. Data from these assessments is processed to provide information to the Primary Academic Leadership Team and help define a school strategy.
- 2.7 Teachers use formal formative assessments including the Formative Progress Assessment (FPA) for each unit of inquiry to assess the elements of the PYP and the Learner Profile attributes across the unit of inquiry.
- 2.8 Teachers formal records of formative assessment, which may include progress checklists, anecdotal notes and results from assessments, provide information that informs what teachers report back to students, parents and staff. Student workbooks, folders and portfolios with formative feedback and grades are also records of formal formative assessment.
- 2.9 Summative assessment at the end of a unit of inquiry assesses student understanding of the central idea. Criteria based summative assessment assesses the central idea. Tools for assessment are designed by teachers to assess the criteria. One or more tasks are set where students can apply their understanding of the central idea to a new, relevant situation and/ or through a reflection.

### **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 Teachers give regular and frequent feedback throughout the learning process which promotes learning. Providing meaningful feedback in workbooks may engage learners in a dialogue. Evidence of the application of

meaningful feedback in subsequent work helps teachers see how effective their feedback is. Providing 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.

- 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 (Appendix 3), 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 Symphony Assessments enable ICS Primary School to compare itself with local schools delivering progress results
- 4.2 International Schools Assessment (ISA) testing is done 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 a standardized external assessment.
- 4.3 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 & Methods**

- 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 Methods are the strategies that teachers use in order 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 Written reports are issued in December , March, and June for parents. These provide information on the progress that students are making in their learning. 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 and discuss initial strengths and goals. Student led conferences take place in the spring term. Teachers support students so they are able to demonstrate the progress they have made and their next steps in learning to their parents during these conferences. Teacher parent conferences take place in January. Parents and teachers may request a conference at any time during the school year to report student progress. (Refer to Appendix 2.)
- 7.3 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 meeting the end of the year expectations.

## 8 Student Support

- 8.1 A summary of progress related to students with International Individual Learning Plan (IILP) 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 early identify students requiring additional support.

## 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 17 areas of learning. This provides a baseline.

- 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

## **10 The PYP Exhibition**

10.1 The PYP Exhibition is the culmination of the PYP and is assessed accordingly. This takes place towards the end of Year 6 in term three and is a requirement of the International Baccalaureate Primary Years Programme.

Purposes of the PYP Exhibition include the following:

- For students to engage and report on an in-depth, collaborative inquiry
- To provide an opportunity to explore multiple perspectives
- For students to synthesis and apply their learning of previous years, and to reflect on their progress through the PYP
- To provide an authentic process of assessing student understanding
- To assess how students can take action as a result of their learning



## Form(s)/Appendices

### 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: Conference Definitions

**Teacher – parent settling in conferences** - These are ways of sharing initial student progress with parents. Teachers also take this opportunity to gather background information, to answer the parents' questions, to address their concerns, and to provide guidance on how parents can support their child's progress. These occur in the early part of the first term.

**Student – led conferences** - Students lead the conference by sharing their learning from workbooks, digital records and activities with their parents. The conference involves the students discussing and reflecting upon samples of work that they have prepared to share with their parents. The role of the teacher is in ensuring the conference is structured and the student is prepared to lead it and can report progress effectively. Work samples have been previously selected with guidance and support from the teacher. The student identifies progress made and areas (goals) for improvement. These conferences take place in the second term.

**Parent – Teacher conferences following reports** - Parents are invited into school should they request a discussion with the teacher about their school report.

### Appendix 3: Reports Guidance for Teachers

#### How will you report?

Using narrative and in subject areas using graded levels (see below). Science, Social Studies, Personal and Social Education, and Drama is though Unit of Inquiry narrative. Less is more - try to write concisely, constructively and to the point. We have many EB parents!

#### What is the grading?

Students are assigned a **grade** for English (across 4 strands), Mathematics (across 5 areas) and the respective areas of Spanish, Mandarin, PE (including Dance), Music & Visual Art.

Student progress is assessed and reported against academically rigorous standards using **subject assessments**. Standards are based on the descriptors for the milestones students should reach on their way to achieving the end of year expectations in each subject.

- In **December** PYP 6 most students = 6C
- In March PYP 6 most students = 6B
- In **June** PYP 6 most students = 6A

If a student is either above or below these levels:

- **W** = Working towards year level and is below a 6C
- **E** = Exceeding year level and is above a 6A
- **N** = Not Applicable not applicable to this student - it will be rare to include this but there may be one strand on maths in the December reports that has not come up at that stage.

Progression for students making expected growth			
	Term 1	Term 2	Term 3
Reception	Step 1 (RC)	Step 2 (RB)	End of Year Expectation (RA)
Year 1	Step 1 (1C)	Step 2 (1B)	End of Year Expectation (1A)
Year 2	Step 1 (2C)	Step 2 (2B)	End of Year Expectation (2A)
Year 3	Step 1 (3C)	Step 2 (3B)	End of Year Expectation (3A)
Year 4	Step 1 (4C)	Step 2 (4B)	End of Year Expectation (4A)
Year 5	Step 1 (5C)	Step 2 (5B)	End of Year Expectation (5A)

Year 6	Step 1 (6C)	Step 2 (6B)	End of Year Expectation (6A)
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A student may be on a modified programme. Typically this would only refer to a student whose needs are high on the SEN register. Please grade them according to the outcomes for the modified programme. Please add into comment boxes: *“This report reflects the modified programme for this subject that \_\_\_\_\_ receives.”*

## Appendix 4: School Assessment Calendar

<b>Assessment</b>	<b>Class</b>	<b>Term</b>
Class Reports	All classes	End of Term 1 & 3
Parent -Teacher - Student Conference	All classes	End of Term 1 & 2; as requested Term 3
IILP Meeting	All students identified as requiring IILP	Term 1, 2 & 3
Therapist/ Specialist Reports	All students registered with a therapist/ specialist	Term 1 & 3
Progress checks for 17 ELG Goals	NR	Terms 1, 2 & 3
Concepts of Print	NR and Y1	Terms 1 & 3
Letter name/ sound identification	NR and Y1	Terms 1 & 3
Fluency (Words per minute)	PYP 3 – PYP 6	Terms 1 & 3
Rigby Reading	NR (as needed)	
Sounds Write Phoneme Identification	NR – PYP 2 (older years as required)	Terms 1 & 3
Sounds Write Phoneme Skills/ Non – word reading	PYP 1 – 2 (older years as required)	Terms 1 & 3
Dolch Pre- primer sight words	PYP 1 - 2	Term 1 & 3
Dolch Sight words	PYP 3 – PYP 6 (as required)	Term 1 & 3
Emergent Bilingual Assessment	NR – PYP 6 for students identified as emergent bilingual	Term 1 & 3
Moderated Writing Assessment	NR – PYP 6	Term 1 & 3
Everyday Mathematics (EM)	NR – PYP 6	Term 1, 2 & 3
Symphony Mathematics Progress Assessments	NR – PYP 6	Term 1, 2 & 3
Symphony Assessments – Science/ PE/ Music/ Art / Additional Language	NR – PYP 6	Term 1, 2 & 3
Spanish/ Mandarin Additional Language Assessment	NR – PYP 6	Term 1 & 3
Unit pre- assessment	NR – PYP 6	Terms 1, 2 & 3
Unit Formative Progress Assessment	NR – PYP 6	Terms 1, 2 & 3
Unit Summative Assessment	NR – PYP 6	Terms 1, 2 & 3
International Schools' Assessment (ISA) - Reading	PYP 4 - 6	Term 2
International Schools' Assessment (ISA) - Writing	PYP 4 - 6	Term 2
International Schools' Assessment (ISA) – Mathematical Literacy	PYP 4 - 6	Term 2

## Reference(s)

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

EYFS Profile: Handbook 2018

<https://www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook>

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](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>

2018 EYFS : Assessment and Reporting Arrangements, October 2017

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/472680/2016 EYFS Assessment and reporting arrangements ARA PDF.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/472680/2016_EYFS_Assessment_and_reporting_arrangements_ARA_PDF.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>