



Amity International School Amsterdam

Assessment Policy

Date	Action	Action performed by
SEP-2017	Policy Created	Primary Staff
16-NOV-2018	Policy Reviewed	Primary Staff (enrichment session)
APR - 2019	Policy Review	IB Consultant and PLT
NOV 2020	Policy Review	Primary Staff with parental input

Amity International School Amsterdam Vision:

‘Empowering each individual to thrive and make a positive difference.’

Amity International School Amsterdam Mission:

Amity International School Amsterdam provides an engaging and challenging learning environment where students are empowered to succeed academically, socially and emotionally. Our students learn within a real-world, inquiry-based curriculum which fosters their individuality, creativity and unique interests. We encourage our students to be innovative and reflective thinkers who demonstrate resilience and determination. We promote ethical, responsible action for positive change and provide opportunities for teamwork and leadership. We nourish the development of open-minded, caring individuals who are active and respectful members of the global and local community.

Assessment Philosophy

At Amity International School Amsterdam, we recognise that teaching, learning and assessment are fundamentally interdependent and due to this we adopt a balanced approach to assessment.

Assessment is integral to all teaching and learning. It is central to 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 and the decision to take action. Both students and teachers should be actively engaged in assessing the student’s progress, in both formative and summative formats, as part of the development of their wider and self-evaluation skills. (www.ibo.org)

Aligned with our inquiry curriculum, we offer authentic learning opportunities based on real-world challenges and we assess both the process and product to reflect this. We incorporate a collaborative approach which involves self, peer and teacher assessment. We believe that everyone who is involved in the assessment process at Amity International School should have a clear understanding of the reasons for assessment, what is being assessed, the criteria for achievement and the way assessment is delivered.

At Amity International School Amsterdam, we believe the main purposes of assessment is to promote student learning, to provide information about student learning and to contribute to the desired outcomes of the programme in order to evaluate and improve the overall curriculum and curriculum delivery.

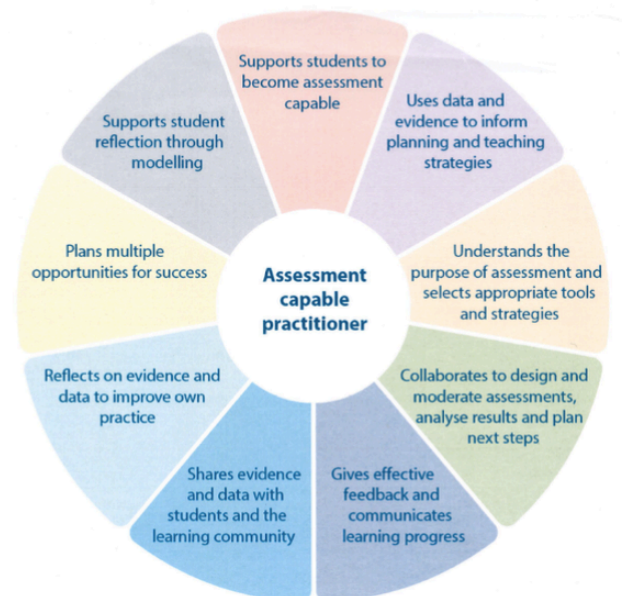
We, at Amity International School Amsterdam, understand that effective assessments:

- Improve and encourage student learning by providing effective feedback on the learning process and outcomes
- Inform planning and teaching
- Assess student understanding, knowledge and skills
- Are a continuous, on-going process
- Are directly related to learning outcomes/curriculum standards
- Use a wide range of multiple strategies and tools
- Have clear criteria that are known and understood in advance
- Involve frequent opportunities for students to be assessed in authentic contexts
- Engage the learner in the reflection of their learning.

Practices:

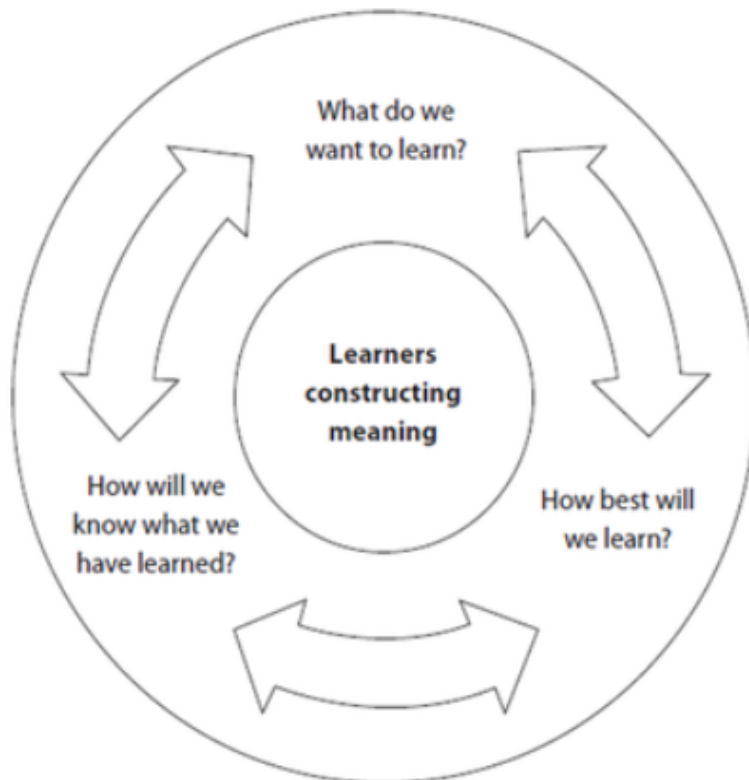
- We ensure that assessment is an ongoing process of reflection that engages all members of the school community
- We will use assessments to support learning and plan them in advance to reflect the five essential elements
- Assessment will be used to track individual student's development as to inform next steps in learning
- Our assessment practices will be communicated to the school community
- Student assessment will be reported to parents through a variety of formats including reports, parent-teacher conferences, student-led conferences, student portfolios and unit sharing
- We provide professional development opportunities to ensure our staff and students are 'Assessment Capable' (see graphic)

PYP: From Principles into Practice, Assessment in the PYP, pg.7



Amity International School Amsterdam perspective on assessment in the learning cycle:

The manner in which an educator can support the learning of a child can be summarised in the following diagram:



IB Curriculum Model "Making the PYP Happen 2007"

Starting at the top and moving clockwise:

The planned curriculum "What do we want to learn?"

This is embedded in the written curriculum which identifies the learning outcomes, concepts, skills, attitudes and actions that have been identified as being important to the learning process.

The taught curriculum "How best will we learn?"

These are the teaching and learning strategies that a teacher employs to best support the types of learning identified in the written curriculum.

The assessed curriculum "How will we know what we have learned?"

Assessment is the gathering and analysing of information about student performance which is only valuable if it determines how well a student has learned that which the school wanted them to learn. To that extent, it is crucial

to the review of the written curriculum as it informatively helps reflection on what is to be learned and how best to learn it.

Assessment acts as a foundation on which to base future planning and practice. It is central to the goal of guiding the child through the learning process.

Assessment in the Primary Years Programme (PYP)

The PYP planner is used as the document to record the link between the written, taught and the assessed curriculum. Planning occurs collaboratively between the classroom teachers and the single-subject teachers. Assessment acts as a foundation on which to base future planning and practice. It is central to the goal of guiding the child through the learning process.

The PYP Programme of Inquiry is defined by six transdisciplinary themes. Each theme is explored in a unit of inquiry that is documented on the PYP planner. Each unit of inquiry is structured around a central idea and its lines of inquiry. In the earliest stages of curriculum planning, teachers link the summative assessment tasks to the central idea. Teachers should develop ways to assess prior knowledge and skills in order to plan the inquiry. Continuous assessment provides insights into students' understanding, knowledge, skills and attitudes. It is also a means of exploring the learning styles and individual differences of the students in order to differentiate instruction.

When planning for assessment, teachers should set clear criteria to distinguish student's understanding of the central idea or learning objectives constantly looking for evidence that meets the criteria. Students should be involved whenever possible in the planning of an assessment task.

In planning for assessment, it is important to ask:

- What is the function of the assessment?
- What central idea or learning objectives are being assessed?
- What evidence of the learning will be looked for?
- How can the evidence be collected?
- What experiences are being provided/ supported to help the students be successful with the assessment?
- Will the assessment task demonstrate understanding?
- Is the assessment reliable enough to allow sound conclusions to be drawn?
- How will the assessment data be analysed and recorded?
- How and when will feedback be given?

Measuring

At Amity International School Amsterdam, the assessment of the student's development and learning is an essential component of the curriculum, helping to inform continued development, learning and teaching. Students are therefore observed in a variety of situations and a wide range of assessment strategies are implemented. As a school, we use three main methods to assess our students.

1. *Pre-assessment*

Our school ensures that students' knowledge and understanding are assessed prior to new learning at the beginning of each unit or new topic. This allows the class teacher to plan learning experiences to build on what each student already knows and to extend their learning. Pre- assessment tasks can be conducted in a variety of ways dependent on the learning, age of children and taking into account the different learning styles. When conducted at the start of a new Unit of Inquiry, the method to pre-assess is stated in the Unit of Inquiry Planner.

2. *Formative Assessment*

The purpose of formative assessment is to guide and influence the teaching that takes place in the classroom. It is interwoven within each unit of inquiry and promotes learning by giving regular and frequent feedback throughout the learning process. As a result, it helps students to improve knowledge and understanding; to foster self-motivation and enthusiasm for learning; to engage in thoughtful reflection; develop the capacity for self-assessment and to recognize the criteria for success. Evidence shows that the increased use of formative assessment has a direct improvement on students understanding (*Hanover Research, 2014*).

3. *Summative Assessment*

Summative assessment summarises a student's performance and ability at a specific time although learning can be monitored and documented throughout. Within the context of the Program of Inquiry, summative assessments are a culminating assessment at the end of a unit, which can include evidence documented throughout the unit, or a reflection against the attainment of learning goals and success criteria - and may look different for every student. An important part of summative assessment is the PYP Exhibition, which represents a unique and significant opportunity for students to exhibit the attributes of the learner profile developed throughout their engagement with the PYP.

Amity Amsterdam administers the GL assessments in Reading, Spelling and Mathematics to students in Primary Years 1 to 5 each October, January and May. These are robust and accurate tests of a student's ability that provide an

overall level and allow teachers to see how the student's skills compare to their understanding.

Early years

Children within the Early Years are also assessed in a variety of ways. Most of the assessment carried out in the Early Years is in the form of formative assessment conducted through informal observations and notes of children. From these observations next steps can be made to ensure the children make progress and are challenged accordingly. The GL Baseline and Baseline Progress assessments are also administered at the beginning and end of Early Years 2.

EAL Learners

Whenever possible, during the admissions evaluation, the person interviewing will gather information as to whether EAL support is required. This is based on the student's language profile, previous educational experience and an informal Language assessment.

Baseline Assessment

Once a student has been identified (by the intake interview or class teacher) as needing EAL support, the EAL teacher will carry out a baseline assessment (covering the four areas of speaking, listening, reading and writing) to determine the level of support required.

Pre-assessment

Our school ensures that students' knowledge and understanding are assessed prior to new learning and at the beginning of each EAL topic.

Formative Assessment

The purpose of formative assessment is to guide and influence the teaching that takes place during each lesson. It is interwoven within each activity and promotes learning by giving regular and frequent feedback throughout the learning process. EAL children are also tracked using a set of descriptors (Beginner, Emerging, Expanding, Diversifying and Fluent) to follow their progress in speaking, listening, reading and writing.

Summative Assessment

Summative assessment summarises student's performance and ability at a specific time. Within the context of the EAL program, summative assessment will take place at report time, at the end of each school year or when a student is leaving.

Monitoring

Day to day monitoring of a student's progress is achieved by adopting a range of formative assessment methods. As a school, we recognise the importance of formative assessments and therefore aim to ensure teachers use a variety of formative assessment methods during the process of learning. Regular assessment through formative assessment methods allow teachers to have a good understanding of the student's interests, strengths and weaknesses.

Formative assessment strategies are interwoven into the daily learning process in order to guide and plan the next stage of learning and aims to promote learning through giving regular and frequent feedback. Some examples of formative assessment Strategies used at Amity International School Amsterdam are:

- Self-Assessment
- Peer Assessment
- Observations
- Oral or written Responses
- Rubrics
- Hinge Point Questions

Early Years

In addition to the above examples of formative assessment strategies, the Early Years uses a range of observations to track and monitor progress throughout the early years. Detailed observations and notes are carried out on children and recorded on Seesaw or observation sheets.

Documenting

Good record keeping is vital for building a clear profile of student understanding. Whether done electronically or otherwise, documenting offers the evidence about the strengths and weaknesses of the individual student. However, it is not enough for this information to remain with the teacher, this information has to be shared if it is to effect change.

Information about students learning is documented through the following ways:

- Portfolios - Collecting examples of student work, performance or action
- Statistics based on explicit benchmarks and/or rubrics
- GL Assesment Reports - External assessments results

- Formative and summative assessments to show the process as well as the product

The Amity Amsterdam team considers the data and school wide implications each year. We store data meaning that in the future it will be possible to analyse trends that emerge in order to evaluate curriculum and programming, and to set priorities and targets in relation to objective evidence of student performance.

Reporting

The three major stakeholders in any child's learning are the teacher, the student and the parents. Keeping parents up to date is vital to maintaining progress and, when needed, intervening to support the child's progress. Reporting performs this key function, providing parents and students with an up to date outline of their performance in relation to learning outcomes and identifying where their strengths and weaknesses lie. To this end reporting is seen to be the formal component of the feedback process. Effective reporting provides positive motivation and reinforcement for students who strive to reach their personal best and supports continuity and progression throughout the school. At Amity International School Amsterdam, effective reporting should:

- Involve parents, students and teachers as partners
- Reflect what the school community values
- Be comprehensive, honest, fair and credible
- Be clear and understandable to all the parties

The following structures are used as manners of reporting at Amity International School Amsterdam:

- Teacher-student conferences
- Three-way conferences
- Student-led conferences
- Teacher-Parent conferences
- The written Report
- Student Portfolios (SeeSaw Profile)
- PYP Exhibition
- End of Unit Celebrations
- Verbal and Written Feedback

Teacher- Student Conferences

Teacher-Student Conferences can take many different forms and can be formal or informal. The main aim is to provide feedback to the students on their process in the learning cycle and to help students with self- reflection through modeling and discussion.

Three - Way Conferences

Three – Way Conferences involve the student, parents and teacher and happen at the start of the school year at Amity. The student discusses their learning and understanding with their parents and teacher, who is responsible for supporting the student through the conversation. The Three – Way Conference may involve the student reflecting on their written report, work samples they have chosen or completing various tasks to show their understanding of a concept. The student, parents and teacher collaborate to establish and identify the student’s strength and areas of improvement. As a result, targets or goals are set and a discussion is held in how to support achievement of this.

Student – Led Conferences

The focus of Student – Led Conferences is on students’ progress and happens in Term 2. They are designed to give students ownership of the assessment of their learning. Thus, allowing the students to become more actively involved. During Student – Led Conferences students learn to evaluate their own progress and build critical thinking skills, self-confidence and self-esteem. The format of Student – Led Conferences varies between ages and may involve students demonstrating their understanding through a variety of different learning situations.

Parent – Teacher Conferences

The main purpose of Parent – Teacher Conferences is to report student progress to establish, encourage and maintain communication between home and the school.

Written Report

All students at Amity International School Amsterdam will receive a written report twice a year (once in January and once in June). The written report will provide information about the students’ progress in all subject areas. At Amity International School Amsterdam, all students voice is present on the written report.

Student Portfolios (SeeSaw)

Student reflection is seen as a critical part of the inquiry process and is included throughout the PYP curriculum. The purpose of the student portfolio is to help students evaluate their learning and to show all those involved, growth over time and the development of the child as a whole. Student portfolios also serve to help the teacher assess, reflect and teach. Student portfolios are created within SeeSaw and shared with parents via the SeeSaw App.

The Exhibition

The PYP exhibition is an extended collaborative inquiry which is undertaken by students in PYP 5. Within the Primary School, the PYP exhibition is a required

summative assessment. The exhibition provides the culminating experience of the learner's engagement with the PYP. It unites the students, teachers and parents in an activity that captures the essence of the PYP: transdisciplinary inquiry conducted in a spirit of personal and shared responsibility. It is a celebration which synthesizes the programme and shares it with the whole school community. At Amity International School, the exhibition marks the student's passage to the Secondary School from the Primary School.

End of Unit Celebrations

At the end of each unit of inquiry, students will have the chance to showcase what they have learned with their peers and families. This can be presented through many different forms, such as an assembly, piece of art, video, written piece etc.

Verbal and Written Feedback

Informal feedback is provided to students regularly both in the oral and written form. Informal written feedback may include targets for improvement and/or focus on what has been completed well. At Amity International School we ensure that our feedback is always intentional and is designed to move learning forward. For younger students, informal feedback may be provided through the use of symbols, e.g. smiley faces or some other key/or design developed by the teacher.

Positive oral informal feedback is provided to students regularly by the class teacher and by peers, students are also asked to reflect on their own work. Oral feedback may focus on developing a growth mindset and is always designed to move learning forward. Students receive specific input on how to give constructive feedback to each other and develop their own reflection skills.

Reporting and EAL Students

Informal reports and check-ins with teachers will consistently occur as part of teacher collaboration. Formal reports will be written twice a year and added on to the class teacher's report. EAL students will add selected work into their student portfolios. Parent teacher conferences will fall in line with the reporting schedule each year.

Evaluation

Analysis of the assessments can reveal trends in student performance that can be followed up on. When picked up quickly this encourages students to adapt their learning behaviours to more effective ones. Engaging students in a reflection on their learning or performance can help them to set meaningful goals to support their own progress.

For students with *Special Education Needs*, the goal is to identify each area of need as early as possible and provide specific interventions targeted to address them. Student progress is analysed at every stage of the assessment process for both early identification purposes and for progress monitoring and instructional decision-making.

Assessment should not only be used to assess the student but to assess the curriculum as well. The same measures indicated above can be used to assess overall student performance in relation to either the specified learning outcomes of the program, or between other groupings of students (both internally and externally). When such comparisons are positive this can be used as evidence of the effectiveness of the teaching methodology in terms of student progress. When these are not as positive as expected then the school can use these opportunities to review its curriculum and instructional practice accordingly. Clearly evaluation of performance brings in a level of accountability from all stakeholders – teachers, students and parents – it is important at Amity Amsterdam that this is done in a supportive manner for all involved.

Responsibilities

- The Principal will communicate the Assessment Policy to all members of the school community
- The Principal and PYP Coordinator will monitor the implementation of the Assessment Policy to ensure consistency
- Amity International School Amsterdam will report student progress to parents regularly
- The teaching staff are responsible for pre-assessment, formative assessment and summative assessment
- Students will be responsible for their student portfolio in collaboration with teachers
- The Assessment Policy will be reviewed at the end of the academic year, or as necessary in response to development of the profile of the school community.