



Early Years and Primary School Assessment and Reporting Policy

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School vision statement

A community of vibrant and global thinkers

Mission statement in full

Our mission is to serve the educational needs of the different communities in Berlin within a caring, challenging and inclusive culture. We aim for students to acquire the knowledge, understanding, skills and dispositions that will enable them to grow as life-long learners in a changing world. In addition to their intellectual development we aim for students to be self-confident, respectful, take responsibility for their choices and take action to make our world a better place.

Mission statement summary

Berlin British School:

- Confident learners
- Caring community
- Creative thinkers

...Exploring global perspectives

Learning principles

Our Learning Principles form our school aims and are based upon the shared understanding that learning is most effective when:

1. Students are healthy, caring and have the self-confidence to learn from their mistakes, the perspectives of others and form their own opinions.
2. The learning environments and educational resources that students use, are accessible, stimulate curiosity and embrace the dynamic possibilities of digital technologies.
3. Students explicitly understand learning intentions and success criteria.
4. Students are critical thinkers and construct their own knowledge and understanding through an inquiry-based approach.
5. Curriculum content is meaningful to the student and leads to interdisciplinary and conceptual understanding.
6. Thinking is visible and students collaborate effectively and respectfully with their peers and others.
7. Students explore and apply a variety of strategies to organise and approach their learning.
8. Students receive effective feedback based upon pre-set criteria and are intrinsically motivated to learn.
9. There is a broad and balanced curriculum through which students can experience success in a variety of different ways.
10. Education and the ethos of the school are valued and encouraged in the family home.

1. Philosophy

Assessment is integral to all teaching and learning. It involves the gathering and analysis of information about student progress and performance and is designed to inform practice. It identifies what students know, understand, can do and feel at different stages in the learning process. 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 and the decision to take action.

2. Purpose of Assessment

The purpose of assessment at Berlin British School (BBS) is to promote, improve and inform about student learning and to evaluate our programme's effectiveness.

For teachers:

To determine the level of student understanding and knowledge; to monitor progress and the development of skills; to guide and differentiate instruction, to reflect upon and improve teaching practices, in order to ensure future student progress.

For students:

To demonstrate learning, to determine the level of understanding and knowledge; to monitor progress and the development of skills, to promote reflection and assist in goal setting, to encourage life-long learning.

For parents:

To determine the level of student understanding and knowledge; to monitor progress and development of skills; to reflect on their role in supporting their child's growth.

3. Types of Assessment

At BBS our assessment practice is designed to encourage the attributes of the IB Learner Profile. We distinguish between diagnostic/pre unit assessment, which is used to assess what is already known, formative assessment, which is assessment for learning, and summative assessment, which is assessment of learning.

3.1. Diagnostic/ Pre-Unit Assessment

Diagnostic/ Pre-Unit Assessment provides information on what is already known and understood by a student.

3.2. Formative Assessment

Formative assessment provides information that is used to plan the next stage in learning. It is interwoven with teaching and learning. Formative assessment promotes learning by providing students with regular and frequent feedback.

3.3. Summative Assessment

Summative Assessment provides teachers and students with clear insight into students' understanding. Summative assessment is the culmination of the teaching and learning process and gives the students opportunities to demonstrate what has been learned. Summative assessments should be carried out at 3-6 times a year in all subjects. The same assessment can be used both summatively and formatively.

4. Principles of Assessment

The following criteria for effective assessments are applicable to both formative and summative assessment.

Effective assessments allow students to:

- know and understand in advance the criteria for producing a quality product or performance
- synthesise and apply their learning, not merely recall facts
- participate in reflection, self- and peer-assessment to analyse their learning and understand what needs to be improved
- demonstrate a range of knowledge, conceptual understanding, attitudes and skills
- share their learning and understanding with others and highlight their strengths
- express different points of view and interpretations
- use a variety of learning styles, multiple intelligences and interests to express their understanding
- produce evidence of student growth and learning that can be clearly reported and understood by children, parents, teachers, administrators and board members
- base their learning on real-life experiences that can lead to further inquiries.

5. Assessment Practice

Assessment strategies and tools form the basis of the approach to assessment at BBS. The strategies are the methods that teachers use when gathering information about a student's learning. Teachers record this information using a variety of tools, which are the instruments used to collect data.

5.1. Assessment Strategies

Observations

All students are observed often and regularly, with the teacher taking a focus varying from wide angle to close up (i.e. focusing on the whole class or on an individual student). Observations may focus on individual and group behaviours, class discussions, approaches to learning skills, IB learner profile attributes, self and group reflection. Observations in Early Years are fundamental. The observations are shared within team meetings and used to inform planning the next steps of learning.

Performance Assessment

The assessment of goal-directed tasks with established criteria. They provide authentic and significant challenges and problems. They are usually multimodal and require the use of many skills. Examples include: presentations, exhibitions, projects, problem solving tasks, demonstrations.

Process Focused Assessment

Students are observed often and regularly, and the observations are recorded by noting the typical as well as non-typical behaviours.

Selected Response Assessment

Single occasion, one-dimensional exercises. Tests and quizzes are the most familiar examples of this form of assessment.

Open-Ended Tasks

Situations in which students are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram or a solution.

Peer Assessment

Students provide feedback for each other. Strategies include the use of checklists, rubrics and oral comments.

Self-Assessment

Students use checklists, rubrics, digital tools and reflective journals to reflect on the learning process and their performance.

5.2. Assessment Tools

Rubrics

An established set of criteria for rating each summative assessment task. The descriptors specify what characteristics are looked for in student work and the work is then rated on that predetermined scale. These can be co-created with students.

Benchmarks/ Exemplars

Samples of student work serving as concrete standards demonstrating desired outcomes as a model for others.

Checklists

These are lists of information, data, attributes or elements that should be present in student work.

Anecdotal Records

Teachers record brief notes based on observations of students to serve as an informal evaluation method. These records need to be systematically compiled and stored.

Continuum/ Progress Monitoring


Student work is monitored and used to demonstrate proficiency and growth of learning. The work displays a progression of achievement or identifies where a child is in the learning process.

Standardised Tests

In Grade 3, students take a VERA assessment (bilingual programme) or an English equivalent (monolingual programme) in three areas of the curriculum:

- Bilingual stream in German in the following subjects: Maths, English and German
- Monolingual stream in the following subjects: Maths and English

Verbal feedback is entirely acceptable but if you prefer to annotate assessments please do so as follows or as appropriate to your subject.

Marking Guide / Korrekturzeichen	
in English	and German
A standardized system of marking work, clearly understood by all teachers and students	
<p>WH = with help</p> <p>C = copied</p> <p>I = independent</p> <p> = Correct</p> <p>• = Incorrect</p> <p>? = Not clear/ incomprehensible</p> <p>Sp = spelling</p> <p>P = punctuation</p> <p>G = grammar</p>	<p>R = Rechtschreibfehler</p> <p>I = Interpunktionsfehler (Zeichensetzung)</p> <p>Gr = Grammatikfehler (Kasus, Numerus, Präposition, Konjunktion)</p> <p>A = Ausdrucksfehler</p> <p>T = Tempusfehler (falsche Zeitform)</p> <p>? = Argumentation, unklar, Verständnisproblem</p>
Teachers may use additional annotation notes.	

5.3. Documentation

Teachers use a range of methods to document student learning as a means of assessing student understanding. This may include, but is not limited to, videos, audio, photographs and graphic representations. Teachers may also use written records of student conversations, comments, explanations and hypotheses as well as annotated pieces of student work that may form part of a student's portfolio.

5.4. Portfolios

These are collections of children's work that are designed to demonstrate successes, growth and higher order thinking and reflection over the school year. Portfolios are compiled throughout the year both in paper format and also on the digital app Seesaw.

5.5. Reporting

Reporting is a means of giving feedback from assessment. It describes the progress of students' learning, and identifies areas for growth. At BBS Primary School student progress is measured against the expected learning outcomes for their age group. A focus on individual progress and growth, rather than purely on performance in relation to others, is an integral part of the PYP approach to assessment, and this is also reflected in written and oral reporting.

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 parties
- allow teachers to incorporate what they learn during the reporting process into their future teaching and assessment practice.

Parents can expect feedback on their child's progress both verbally in Parent Teacher Conferences, and in written format.

The annual Reporting Cycle at the Primary School at BBS is as follows:

Autumn Term	<u>September</u> – Welcome evening for parents, to meet staff and be given an introduction to the PYP programme for the child's year group, explain the assessment process <u>October/ November</u> – Settling-in Parent/ Teacher Conference <u>January</u> – Bilingual written report including comment on the character attributes (Learner Profile)
Spring Term	<u>February/ March</u> – Parent/ Teacher Conference
Summer Term	<u>May/June</u> – Student Led Conferences <u>July</u> – report for the academic year and includes information on performance and social behaviour (<i>Informationen zum Arbeits- und Sozialverhalten</i>)

5.6. Parent/ Teacher Conferences

Held in both Autumn and Spring, parents are invited to spend ten minutes with the class teacher to discuss academic progress and social and emotional development. There is also the opportunity to

meet with single subject teachers. Teachers share evidence of progress and strategies for continued development, as well as ways in which parents can support their child at home.

5.7. Student Led Conferences

Held during the Summer Term, student-led conferences involve the student and the parents. The conference will involve the students discussing and reflecting upon samples of work that they have previously chosen to share with their parents. They share their successes and their challenges, and guide their parents through a typical learning experience in different curriculum areas. Student led conferences aim to help students become confident, articulate and reflective learners. Teachers play an active role during the preparation for these conferences, but on the day, the students themselves take the lead, with support as needed from the teacher.

5.8. Written Reports

Written reports are sent out twice a year. They inform parents of progress across the curriculum as well as including comments on the student's social interaction, and any contributions to the wider school community.

In Grades 4 and 5, progress is reported under the following headings:

- *Requires significant support (6)*
- *Requires some support to meet expectations (5)*
- *Working towards expectations independently (4)*
- *Mostly meets expectations (3)*
- *Consistently meets expectations (2)*
- *Meeting the expectations with excellence (1)*

In Grades 1-3, progress is reported under the following headings:

- *requires support to meet proficiency*
- *developing proficiency independently*
- *meets with proficiency*
- *meets with excellence*

Please note pupils in the pupils in Grades 4 and 5 receive grades (1-6) as required by the Berliner Senate Administration. The descriptors above define the German numerical grades.

K1, K2 and K3 reports contain narrative comments on the student's academic and social progress.

5.9. Grade 5 Exhibition

The Exhibition is a culmination of learning throughout the PYP. The subject of the Exhibition is a student-selected, real-world problem which warrants an extended investigation. Students

collaboratively develop and present their understanding to peers, teachers and parents. The Exhibition synthesises and allows for assessment of the essential elements of learning that are integral to the PYP.