International School of London

Assessment Policy

Date reviewed
August 2025

To be reviewed
August 2026

Mission statement

Since 1972, we have established a welcoming and inclusive community. Our diverse cultures and languages drive all our learning experiences.

We nurture creativity and curiosity to stimulate deep thinking. We foster insight, compassion and resilience to enable us to play a meaningful part in a changing world.

Vision statement

We celebrate our stories, our worth and our purpose to make a difference in a shared world

At the ISL London Primary School, we believe in:

- Empowering students to maximise their learning opportunities and to fulfil their potential.
- Actively integrating cultural diversity in the curriculum.
- Creating inclusive, vibrant and innovative learning communities.
- Offering a diverse and extensive international programme that supports personal, social and professional growth.

Teaching and Learning Philosophy Statement

At ISL we believe that each child has their own unique identity and understanding of the world. Our aim is to build on their unique experiences through dialogue and questioning to foster curiosity and deeper thinking. At ISL excellence in teaching and learning is defined by the degree to which we nurture student passion and encourage active engagement with real world problems through thinking, reflection and social and environmental activism. We believe purposeful play fosters curiosity, and curiosity fosters creative thinking. We believe the young are as capable of bringing about meaningful change as adults.

In the ISL learning and teaching policy describes the philosophy of assessment at the school as follows.

Effective assessment is an integral part of teaching and learning. It is ongoing and used as a tool for students to reflect on and develop their thinking

1 Assessment supports a personalised approach to teaching and learning, which involves listening to student feedback and adapting to that feedback.

2 Assessment enables teachers and students to monitor current learning and plan for the future.

3 Teachers use appropriate and varied assessment tasks.

4 Assessment is used as a tool to enter into a dialogue with a student or group of students to enable them to take their learning further.

5 Assessment provides explicit feedback to the learner so the student can monitor their own progress.

6 Self-assessment and reflection are essential to further learning.

7 Students work with peers to review and reflect on their learning.

Additionally, while Assessment ***as*** Learning is the ultimate goal at ISL, i.e. assessment is an integral part of learning - guiding the process and stimulating further learning, we appreciate that a comprehensive approach to assessment needs to include a combination of:

- Assessment ***of*** Learning - Teachers use assessment to measure the quantity and accuracy of student work and highlight the learning that has taken place.
- Assessment ***for*** Learning - Teachers use assessment to collect a wide range of data so that they can modify the learning work for their students and use the insights that come from the process to design the next steps.
- Assessment ***as*** learning - Students personally monitor, in conjunction with teachers and parents, what they are learning and use the feedback from this monitoring to make adjustments, adaptations, and even major changes in what they understand (metacognition).

Assessment strategies can

- Identify future targets for the class, group and individual as appropriate within the subject areas
- Identify students' strengths and weaknesses for the purposes of personalising their learning or appropriate class placement.
- Evaluate and monitor students' progress for the purposes of benchmarking and reporting*

These principles underlie assessment practice in each phase of the school, Primary, Middle and College. Their application may differ in each section, as detailed in the phase-specific sections of the policy below.

Section 2: Scope of the policy

The purpose of this policy is to guide staff in the implementation of effective assessment in line with IB philosophy of assessment, national statutory requirements and the standards of the Council of International Schools. This policy also describes the application of the relevant statements about assessment in the whole-school policy on teaching and learning, as they are applied in each of the school sections: Primary, Middle and Diploma College. In the Middle and Diploma College sections, the operational aspects and detail of this application will differ across subjects. This detail should be given in associated *Departmental Agreements on Assessment*, which are reviewed and managed by Heads of Department.

Section 3: Compliance matrix

Statutory Framework:

The relevant statutory instrument for this purpose states that the school conforms to regulations if it '…*demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;*'

- The Education (Independent Schools Standards) Regulations 2014 (revised January 2015)

At the time of writing, the most recent version of the OFSTED inspection framework evaluates 'The quality of education' in terms of:

191. Inspectors will take a rounded view of the quality of education that a school provides to all its pupils, including the most disadvantaged pupils (see definition in paragraph 119 and pupils with SEND. Inspectors will consider the school's curriculum, which is the substance of what is taught, with a specific plan of what pupils need to know in total and in each subject.
192. Inspectors will consider the extent to which the school's curriculum sets out the knowledge and skills that pupils will gain at each stage (we call this 'intent'). They will also consider the way that the curriculum developed or adopted by the school is taught and assessed in order to support pupils to build their knowledge and to apply that knowledge as skills (we call this 'implementation'). Finally, inspectors will consider the outcomes that pupils achieve as a result of the education they have received (we call this 'impact')."
Non-association independent schools handbook for inspection (OFSTED, April 2021) p. 29-30

International Baccalaureate Standards and Practices

The policy is pertinent to the IB standards / practices

Culture 5.1: The school implements and reviews an assessment policy that makes the school's philosophy clear and is aligned with the IB philosophy concerning learning and assessment. (0301-05-0100)

Culture 5.2: The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements. (0301-05-0200)

Culture 5.3: The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice. (0301-05-0300)

Culture 5.5: The school describes in its assessment policy the value of assessment for continuous learning and growth. (0301-05-0500)

Approaches to assessment 3.1: The school administrates assessment in accordance with IB rules, regulations, and/or relevant programme documentation. (0404-03-0100)

MYP 1: Teachers standardize their assessment of student work to ensure reliable results in accordance with IB guidelines. (0404-03-0121)

DP 1: Teachers standardize their assessment of student work to ensure reliable results in accordance with IB guidelines. (0404-03-0131)

Assessment policy by phase: Early Years and Primary (ages 3-11)

This policy describes the application of the assessment framework of the International Baccalaureate Primary Years Programme (PYP) at International School of London (London). The details of the PYP assessment criteria can be found in the publication *Learning and teaching* (IBO 2018).

ISL/PYP-specific philosophy on assessment:

Assessment is ongoing and should be used to inform teaching and learning.

The fundamental purpose of assessment is to understand where the pupil is at any given time and over time in their learning; and, to use this information to promote and support further learning.

Highly effective assessment in the PYP will be integrated, authentic, holistic, developmentally appropriate and responsive to learners.

Assessment, with a focus on teacher and peer feedback, should be documented in the planners and support next steps in learning and teaching. The focus is on developing assessment capability in teachers, students and across the learning community.

The following four dimensions of assessment will support knowledge and skills acquisition, the development of deep conceptual understandings and self-regulated learning, identifying what students know, understand and can do.

Monitoring - observe and check the progress of a child over a period of time

Documenting - record progress in written, photographic, or other form

Measuring- assess the importance, effect, or value of the child's learning

Reporting - give a spoken or written account of something that one has observed and document

When developing and conducting assessment and evaluation, Primary teachers at ISL ensure that they:

- Have a ***clear purpose*** for all assessment and evaluation processes used
- Gather information in an ***ongoing*** way in a range of ***authentic contexts***
- Use a ***wide range*** of appropriate ***strategies and tasks*** to gather information
- Use a ***collaborative approach*** to gather information about students
- Create systems to record and manage data, i.e. a class assessment folder containing assessment data
- ***Make adaptations*** to assessment and evaluation processes when necessary
- Take time to ***analyse*** and ***evaluate*** the information gathered and make judgements about future teaching
- Facilitate regular opportunities for ***students to reflect, self-evaluate*** and ***set realistic learning goals.***

Assessment strategies for gathering information

General Guidelines

While we acknowledge that there are many ways to gather data in the classroom, we believe that it is important to develop ***purposeful*** and ***balanced*** processes for assessing that involve students, peers, parents or caregivers and teachers when gathering data.

Specific Guidelines

There are some strategies and tasks which are a mandatory element of the assessment process in the early and primary years. A brief description of these assessments is provided in the assessment tasks overview below. Teachers' PYP Assessment Folder will provide more detailed information on how and when these tasks are to be implemented in each grade.

What?	Who?	Guidelines/Expectations	When?
• Parent survey • Student survey	All grade levels	• To be sent home to parents of all children at class presentation evening • To be shared with students as a way of collecting general information regarding interests, motivations, and personal mindset	Beginning of year
• Student Portfolios	All grade levels	• Provides ongoing opportunity for students, teachers, and parents to monitor and document student learning in all areas • Includes reflections and self-assessments, including end of unit summative reflections • Refer to attached Student Portfolio Guidelines for additional details	Throughout the year Half-termly
• Diagnostic Benchmarks	Primary	• Diagnostic benchmarks are administered in reading, spelling, and maths	Beginning, middle, end of year
• Goal Setting	All grade levels	• Goals will relate to personal, social and academic targets, including specific academic challenges, the learner profile and attitudes • Teachers and students will work in tandem to develop meaningful and specific goals based off the work that has been completed to date • Goals should be recorded on appropriate goal setting templates • Teachers will review and update goals with students each term • Goals will be reviewed during the student-Led Conference	Beginning of year Termly Termly May

Student Portfolios

‘A portfolio is a record of students’ involvement in learning which is designed to demonstrate success, growth, higher-order thinking, creativity, assessment strategies and reflection. A portfolio is a celebration of an active mind at work. It provides a picture of each student’s progress and development over a period of time both as individual and group learners. It enables students to reflect with teachers, parents and peers in order to identify their strengths and growth as well as areas for improvement, and then to set individual goals and establish teaching and learning plans.

Evidence of learning in a portfolio should be from a range of experiences and curriculum areas. The portfolios are used to show the development of knowledge, conceptual understanding, transdisciplinary skills, attitudes and the attributes of the learner profile over a period of time. It may also be used to document student action. Portfolio entries should document both the process of learning and the product, including images and evidence of students in the process of constructing meaning. It can be used as a tool for assessment and reporting purposes for students, parents, teachers and administrators (*Making the PYP Happen*, 2009).

Portfolio Detail

The online tool SeeSaw is used as a portfolio for student work and as a communication tool with parents.

A folder entitled 'Portfolio' should be created within the student's log-in and specific pieces, named in the PYP Assessment Guidelines, are chosen and shared during conferences.

Work samples should primarily be student selected with some teacher guidance.

Portfolio Reflections

Throughout each unit, students will reflect upon key elements for all areas of their learning. Portfolio reflections should encourage students to:

- Reflect on the key conceptual understandings and learning outcomes that were being developed in the different areas of learning
- Consider their strengths and weaknesses in relation to the outcomes and any other aspects they identify - the attributes of the learner profile should be considered when doing this
- Set goals for future learning
- Make connections or see the transdisciplinary nature of what they are learning

Portfolio Goal Setting

Goal setting is an ongoing feature of the reflection process. In the initial months of the schoolyear, teachers will teach goal-setting strategies and provide students with opportunities to reflect on their learning as a way of setting clear and specific goals. Goal-setting conferences will be held as the second student-teacher-parent conference of the year.

Goals should be:

- Realistic and manageable
- Term 1 goals should be set for the Goal-setting Conference (and revisited as appropriate)
- Personalised to each student (e.g., social, emotional and academic)
- Uploaded to the students' Seesaw portfolio
- Reviewed regularly:
    - Term 1 goals should be shared as part of the Goal-setting Conferences
    - Goals will be revisited and reviewed in preparation for Student-Led Conferences

Evaluation tools for recording and analysing assessment data

General Guidelines

The information gathered using the tools below can be used for analysing and evaluating at:

- Student level
- Class level
- School level

At the ***student level,*** teachers monitor individual student learning, strengths and weaknesses, specific knowledge, understandings and skills. They use the information gathered to set goals for student learning, to inform co-teachers, and to report to parents.

At the ***class level,*** teachers and the Curriculum Coordinator monitor class learning. They use the information gathered to plan teaching, group students, review curriculum and identify teacher professional development needs.

At the ***school level,*** the Primary Leadership Team monitor learning across the school. They use the information gathered to develop coherent continua of student outcomes, identify appropriate grade level benchmarks, make decisions about curriculum revision and school professional development needs.

Used systematically at all three levels, a rigorous structured tailored system of internal assessment can be more effective and more efficient than external standardised testing.

Specific Guidelines

As is the case with assessment strategies and tasks, teachers need to also use a variety of tools for recording and analysing the information they have gathered. The main ways of recording and analysing information at ISL include:

Evaluation Tools	Guidelines/Expectations
Anecdotal notes	• Short descriptions of observations in the classroom • Teachers may develop their own methods and templates for recording observations
Rubrics	• Recording frameworks that feature short descriptive statements along a continuum of excellence • The use of rubrics is at the teacher's discretion, however, there are guidelines to consider when developing rubrics • Students may contribute to the development of class rubrics
Checklists	• Lists of skills or behaviours to be checked off as they are observed • The use of checklists is at the teacher's discretion • Students may contribute to the development of checklists
Annotations	• Short judgements recorded on student work • All work should be dated and initialled and contain annotations as appropriate
Continua	• Measurement scale on which to rate and track achievement • There should be solid evidence to substantiate judgements • Whole class progress should be mapped on the class profile sheet contained in the class assessment folder for the appropriate key learning areas and strands
Exemplars	• Sample pieces of work that illustrate the different levels of the continua or rubrics • Teachers should refer to text type exemplars when evaluating student work
Benchmarks	• Exemplars used to set expectations for a particular grade level or age • Diagnostic benchmarking and data to be kept in the PYP Data Tracker

Reporting on student progress

Reporting at ISL is an inclusive process involving the students, teachers and parents and takes a variety of forms:

Reporting Format	Guidelines/Expectations	When?
Reception Baseline Assessment (RBA)	Applicable to Early Childhood 2 only: • The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception. • The statutory guidance for the administration of the RBA is set out in the Statutory framework for the early years foundation stage. • The guidance covers all intakes in reception within an academic year including during autumn, spring and summer terms.	First six weeks of when a child starts in EC2
Early Years Foundation Stage Profile (EYFSP)	Applicable to Early Childhood 2 only: • In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child. • Practitioners should use their professional knowledge, and the statutory EYFS framework, to judge whether a child's learning **meets** the level expected at the end of the EYFS; **exceeds** that level; or, is best described as '**Emerging'**	Beginning and end of year
Three-Way Conferences	• Teachers should be prepared to discuss how students are settling in and highlight any initial achievements or concerns related to personal, social and academic development • Teachers should refer to records of student achievement, such as observation notes and evidence gathered from initial assessments • In the final ten minutes, students join the meeting to share their personal achievements in the beginning of the schoolyear and overall adjustment.	October
Goal-Setting Meetings	• Students discuss with parents and teachers their personal, social, and academic goals, providing evidence for why they are choosing their specific goals.	November

Bi-annual Written Reports	• Written reports should be submitted as per the PYP report guidelines.
	• Reports should be structured to include:
	  ○ *Attitude*: A holistic approach comprising the attitudes, efforts, motivations towards the subject areas and general levels of engagement, as informed by the IB Learner Profile.
	  ○ *Achievements*: Strengths and achievements related to target learning outcomes and students' goals; may include particular work produced or skills developed, as informed by the IB Approaches to Learning.
	  ○ *Targets*: Includes areas in which the student may have struggled and which require improvement. Suggests next steps as a way of extending all students' learning. Specific examples are given.
		June and February

	• Reports should be written with consideration to the stylistic guidelines published each semester in the PYP report guidelines.	
Student-Led Conferences	• Students reflect on and share progress of their academic, social, and personal goals while also celebrating their learning. • Students guide parents through a range of activities set up in the classroom that showcase their learning. The final activity will be goals based, including reflections and discussion for Term 3.	
Informal Discussions	• We value open communication with the parents of our students. Teachers and parents are encouraged to arrange appointments to discuss students' progress as deemed necessary.	Ongoing
Hand-over Process	• At the end of the school year, teachers will inform the student's upcoming grade-level teaching team of student's social, emotional, and academic well-being.	End of academic year

Ongoing feedback, evaluation and discussion with students about their work should be a pervasive and ongoing feature of assessment, teaching and learning in all classrooms.

Section 4

Assessment policy by phase: Middle Years (11-16)

This policy describes the application of the assessment framework of the International Baccalaureate Middle Years Programme (MYP) at the International School of London (London). The details of the MYP assessment criteria for each subject group can be found in the relevant IB MYP Subject Guides, and in the publication the *MYP: From Principles into Practice* (IBO 2017).

Rationale

MYP assessment at ISL comprises a broad range of performance tasks which measure what students can 'do'. Teachers use assessment data to inform teaching and students value assessment opportunities to reflect on learning. The nature of assessments, therefore, should be varied, creative and challenging, which promotes critical thinking and metacognitive development. The MYP assessment cycle involves setting individual goals, developing and implementing assessment strategies, analysing outcomes, and creating action plan. This continuous process should support a personalised approach to teaching and learning.

Assessment strategies

General Guidelines

Assessment is a continuous process and is designed to address the MYP objectives in each of the eight subject groups, as well as the MYP Projects (e.g. Community Project & Personal Project) and Interdisciplinary learning, according to the criterion-related approach.

Objectives and their corresponding assessment criteria are prescribed by the IBO for application by the subject teacher at the end of Grade 6, Grade 8 (MYP Year 3) and Grade 10 (MYP Year 5). Their use is mandatory at these three points (end of Grade 6, 8 and 10) in the formal school report. In practice, each subject group should introduce interim objectives and assessment criteria for application in Grade 7 and 9. This can provide a more continuous progress since students will become familiar with the increasing expectations.

Teachers make decisions about student achievement using their professional judgment, guided by mandated criteria that are public, known in advance and precise, ensuring that assessment is transparent. Across a variety of assessment tasks (authentic performances of understanding), teachers use descriptors to identify students' achievement levels against established assessment criteria. MYP internal (school-based) assessment uses a "best-fit" approach in which teachers work together to establish common standards against which they evaluate each student's achievement holistically.

This "criterion-related" approach represents a philosophy of assessment that is neither "norm-referenced" (where students must be compared to each other and to an expected distribution of achievement) nor "criterion-referenced" (where students must master all strands of specific criteria at lower achievement levels before they can be considered to have achieved the next level).

It is the responsibility of the IBMYP Coordinator to ensure that all HODs and teachers are kept up-to-date with the MYP guidelines set by the IBO. This includes deadlines established externally by the IBO for external moderation (e.g. Personal Project).

Each department will have a set of essential agreements relating to assessment in the IBMYP which prescribe the nature and frequency of assessments that take place within the subject, including their relative contributions to the final grade in each criterion of assessment at the end of the semester (if more than one summative task within the semester). These should be reviewed regularly in the department and with the IBMYP Coordinator, but as a minimum, should be reviewed in the year prior to first teaching of a new guide.

The person responsible for maintaining and devising assessments of students in a subject area throughout the academic year is the relevant subject teacher in liaison with the Head of Department (HOD) and IBMYP Coordinator.

Teachers must be involved in internal standardisation within subject groups in all the MYP years. Standardisation throughout the school year promotes consistency and builds common understandings about student achievement with respect to MYP objectives.

Specific Guidelines

Formative and Summative Assessment

Teachers devise a wide range of tasks to assess students' development of understanding and abilities. The assessment tasks should not only address an objective, but also allow students to access all the achievement levels in the corresponding criterion.

When devising tasks, teachers should use task-specific clarifications to bring a level of specificity to the assessment criteria. Each task-specific clarification will be based on a published MYP assessment criterion.

Formative assessment should be used for teachers to gather, analyse, interpret and use a variety of evidence to improve students' learning and to help students to achieve their potential. Students' peer- and self-assessment can be important elements of formative assessment plans.

Students are to be informed of the criteria and/or task-specific clarifications for each task prior to the assessment and full criteria descriptors should accompany assessment tasks via Managebac. The subject criteria should be aligned with the most up-to-date version of the MYP Subject Guide published by the IBO.

Teachers are to help students improve performance through consistent, timely and meaningful feedback and student reflection.

Reflection should be an integral part of the assessment process and referred back to whist completing future work and writing student reports.

Summative assessment is part of every MYP unit and is designed to provide evidence for evaluating student achievement using required MYP subject-group-specific assessment criteria. All four subject-specific criteria should be assessed at least once in the form of summative assessment within a semester. The results of summative assessments must be recorded in Managebac gradebook. Summative assessments should also be used formatively to inform students in idenitfying next steps.

For semester final grades, teachers are to make a professional judgement based on a 'best-fit' approach. To this end, teachers should use level descriptors to identify student performance levels against the established assessment criteria. MYP assessment must include attention to the most

accurate demonstration of students' performance, rather than mechanically and uncritically averaging achievement levels over given reporting periods.

Submitted assessment tasks that do not meet any of the assessment criteria will not receive an MYP grade; teachers will seek a redemption task for grading and adjust ATL levels assigned.

External and Moderated Assessment

All MYP Year 5 (Grade 10) students are to be registered for Personal Project moderation with the exception of English Language Acquisition phase 1-3 students or new students who join after the registration period.

The Personal Project Coordinator will ensure that all the Personal Project supervisors are familiar with the guiding and assessment process of the personal project.

Personal Project supervisors will be involved in internal standardisation of Personal Project reports and will authenticate personal projects by signing the MYP projects academic Integrity form.

Students with specific learning difficulties: inclusive access arrangements

Assessed learning objectives and associated assessment criteria in the IB Middle Years Programme may not be modified; however, students with appropriately diagnosed specific learning difficulties / special educational needs can be granted access arrangements that accommodate their personal needs and enable them to access the externally defined learning objectives. The procedures for the application of inclusive access arrangements, and the range of such access arrangements, are as detailed in the IBO publication *Access and Inclusion Policy* (IBO, November 2018).

A reasonable adjustment is an action taken to remove or decrease a disadvantage faced by students with learning support requirements. A reasonable adjustment could be unique to a specific student and may include changes in the presentation of the test or method of response. Where reasonable adjustments involve changes to specific aspects or specific criteria of the assessment, the overall learning outcome must remain the same. (*MYP: From Principles into practice*, p. 84).

Modification of the curriculum happens when a student requires modifications to subject-group objectives/assessment criteria or assessment criteria descriptors due to a more challenging learning support requirement. In which case, we are unable to award IB MYP grades.

Inclusive access arrangements are granted only based on valid evidence such as a psychological/psycho-educational/medical report or a standardised language test for additional language learners, in accordance with the IBO publication *Access and Inclusion Policy* (IBO, November 2018)

Assessment strategies

The MYP values the use of a variety of assessment strategies during the programme. The following list of strategies is not exhaustive, and the strategies themselves are not mutually exclusive; indeed, they should be used in conjunction with one another to provide a more balanced view of student achievement.

Evaluation Tools	Guidelines/Expectations
Observation	Teachers may choose to observe all students regularly and often, taking a wide-angle view (for example, focusing on the whole class) or a close-up view (for example, focusing on one student or one activity). Teachers can observe from the point of view of a non-participant (observing outside the task) or of a participant (observing when engaging in the task with the student). Observation will be particularly useful when assessing some behaviours and skills.
Selected response	Tests and quizzes are the most familiar examples of this form of assessment. Selected responses allow the teacher to ask general or specific questions to elicit responses from students that will indicate understanding and, possibly, misunderstanding. This strategy is particularly useful during the course of a unit, in formative assessment, as it is usually quick and straightforward to administer and can provide instant feedback for students and teachers.
Open-ended tasks	This strategy allows teachers to present students with a stimulus and ask them to communicate an original response. The response could take many forms, such as a presentation, an essay, a diagram or a solution to a problem. Open-ended tasks may be combined with other strategies, such as performance assessments.
Performance	The MYP assessment model provides opportunities for teachers to devise assessment tasks that enable students to demonstrate the range of knowledge, skills, understandings and attitudes that they have developed in the classroom. Performance assessments can allow students to perform the learned skills and show their understanding in real-world contexts. Teacher-designed performances of understanding may take the form of a composition, a research report, a presentation or a proposed solution. Such performances serve two functions: they build student understanding, and they make such understanding visible and available for assessment. Teachers can use the information to find out how to support students further (formative assessment) and whether the student has achieved the learning objectives (summative assessment). Teachers should consider the distinction between activities or tasks and performances of understanding that are more effective in building deep understanding. Performances of understanding allow students both to build and demonstrate their understanding in and across subjects. They are based on the theory that understanding is not something we have—like a set of facts we possess—but rather is something we can do. In unit designs, performances of understanding take different forms depending on where in the unit they are placed (beginning, middle or end) and whether they target disciplinary or interdisciplinary understandings. The MYP uses the term “performance” in its widest sense to describe all forms of assessment where students are assessed on their ability to demonstrate predetermined learning objectives.
Process Journals	Reflection is an essential element of effective learning. The MYP objectives for all subject groups require students to develop higher-order thinking skills and conceptual understanding. Student reflection and metacognition are essential aspects of that process.

	Through ATL, all teachers are responsible for actively involving students in all stages of the learning process. The use of process journals (required in some subject groups, such as the arts or design) can allow the teacher and student to communicate about the processes of learning, and can be used for meaningful and purposeful reflection. Regular recorded reflections by the students about key issues or important activities can lead to enhanced understanding of the concepts. For example, process journals can allow students to detail their service and action, and to reflect on the impact of these.
Portfolio assessment	Portfolios can be used by students and teachers to record their learning achievements and express their identity. Students and teachers will choose pieces of work, or include observations or evidence from other assessment strategies, that show their levels of knowledge and understanding, and that demonstrate their skills and attitudes. Portfolios are useful ways to involve students in their own learning and the assessment of that learning. We use digital portfolios via ManageBac and/or other digital platforms. The main purpose of portfolios is to curate the story of a learning journey. To this end, students are responsible for curating their own learning journey with teacher guidance.

International Baccalaureate (2014. May) *MYP from principles into practice* (pages 85-86) Retrieved from www.ibo.org

Tools for recording and analysing assessment data

The school issues an interim report card in the middle of Semester 1 (end of October/beginning of November). All grade 6-10 students receive the interim report, which is intended to give a clear indication of the student's overall progress to date taking into account a range of factors related to the Approaches to Learning skills.

Student achievement levels, in the four criteria of assessment in each subject group, are recorded at the following points every academic year:

- Semester 1 (before half-term in February)
- Semester 2 (end of June, last day of school)

Subject teachers are responsible for analysing the assessment results of the classes they teach. The Heads of Department track student progress within the department by analysing the assessment data.

Student progress in Grades 6-10 based on semester grades is tracked and analysed by the MYP Coordinator. Where necessary, a meeting will take place between the MYPC and students (and parents) to further support and/or personalise their learning. Such meetings will be recorded in the student action plan.

A systematic and rigorous approach to utilising internal assessment data can underpin high quality teaching and learning.

Academic progress reports

All the assessment data and individual students' targets are shared with students and other stakeholders through

- Interim reports
- Semester reports
- Student-Parent-Teacher (three-way) conferences
- Student-led conferences
- On-going grades and feedback via Managebac Gradebook

* Further detail on report writing procedures can be found in the MYP essential agreements.

Reporting at ISL is an inclusive process involving the students, teachers and parents, and takes a variety of forms:

Reporting Format	Guidelines/Expectations	When?
Interim reports	• Teachers should grade student engagement, effort and attitude against the ATL skills.	October
Student-Parent-Teacher (Three way) conferences	• Students discuss with parents and teachers their Semester 1 goals, providing evidence of achievement. • Students refine their goals during these conferences.	November

Semester reports	• Written reports should be submitted as per the MYP essential agreements on reporting.
	• Reports should be structured to include:
	  • Units of Work: basic information about units of study
	  • Approaches to learning skills: specific ATL skills that have been taught explicitly during the reporting period.
	  • Academic achievements: achievement levels against subject-specific criteria
	  • Narrative report (teacher comment): Highlights of the student's learning during the reporting period and areas that the student should further improve on.
	  • Achievement levels on interdisciplinary learning – at least once a year
	• Reports also include student progress on MYP Core – self-recorded service learning (G6-10), community project (G8), and personal project (G10).
		February and June

Student-led conferences	• Students guide parents through a range of works that showcase their learning. • This should also be a goal-setting opportunity for the next semester.	March
Managebac Gradebook	• Teachers are to provide task-specific feedback and achievement levels on assessment tasks, classwork, and home-learning assignments, where applicable, via the Managebac gradebook.	Ongoing
Informal discussions	• We value open communication with the parents of our students • Teachers and parents are encouraged to arrange appointments to discuss students' progress as deemed necessary	Ongoing

Ongoing feedback and evaluation, and discussion with students about their work, should be a pervasive and ongoing feature of assessment, teaching and learning in all classrooms.

Grade 6

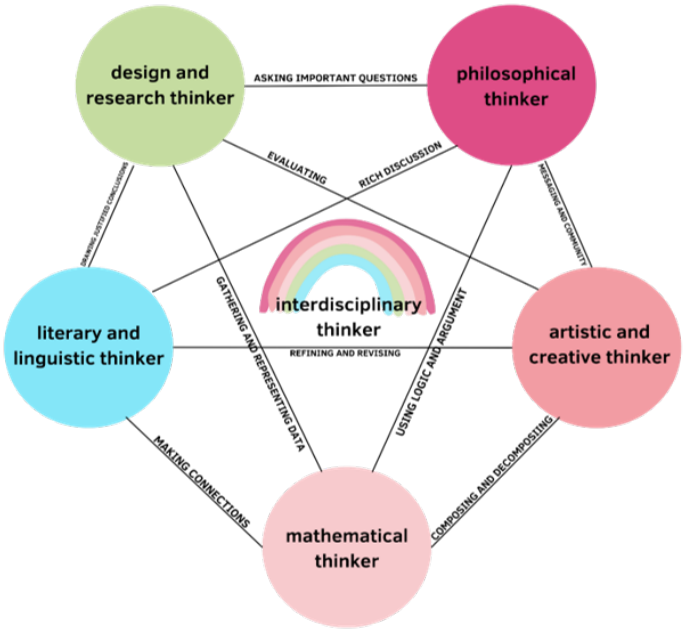
Grade six is currently trialing a new approach to assessment where students assess their own work in dialogue with teachers using, *I can* statements, and use these as basis form planning their next steps. They still use a criteria-based approach with SOLO taxonomy scaling that aligns to the MYP and therefore generic MYP guidelines still apply.

Key competencies in ISL grade 6/7 curriculum

The grade 6/7 takes a competencies-based approach to learning focusing on the development of each student to prepare them for the challenges and opportunities of the future. The key competencies drive the application of skills and thinking processes that will be explored within thematic interdisciplinary units. Each unit may address some or all of these key competencies and students are assessed in the development of their thinking skill as they progress through the units.

Competency	Description
Research and Design thinking	Allowing students to develop their research skills through the use of rigorous research methodology that could align to either the scientific method or the design cycle.
Philosophical Thinking:	Allowing students to develop and demonstrate philosophical thinking skills, by providing opportunities for students to engage in critical reflection, explore and question assumptions and beliefs, and develop their own philosophical perspectives, as well as understanding the way in which philosophy underpins disciplines.
Literary and linguistic thinking	Allowing students to develop and demonstrate literary analysis and communication skills, by providing opportunities for students to engage in close reading and analysis of complex texts, and effectively communicate their thoughts and insights

Artistic and creative thinking:	Allowing students to develop and demonstrate their artistic and dramatic skills, by providing opportunities for students to engage in the creation and exploration of works of art and performances, and to express their unique creative vision.
Mathematical thinking:	Allowing students to develop a range of skills, including proportional, logical and abstract thinking. This is achieved through opportunities to engage in the identification of patterns and relationships and think creatively to find solutions to problems, as well as communicate one's reasoning and problem-solving processes effectively.



Relationships of ISL key competencies (Lucy Smith 2023)

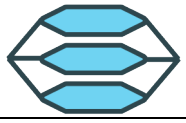
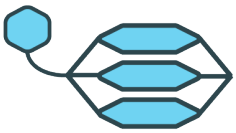
Assessment and Reporting

Understanding SOLO Taxonomy

SOLO Taxonomy stands for Structure of Observed Learning Outcomes and was developed by John Biggs and Kevin Collis in 1982. It is a systematic way of describing how a student's performance grows in complexity when mastering new subjects or tasks. Unlike Bloom's Taxonomy, which focuses on classifying educational learning objectives into levels of complexity and specificity, SOLO Taxonomy is structured around the learner's quality of understanding, from surface to deep and conceptual.

SOLO is structured in 5 levels.

The names of these levels are changed in ISL in order simplify for students and teachers when discussing levels.

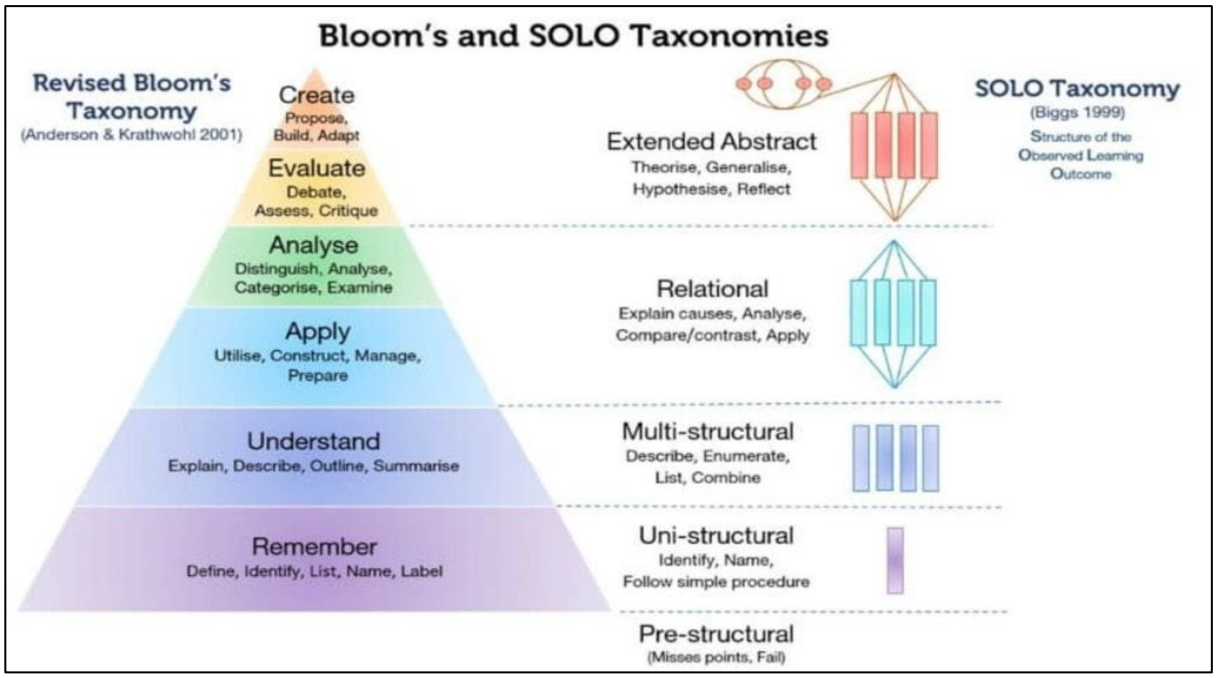
SOLO Level names	ISL SOLO level names	SOLO representations	Definition of thinking skill
Pre-structural:	Foundation		This level represents the starting point where you're just getting introduced to a new concept or skill.
Uni-structural:	Recall		At this level, you're beginning to understand and work with individual parts or elements of the topic.
Multi-structural:	Organise		Now you're able to connect and relate different parts or ideas, forming a more complete understanding.
Relational:	Connect		Here, you're able to see relationships and patterns between different aspects, going beyond individual pieces of information.
Extended abstract:	Extend		This is the highest level where you're able to apply your understanding creatively and critically, using it in new and advanced ways.

SOLO vs Blooms Taxonomy

Blooms and SOLO have their strengths and weaknesses as teaching and assessing tools. However, both share similar features enough to allow for the application of both, and the easy cross application to MYP in future years.

SOLO has been chosen to be used in grade 6/7 as it provides a more concrete understanding of the stages of thinking that is easier to apply by teachers, and to explain to students. One of the main aims of the grade 6 curriculum, is providing students greater incite into their own current level, and the ability to identify their own steps to move forward. SOLO taxonomy generally provides this framework better than Blooms.

The diagram shows the similar features of the two assessment systems, and how command terms in Blooms can still be used in SOLO assessment tasks.



SOLO and MYP

In order to keep us aligned with the MYP system for future integration in later grade groups, and to let up map our outcomes for future schools we use the following conversion tables to allign our SOLO levels with MYP levels.

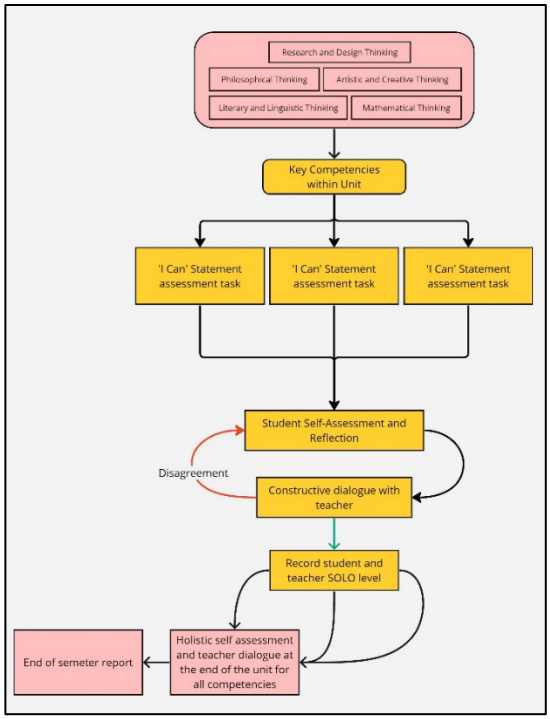
ISL SOLO level	MYP Equivalent Level
Foundation	1
Recall	2-3
Organise	4
Connect	5-6
Extend	7

Assessments procedure and expectations

During a Unit:
SOLO taxonomy should be used to assess students on their progression in the 5 key competencies outlined previously.
Assessments should be regular throughout the units and may address the individual “I Can” statements within the competency or the full competency.
The assessment outcomes should be leveled against SOLO through student reflection and self assessment initially, and then a final level reached through dialogue with the teacher. The aim of this is for students to have a clear understanding of their current level and a pathway to improvement.
Students should be able to answer:

- Where am I going?
- How am I getting there?
- Where next to improve?

The final agreed assessment level should be reported on Managebac related to the specific task.



At the end of a unit:
At the end of each unit, the students level in each of the I can statements should be considered holistically, along side their product, to provide an overall competency level.
Once again this should be done in collaboration with students and a reflection task should be provided and recorded.
At the end of the semester:
At the end of the semester, reports will be issued to parents with SOLO holistic levels in the 5 key competencies included.

This will accompanied by a thorough student reflection of their progress, and targets which has been reviewed with their tutor and a STEM and Human Experience teacher.

Assessment policy by phase: IB Diploma College (16-18)

Scope

This policy describes the application of the assessment framework of the IB Diploma Programme (IBDP) at International School of London (London) IB Diploma College. This corresponds to the non-compulsory post-16 / sixth form phase. Further details of the assessment framework for the IBDP can be found in the relevant IB Subject Guides, and in the publication *IB Diploma Programme Assessment Procedures* (2019). The use of assessment data for the purposes of internal and external qualifications and awards is described in the ISL Policy on Qualifications and Awards.

Rationale

Accurate, intelligent, informed assessment provides valuable data for the teacher in planning learning for students, for students in providing metacognitive information by which they can adjust their approaches to learning, and to parents such that they can support teaching and learning. The communication of this with the community demonstrates the school's abilities to effectively oversee, plan and develop its curriculum on both a personalised and whole school basis. It is a continuous process by which teachers find out about their students' capabilities and achievements in order to make adjustments to teaching and make personalised interventions when appropriate.

General Guidelines

The responsible persons for maintaining and devising school assessments of students through the two years of the IB Diploma subject are the relevant subject teacher in liaison with the Head of Department (HOD) and IBDP Coordinator.

There are compulsory aspects of assessment which are laid down by the IBO in the relevant Subject Guides. It is the responsibility of the HOD to ensure that these assessments are carried out according to the relevant IB guidance.

It is the responsibility of the IBDP Coordinator to ensure that all HODs and teachers are aware of curriculum/syllabus changes and to ensure that externally moderated (IA) and externally examined assessments (EA) are completed and despatched as and when the IBO requires.

Each department will have a set of essential agreements relating to assessment ('*Departmental Essential Agreements*') in the IBDP which prescribe the nature and frequency of assessments that take place within the subject, including their relative contributions to summative assessment grades reported externally. These should be reviewed regularly in the department and with the IBDP Coordinator, but as a minimum should be reviewed in the year prior to first teaching of a new syllabus / guide.

Policy and procedures

1. Formative and Summative Teacher assessment

During the course the teacher will devise a variety of assessments – the results of which will form the basis of reporting to parents and informing teaching and learning strategies. The assessments will be formulated in the light of the required assessment of the particular syllabus and the criteria for assessment outlined therein. Records will be kept by teachers of the result of each assessment and these records will be available to view by relevant parents, students and members of the school's academic faculty whenever required.

Grades should be allocated using a holistic evaluation of a few years of IBO published grade boundaries and should be updated on Managebac each year when reviewed.

Internal examinations

Three of the assessments will take the form of school examinations each semester which are designed to allow students the experience of examination conditions and to inform students, teachers and parents of the student's ability to achieve in these conditions.

Internal examinations must use past IBO examination papers to maintain consistency and track progress leading up to the final IB examinations

The results of the school examinations are reported separately from the other assessments as the Examination Grade.

Internal examination results are also the basis for tracking of student progress and inform predicted grades for the purposes of external reporting and applications to other educational institutions. Student and teacher reflections after each internal examination are part of the assessment process.

Semester assessments

Other assessment results which may be done in class or at home and under a variety of conditions are summarised as a Semester Grade on the Student Report in each subject. The Semester Grade will be a weighted average of components assessed during the semester, *not including* the examination grade. The relative contribution of different components to the Semester Grade is given in the relevant Departmental Essential Agreement on assessment. The weightings will largely align with the weightings of the internal moderated (IA) and externally assessed (EA) components of the subject concerned, although other types of assessment task may be included in agreement between the HOD and the DP Coordinator.

Feedback

Students should be afforded an opportunity for formative feedback on assessment objectives before a summative level is awarded (see *Criterion-Referenced and Criterion-Related Assessment* below). This may be in the form of formative tasks for which feedback is given using assessment criteria, even though the levels awarded are not included in the calculated semester average.

Written feedback is a requirement for all three internal assessment and for at least one draft of EA work

Reflections on next steps and targets are an expectation after each of the three internal assessment and is also encouraged after class assessments

Moderation and standardisation

Teachers must be involved in internal standardisation between teachers of the same subject or within subject groups in all DP subjects. Standardisation throughout the school year promotes consistency and builds common understandings about student achievement.

Teachers standardise assessment of student work to ensure reliable results in accordance with IB guidelines

Quality checks of all internal examinations fall under the responsibility of heads of departments to ensure that the examinations follow IBO practices and requirements and reflect students progress working towards the final examinations

2. External and Moderated Assessment

At least one layer of written feedback should be given for each externally moderated work, this is in addition to any ongoing discussions and oral feedback carried out by teachers to ensure academic integrity and authenticity of the student's work

Each syllabus/subject guide sets out the assessment requirements for that subject.

Rules for assessment governing the award of the Diploma are given in the *IB Diploma General Regulations* (IBO, 2014).

Procedures for assurance of authenticity of such assessment can be found in the current version of the *ISL Academic Integrity Policy.*

3. Criterion-Referenced and Criterion-Related Assessment

The IB Diploma assessment scheme uses criterion-referenced assessments. Teachers should be familiar with the assessment criteria in their subjects and should familiarise the students with the criteria.

For externally assessed or internally assessed, externally moderated tasks, teachers must decide on the appropriate criterion level through application of the descriptors to the prescribed task.

In 'school assessments' i.e. assessments not submitted for moderation to the IBO, and used for semester grades, teachers can use a criterion-*related* approach. This means that the teacher can make a summative judgement about the level to be awarded, established using a range of tasks given during that semester. The level awarded will then be that which corresponds to the descriptor that most closely matches the student's overall performance in the assessment objective at that point in the course.

4. Students with specific learning difficulties: inclusive access arrangements

Assessed learning objectives and associated assessment criteria in the IB Diploma programme may not be modified, however students with appropriately diagnosed specific learning difficulties / special educational needs can be granted access arrangements that accommodate their personal needs and enable them to access the externally defined learning objectives in appropriate ways.

The procedures for the application of inclusive access arrangements, and the range of such access arrangements, are as detailed in the IBO publication *Access and Inclusion Policy* (IBO, November 2022).

5. Tools for recording and analysing assessment data

In grades 11 and 12 at the ISL IB Diploma College, student achievement is recorded at the following assessment points:

- Grade 11 semester 1 (January DP1)
- Grade 11 semester 2 (June DP1)
- Grade 12 semester 1 (November DP2)
- Grade 12 final examinations (May DP2

At each assessment point, the following assessment data are recorded on a tracking instrument:

Assessment point	Datum	Description
11Sem1	Semester Average / SemAv	Average of assessments given during the semester only, in accordance with Departmental Essential Agreements on assessment
	Semester Examination / Exam	Overall grade achieved in synoptic examination at end of semester examination week, examination covering all work in all prior semesters.
11Sem2	Semester Average / SemAv	Average of assessments given during the semester only in accordance with Departmental Essential Agreements on assessment
	Semester Examination / Exam	Overall grade achieved in synoptic examination at end of semester examination week, examination covering all work in all prior semesters.
	Interim Predicted Grade / IPG	Current provisional prediction of performance in FINAL based on combination of EXAM and SemAv
12Sem1	Semester Average / SemAv	Average of assessments given during the semester only, in accordance with Departmental Essential Agreements on assessment
	Semester Examination / Exam	Overall grade achieved in synoptic examination at end of semester examination week, examination covering all work in all prior semesters.
	Interim Predicted Grade / IPG	Current provisional prediction of performance in FINAL based on combination of EXAM and SemAv
12Sem2	Semester Average / SemAv	Average of assessments given during the semester only in accordance with Departmental Essential Agreements on assessment
	Final Predicted Grade / FPG	Final predicted grade made for purposes of IB examination procedures in April of DP2
	Final examination / FINAL	Final grade awarded by IBO from examinations of May DP2.

6. Measuring progression during the IB Diploma Programme

Individual student progression is measured through the differential of 11sem1 EXAM to current semester EXAM result. This differential is recorded on the tracker. Final individual student progression is measured through the differential of 11sem1 EXAM to FINAL.

6.1 Cohort progression

Cohort progression is measured through

- a regression line from 11sem1 EXAM to 12sem1 EXAM.
- calculation of average points total for the cohort (ex 45)
- calculation of average subject grade achieved (ex 7)
- calculation of % pass rate for the cohort

These results are compared to a cumulative record 'IBDP Results Analysis'. They are also analysed annually by subject group for the purposes of departmental evaluation by Heads of Department.

Heads of Department are responsible for the close analysis of student performance in individual subjects within the group. This analysis will include longitudinal comparison with outcomes in previous years, final grade compared to predicted grade, and raw (unmoderated) grades compared to moderated grades. In making such comparisons, heads of department remain mindful of the relatively small sizes of cohorts and so the influence of random statistical fluctuation.

Heads of Department submit this analysis in the form of a departmental annual report in the first term of the academic year following the examination session.

6.2 Measuring IBDP performance relative to other schools

Final assessment data from IB-DP examinations (FINAL) is analysed and compared to IB global statistics as follows:

- Cohort comparison of mean subject grade achieved on a subject-by-subject basis to IB global averages (SUBAV ex 7)
- Cohort comparison of pass rate (%) to IB global averages
- Cohort comparison of mean total points to IB global averages (TOTAV ex 45)

These results are published by the IB Diploma Coordinator in the IBDP Results Analysis document each year when IB global session statistics become available.

6.3 Measuring progression from MYP to IBDP

Data for students who completed MYP (at the school or elsewhere) and made the transition into IBDP has been gathered since 2010.

Data is gathered in the form of subject by subject levels on the 7-point IB achievement scale.

For the purposes of cohort progression from MYP to DP, and to guide and support admissions advice for the IBDP, the following are calculated:

- MYP Predicted Equivalent Total points (MYPPET) = the total of MYP predicted grades at the time of application for admission in those subjects the student has selected for study at IBDP (ex 42)

- MYP Final Equivalent Total points (MYPFET) = the total of MYP final grades awarded by the school at the end of the MYP, in those subjects the student has selected for study at IBDP (ex 42)

The ISL Diploma College Admissions Policy (Annexe 1 of the whole-school *Admissions and Inclusion Policy*) describes how these values are used to support admissions advice.

The MYPFET values are also used to produce a regression line from DP FINAL results. The dataset allows for a prediction of likely overall outcome in the IB DP with a reasonable level of certainty. The dataset is still too small to meaningfully predict performance on a subject-by-subject basis (since not all students do all subjects).

6.4 Other performance measurements used

The Higher Education team also uses UCAS progression reports to compare ISL students' UK HEI destinations to those of a selected group of International Schools.

7. Reporting on student progress

7.1 Student target grades

ISL does not use an external normative distribution to establish interim performance targets for individual students; rather, these targets are set on an individual basis, subject by subject, through student discussion with form tutors and the IB Diploma Coordinator.

7.2 Summative feedback on progress

All the above data is shared with students and other stakeholders through

- Published semester reports including student reflections
- Semester academic review interview with the Deputy Principal of the IB Diploma College
- Tutor PSHE / Guidance interviews
- Student-led conferences involving parents/ carers each semester

Students then set personal targets for achievement for the next semester and these are also recorded on the tracker document.

7.3 Procedures for reporting student progress

Semester student reports are prepared at each of the summative assessment points as described in section 5 above.

In addition, an interim report is produced at the mid-point of grade 11 term 1 (October).

Guidelines for the completion of reports data and writing comments are given in the *ISL IB Diploma Reporting Guidelines* (2021)

Before each report issue, IB Diploma teaching faculty meet with the IBDP Coordinator, tutor team and Head of Student Wellbeing to discuss student progress at a grade level in a *guidance meeting*.

After each report issue, *student-led conference*s provide an opportunity for students, parents and teachers to discuss the report.

Month	DP reporting deadlines	
	G11	**G12**
Sep		target setting SLCs (With tutors Based on June comments)
Oct	G11 guidance meeting Approaches to learning interim reports	
Nov	Tutors SLCs	Mock Exams 3
Dec	ATL + Tutor reports	- ATL + grades +tutors report published - Subject 121 target setting with teachers - *School UCAS deadline*
Jan	Exams 1	*HOD Analysis of results → intervention plans* - teachers SLCs - *UCAS final deadline*
Feb	G11 guidance meeting (exam feedback) G11 ATL + Grades report--	*IBO deadline 1*
Mar	Teachers SLCs	G12 last day
Apr		- *Revision courses / IBO deadline 2*
May	G11 guidance meeting	G12 final exams G12 graduation
Jun	- Exams 2 - grade reports with teachers target comments for summer + student reflection	

Interim reports

The interim report is intended to capture initial learning dispositions and behaviours at the start of grade 11 and are also included in all subsequent reports, in each subject studied. As such, it does not report quantitative assessment data as grades. The learning dispositions are instead measured with reference to criteria that are established with reference to the IB Approaches to Learning (AtL) framework. Students' approaches to learning are reported according to the frequency with which those approaches to learning are demonstrated and are tracked for progress over the DP course

Table 7.3.1 rubric for Approaches to Learning in IBDP in reports

Descriptor	Ratings
Class participation	Consistent
Collaboration and teamwork	Inconsistent
Effective time management	Rarely
Self-management and independent learning	Never

The stages of interim report completion are:

- Teachers complete ratings for their subjects.
- Students – having met with teachers during 1-to-1 reflection meetings – respond to the ratings with their own written reflection and goals on the report.
- The tutor adds an overall summative comment.

Semester reports

Semester reports provide a global point-in-time summary of student progress and attainment in the following forms:

subject grades, internal examination grades and predicted grades* (* from grade 11 semester 2 on)

Targets set by subject teachers (including Theory of Knowledge)

progress ratings for the IB core components of Extended Essay and CAS

reflective statement including personal goals from the student

narrative feedback from the tutor

overall summative statement from the IBDP coordinator

Table 7.3.2 shows the overall rubric for the subject grades awarded using the IBO grade scale as specified in the *IB Diploma Regulations* (2014)

Table 7.3.2

Grade	Descriptor
7	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking. The student produces work of high quality
6	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking.
5	Thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student occasionally demonstrates originality, insight, and analytical thinking.
4	General understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of analytical thinking.
3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully to normal situations with support
2	Very limited achievement in terms of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully to normal situations, even with support
1	Minimal achievement in terms of the objectives.

In addition, there are progress ratings for Extended Essay and CAS. Ratings are

- Excellent
- On track
- Concern

The stages of semester report completion are

- Subject teachers enter semester grade, based on a criterion-related global assessment of student performance eon internal tasks in the semester (see 3 above)
- Subject teachers enter examination grade for the internal semester examinations
- From grade 11 semester 2, teachers enter a predicted grade for the end of the programme. The predicted grade is based on prior performance extrapolated with reference to expected grades (see 7.1 above) and expected performance in any IA component
- Subject teachers update Approaches to Learning (AtL) ratings
- Subject teachers write a feedback comment in which they specify areas of significant improvement, targets and suggested strategies for further improvement
- CAS and EE coordinators complete ratings
- Tutors meet with students for 1-to-1 reflection and goal-setting
- Students complete their reflections and set goals to include in the report
- Tutors write feedback and comments on the students' progress, approaches to learning, extra-curricular accomplishments and any other matters of pastoral relevance
- The IB Diploma coordinator writes a summary comment of performance across the programme, including totals and expected grades

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At ISL London, Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.