



– bilinguale Kindertagesstätte Early Years –  
– Internationale Ergänzungsschule –  
– staatl. anerkannte bilinguale Grundschule –

**Berlin British School**

**Early Years and Primary School**

**Assessment and Reporting Policy**

Revised: February 2026

Review: PYP Coordinator

Responsible: Head of Primary School

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## Vision

We aim to provide a high quality, international education in a caring and stimulating environment that inspires and maximises individual growth for all our students.

## Mission

Our mission is to serve the educational needs of diverse communities in Berlin within a caring culture that is committed to the wellbeing of all. We support students in their individual growth, aiming for them to acquire the knowledge, skills and dispositions they need to become lifelong learners and to thrive in a fast changing world. In addition to their intellectual development, we aim for students to become global citizens, to take responsibility for their choices to make our environment and our world a better place.

*“Everything that can be counted does not necessarily count; everything that counts cannot necessarily be counted.” - Albert Einstein*

## **Learning principles**

At BBS, we believe that high quality teaching and high-quality learning are interdependent. We believe 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 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 who construct their own knowledge through an inquiry-based approach.
5. Curriculum content is meaningful to students, leading 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 organize and approach their learning.
8. Students receive effective feedback based on pre-set criteria and are intrinsically motivated to learn.
9. A broad and balanced curriculum allows students to experience success in diverse ways.
10. Education and the ethos of the school are valued and encouraged in the family home.

This policy reflects the following standards:

### **Council of International Schools:**

D7. Assessment includes a variety of methods, caters for the various learning needs of students, and is based on clear criteria. Assessment is monitored, evaluated and used by teachers to improve learning outcomes and pedagogical methods.

D8. A range of student achievement data is collected and available to students, their parents, and other stakeholders. Data is used systematically across the school to track and evaluate student progress and inform improvement in teaching and learning.

### **International Baccalaureate:**

Culture 5: The school implements, communicates and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth. (0301-05)

Approaches to assessment 1: Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)

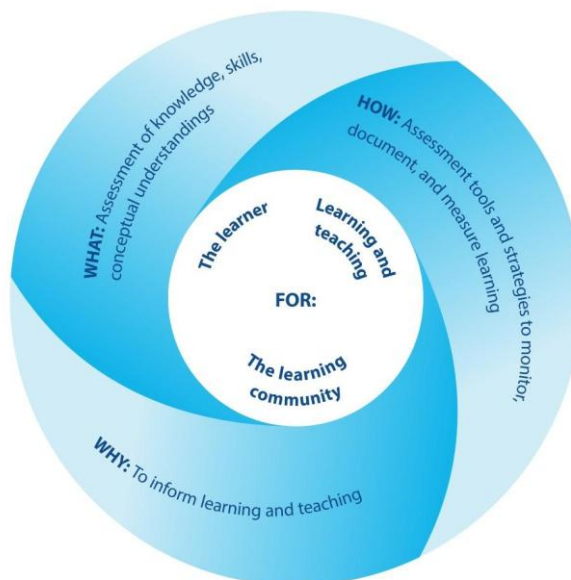
Approaches to assessment 2: The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)

### **Berliner Rahmenlehrplan**

Assessments in German address one or more of the three *Anforderungsbereiche*:  
Reproduction; Reorganization and Transfer; Reflection and Problem Solving. Not all areas need to be present in every assessment task, but there should be a balance of all three areas across the taught curriculum. Consideration of the *Anforderungsbereiche* enables teachers to devise assessment tasks requiring different levels of cognitive demand, in the same way as the SOLO Taxonomy, described later in this policy.

## Philosophy and Purpose

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 and thereby improve learning outcomes. It evaluates what students know, understand and can do at different stages in the learning process and identifies areas for growth. It is central to the PYP goal of thoughtfully and effectively guiding students through these key components of learning: the acquisition of subject specific knowledge and skills, the understanding of concepts, the development of the Approaches to Learning (ATL) and the decision to take action.



### For teachers:

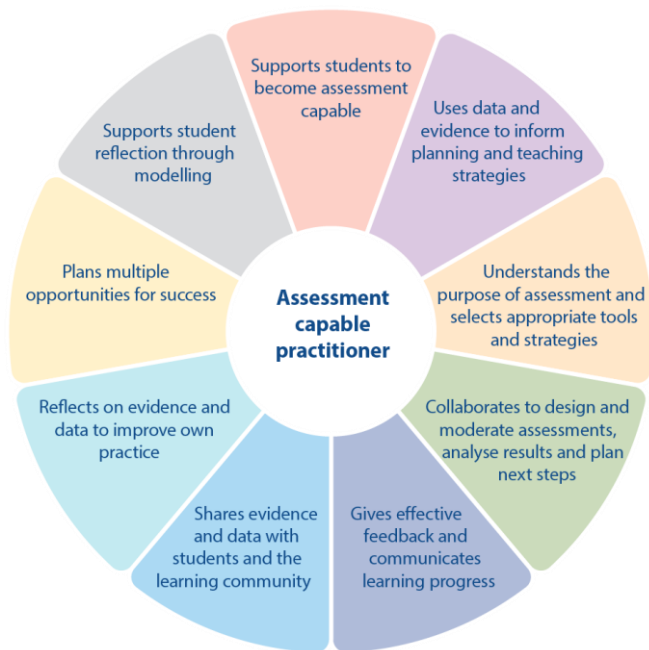
The purpose of assessment is to determine the level of student understanding and knowledge; to monitor progress and the development of skills; to guide and differentiate instruction, to reflect upon and improve teaching practices; in order to maximise student progress.

### For students:

The purpose of assessment is 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 and to encourage life-long learning.

### For parents:

The purpose of assessment is to provide data on the depth of student understanding and knowledge; to monitor progress and development of skills; to reflect on their role in supporting their child's growth.

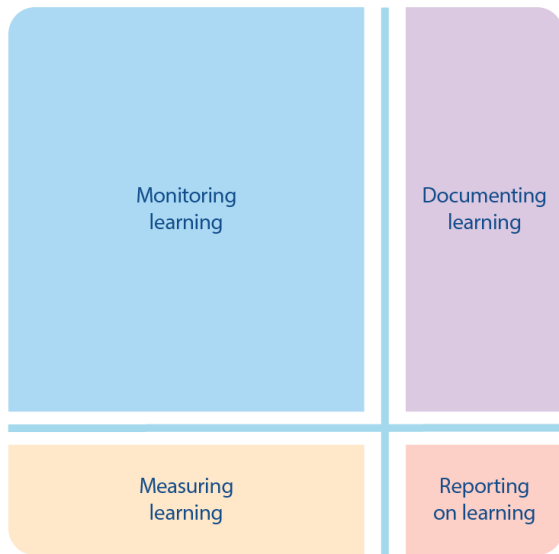


Teachers support students to become assessment-capable learners who are actively involved in their own learning journey through the practices indicated in the diagram on the left. Continued professional development supports teachers in updating their knowledge in order to remain at the forefront of a variety of assessment practices.

### Responsibilities of teachers, students and parents

Teachers	
Rights	Responsibilities
Receive advice, coaching and / or professional development pertaining to assessment as needed	Ensure the assessment policy is implemented and that the standards set by the IB, CIS and the Berliner Rahmenlehrplan are met
Students	
Rights	Responsibilities
Be made aware of learning goals and success criteria Receive timely and meaningful feedback	Engage in learning Reflect on feedback and self-reflect on learning
Parents	
Rights	Responsibilities
Be provided with regular updates about their child's progress, e.g. through class emails, conferences and reports	Keep themselves informed about their child's progress and provide the school with any information about anything that might impact their child's learning

## Assessment procedures



Assessment procedures incorporate the four dimensions of assessment: monitoring, documenting, measuring and reporting. Each dimension has its own importance and value; however, there is an emphasis on monitoring and documenting learning, as these aspects are critical in providing actionable feedback for the learner.

### Monitoring learning

This aims to check progress against learning goals and success criteria. It occurs daily through a variety of strategies including class discussions, ongoing tasks, anecdotal records, peer and self-assessments, exit tickets and carefully chosen feedback to feedforward into the learner's next steps. Observations in Early Years are fundamental. The observations are shared within team meetings and used to inform planning the next steps of learning.

### Documenting learning

This involves the compilation of evidence of learning through strategies such as projects, authentic tasks, video and photographic evidence. Through the sharing of this evidence, learning is made visible. It is an opportunity to reconnect with learning goals and success criteria.

### Measuring learning

This aims to capture what a student has learned at a particular point in time and is necessary to identify progress that has been made. Not all learning can be, or needs to be, measured. While assessments and evaluations are important, they are not the only indicators of student growth and development. Some aspects of learning that are highly valued but not easily quantifiable include the Learner Profile attributes, the Approaches to Learning, and development as global citizens. Teachers inform students about what knowledge, skills and understandings form the aims of a unit of work as well as providing success criteria. Strategies to measure learning against pre-defined criteria include quizzes, tests, and performance tasks.

### Reporting on learning

This aims to inform the learning community and describes students' progress and achievement, as well as identifying areas for growth. Learning is reported on in a variety of ways, including parent-teacher conferences (held twice a year in Autumn and Spring) written reports, portfolios and student-led conferences. Portfolios 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 and are shared with families during student-led conferences in the Summer term. 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.

## Types of Assessment

### Diagnostic/ Pre-Unit Assessment

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

### 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.

### Assessment as learning

As part of the formative process, assessment as learning involves the student peer and self-assessment, goal setting, reflection and planning next steps for learning. It supports students in taking responsibility for their learning and in becoming self-regulated, lifelong learners.

### 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 3- 6 times a year in all subjects. The same assessment can be used both summatively and formatively.

## Assessment tools

Assessment tools include (but are not limited to) rubrics, benchmarks, checklists, short tests and standardized tests. Together, these tools provide a range of data that together build up a more detailed picture of a student's progress.

### Standardised Tests

In Grade 1, students in the bilingual stream take the LauBe assessments at the beginning and the end of the school year in German and Maths.

All students in the bilingual stream undertake Hamburger Schreibprobe assessments for reading and writing each year.

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

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

- We are currently considering adopting the MAP Growth assessment tool for Grades 1-5.

In German B, there are no standardized tests, but students in all grades do undertake a *Lernstandserhebung* assessment at least once a year to assess the four language skills.

## Criteria for an effective 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 their individual growth and learning that can be clearly reported and understood by children, parents, teachers, administrators and board members
- make connections to the real world through authentic tasks, which in turn promotes student engagement.

## SOLO Taxonomy

The SOLO Taxonomy (Biggs and Collins 1982) is a model that describes increasingly complex levels of knowledge, skills and understanding, ranging from surface level, to deep, to conceptual. Teachers can use SOLO as a tool to plan effective assessments which make the steps to success transparent. Students can use the SOLO model to help them visualise the path towards their learning goal, to identify where they are on that path and to plan their next steps

## The Reporting Cycle

The annual Reporting Cycle for the Early Years and Primary School is as follows:

<b>Autumn Term</b>	<p><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</p> <p><u>October / November</u> – Settling-in Parent/ Teacher Conference</p>
<b>Spring Term</b>	<p><u>February</u> – Written progress reports (Kita) and written reports aligned to grade level standards (Grades 1-5)</p> <p><u>March / April</u> – Parent/ Teacher Conference</p>

<b>Summer Term</b>	<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> )
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## 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. Reports for students in the bilingual stream have written comments in German for German Language and Maths. For students in the monolingual stream all text is written in English.

Reporting on student progress and achievement is done in alignment with the levels of SOLO Taxonomy, in order to provide a comprehensive assessment that takes into account knowledge acquisition, critical thinking skills and depth of understanding. Please note pupils in Grades 4 and 5 receive grades (1-6) as required by the Berliner Senate Administration.

K1, K2 and K3 progress reports, as well as the reports for Grades 1, 2 and 3, contain narrative comments on the student's academic and social progress.

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

<p>1</p> 	<ul style="list-style-type: none"> <li>• Applies skills and knowledge consistently in a range of new situations and contexts</li> <li>• Learns and inquires independently and is a role model to others</li> <li>• Sees and describes connections with other big ideas or concepts</li> <li>• Meets expectations for grade level with excellence</li> </ul>
<p>2</p> 	<ul style="list-style-type: none"> <li>• Identifies and explains connections and relationships between their ideas and knowledge.</li> <li>• Demonstrates skills independently</li> <li>• Uses problem solving strategies and corrects and explains errors.</li> <li>• Meets expectations for grade level</li> </ul>
<p>3</p> 	<ul style="list-style-type: none"> <li>• Has several ideas, or knows several facts, about the topic</li> <li>• Performs the skill with occasional support</li> <li>• Uses some problem-solving strategies</li> <li>• Mostly meets expectation for grade level</li> </ul>
<p>5 and 4</p> 	<ul style="list-style-type: none"> <li>• Possesses limited knowledge</li> <li>• Observes or copies others performing skills in order to meet expectations</li> <li>• Requires support to meet grade level expectations</li> </ul>
<p>6</p> 	<ul style="list-style-type: none"> <li>• Does not yet possess fundamental knowledge and skills</li> <li>• Requires significant support to access the curriculum</li> </ul>

## 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:

### Collecting and using assessment data

#### Data collection

Assessment data can be collected in many ways including (but not limited to) through observations, peer and self-assessments, anecdotal records, videos and oral recordings, through online platforms such as Anton, Mathletics and Matific, and through standardized testing. Data can be recorded in either digital formats, such as Google Sheets spreadsheets, or analogue formats. Data on students' reading, spelling and writing levels are stored centrally so that progress

can be tracked. Data on core maths skills and understanding is also stored centrally for the same purpose.

### **Use of data**

Assessment data is used to inform and improve teaching practices, to provide personalized learning experiences, to provide feedback to students and help them set goals for themselves, and to maximise student progress. Collaborative planning meetings focused on data analysis provide opportunities for teachers to plan to meet specific student needs, using strategies such as flexible grouping, specific interventions and use of enrichment tasks.

### **Sharing Assessment Data with the Community**

Data on student progress is shared with families during Parent Teacher Conferences, via the Seesaw app, and through written report.