



AIS Assessment Policy

Aims

This policy has been written so that all members of the AIS community understand what we mean by Assessment at AIS, how and why assessment is carried out and how assessment supports our efforts to fulfill the mission statement of the school. This policy should be read in conjunction with the AIS Feedback for Learning Policy and AIS Learning and Teaching Policy.

Why do we assess?

The ultimate purpose of assessment is to identify next steps for children's progression and improvement on their learning journey.

Assessment information is used by teachers and leaders to:

- Monitor the progress of student learning within the class
- Inform future planning for the class
- Establish the learning achievements and needs of individual students
- Differentiate instruction to ensure a suitable level of challenge for each student
- Identify gaps in learning and teaching and highlight potential training needs
- Inform other individuals involved in supporting the student's learning e.g. other teachers, parents, tutors, SLT.
- Provide comparative data with other international schools

AIS's Philosophy on Assessment

Assessment is the ongoing evaluation of a child's learning supported by evidence of what they can do, know or understand. AIS recognises that teaching, learning and assessment are fundamentally interdependent. We are guided by the following principles:

Learners:

- Have different learning preferences
- Have different cultural experiences, expectations and needs

- Perform differently according to the context of learning
- See self assessment and peer assessment as a natural part of the learning process
- Need to know their achievements and areas for improvement in the process
- Should receive feedback that is positive and constructive to ensure clear next steps

How Assessment Links to our Mission and Vision

At AIS our mission is to:

- **Care for ourselves, each other and the world around us:** Students at AIS recognise that we all learn differently, we value the achievements of all students, even though these may be different for each individual.
- **Be confident, reflective global citizens:** Assessment gives children a way to recognise and mark their achievements regardless of home country and mother tongue.
- **Think curiously, creatively and critically:** With our very youngest learners we capture curiosity, from which point we aim to enhance thinking to be ever more creative and critically active.
- **Challenge ourselves to be our best:** Through assessment we aim to get a clearer idea of how each student has progressed in his or her learning and the way in which he or she can improve.
- **Enjoy life long learning:** When being assessed, students are encouraged to be honest and open about their learning and to take ownership. Feedback based on assessment gives students the opportunity to improve in their learning and know how to do so wherever they may go in the future.

At AIS our vision is to be :

- **A passionate learning community:** Through our mission, we aspire for AIS to be this. Through assessment, we can focus our future learning.

Assessment:

Children are assessed in a variety of ways -teacher assessments, ongoing formative assessments and standardised assessments. Assessments record knowledge, understanding and progress. Data collected supports teachers planning for individualised learning.

- Teacher assessments and formative assessments incorporate a variety of methods and are relevant and motivating to students.
- Teacher assessments are geared toward appraisal of a broad range of concepts, attitudes, knowledge and skills appropriate to an international and increasingly complex world.
- Standardised assessments (PTE/PTM, CAT4, ISA, PASS) are completed annually to measure progress of the individual against previous year. Due to the transient nature of the school population. We are unable to accurately assess progress of cohorts.

How Do We Assess at AIS?

At AIS, we assess the following three areas:



Knowledge - is something we know is a fact. It is always right or wrong.

Pre-Assessment - This is carried out before a unit of work to establish the current learning of the students and to adapt the teaching programme as necessary.

Assessment of knowledge is carried out in the following ways, but not limited to: quizzes, tests, multiple choice, etc. Knowledge is continually changing and expanding.

Summative Assessment - Summative assessment takes place at the end of a teaching unit to summarise what students have learned. AIS uses internal and external assessment programmes.

e.g. content area knowledge assessments, Maths learning ladders, tailored Big Read and Big Writes to track long-term progress, written or computer-based examinations such as ISA tests and GL assessments. We also record certain knowledge and skills learning goals on our in-house tracker, especially for AfL learning goals.

The attainment that is reported here shows where the children's knowledge is when compared to age-related expectations.



Skills - are something you can learn at any age and with practice you will improve.

Formative Assessment - Ongoing skills assessment happens throughout a unit of work to monitor and support learning.

The IPC and IMYC Assessment for Learning Programme is based around the assessment of children's skills.

Teachers use multiple tools to assess whether or not the students are learning and use this data to inform their daily teaching practices. For example, informal teacher observations, verbal feedback leading to follow-up action, plenary activities, discussion, tasks done in class, marking in books, exit slips, on-demand writing.

In addition, as part of the IPC and IMYC, teachers and students use Assessment for Learning (AfL) rubrics to evaluate where learners are in their learning and identify our next steps.



Understanding - requires us to reflect on our knowledge and skills combined.

Understanding refers to the development or 'grasping' of conceptual ideas, the 'Aha!' moment that we all strive for. Understanding is always developing. The IPC and IMYC units

allow us to provide a whole range of different experiences through which children's understandings can develop. Children demonstrate their understanding through oral and written reflections, role plays, Exit Points, etc.

External Assessments

Pupils Attitudes to School and Self (PASS) enables us to focus on the social and emotional needs of students. We triangulate this data with academic assessment data to identify what may be cause and effects, for example a child's below-par writing may be due to poor self-esteem.

GL Assessments (PTE and PTM) take place annually in Mathematics and Language Arts for Y4-10, through these the school is able to track learners progress and teachers gain specific data and feedback.

International School Assessments (ISA) are an annual assessment scheme we use to track learner's progress but also to track our progress as a school, identify areas of teaching and learning to improve upon and compare ourselves to other schools in the region.

CAT4 Assessments are for our Year 6 and secondary students only. From these, we are able to find out what types of learning better suit individual students and receive predicted levels of success for IGSCCE and A-level examinations.

What Happens with the Data?

Data is collated and shared by the Assessment Leader. Teachers have regular meeting times in PD sessions to analyse results and make necessary adjustments to planning to meet the individual needs. Teacher assessments for Language Arts and Maths are recorded on Learning Ladders. Standardised test scores and IPC assessments are recorded on the in house pupil tracking form.

When Do We Report?

Regular reports on assessment will be shared with parents in order that they can follow their child's progress in learning and understand how best to support.

Term 1 –

Mid term -Parent Teacher Conferences

End of Term – Written Reports

Term 2 –

Primary Learner Led Conferences

Secondary Learner Led Conferences

HYs parents conference re Mock exams

Term 3 -

End of Term 3 - ISA and GL results for Year 4+ and written reports

Marking and Feedback

Teachers must use a range of marking strategies rooted in research and best practice. At

AIS we teach students to learn with a growth mindset. Marking is therefore more often formative than summative, with next steps given. Not every page of learning will be marked, and teacher feedback may more often than not be verbal rather than written though written evidence should be recorded. Increasingly student learning is occurring on online platforms such as google classrooms. Marking and feedback should be as present there also. Teachers are guided through our teaching and learning policies and Google classroom policies.

Related Policies

This policy is intended to form part of an interrelated group of school policies

- AIS Mission & Vision Policy
- AIS Learning and Teaching Policy
- EAL - English as an Additional Language Policy
- Learning Support Policy
- Personal, Health and Social Education Policy
- Google Classroom Policy

The school reviews annually to see that they are all in alignment. In addition, policies should also be read alongside other information and guidance provided in the school handbooks (Parent Handbook & Staff Handbook)

Document History

Actions	Responsible	Date
Draft policy created	Tara Dhital, Diane Williams, Rebecca Schmitz	March 27th,2016
Policy shared with curriculum leader	Diane Williams	April 30th 2016
Shared with Team Leaders for feedback	Leadership Team	May 11th
Distributed to Staff	D. Williams	May 13th
Distributed to Parents Website and Newsletter	Rebecca Schmitz	May 2016
Updated	Daniel Slevin, Jane Horn	December 11th, 2018
Updated to include Google Classroom, reference to marking, external assessments. Some reshuffling for improved flow.	Daniel Slevin	February 28th 2019
Updated to include HY's parent	Kerry Harris	March 2021

conference after Mock exams and links to L&T Policy and Feedback Policy	Jane Horn	
Checked for accuracy and added to PD schedule	KH	September 2021
Updated name and logo change	Graham Horton	September 2022