



ASSESSMENT AND REPORTING

Reviewed: August 2024

ISB ASSESSMENT AND REPORTING POLICY. PRIMARY

Rationale for Assessment:

At the International School of Bucharest, we believe that assessment is an integral part of the teaching and learning process. Reporting is a key part of the partnership between the school and parents and we recognise the importance of accurate and informative reports.

Data obtained from assessments enables teachers to plan lessons and appropriate interventions to ensure they are maximising the progress and attainment for each individual child. Assessment is also used to inform parents through the sharing of tracking information and twice-yearly written reports to parents.

Both summative and formative forms of assessments are used to inform teaching and learning. Formative assessments are an integral part of every lesson and teachers use their professional judgement to plan a range of formative assessment opportunities into their day-to-day planning. Informal records of assessments may be made through the use of checklists, post-it notes, annotated lesson plans and marking and feedback in student books. Examples of formative assessment include:

- Questioning to gauge student knowledge and understanding;
- Quizzes such as Kahoot;
- Tests such as google forms;
- ‘Show me’ responses using mini whiteboards or tablets;
- Other ‘assessment for learning’ strategies which enable teachers to identify ‘fast graspers’ and ‘struggling learners’ within their lessons.

Summative assessments provide an opportunity to evaluate students’ knowledge and understanding at a point in time. Details of the summative assessments undertaken can be found in Appendix 1. Summative assessments comprise:

- Half termly data used to identify students who require intervention or challenge, to measure in-year progress and to set targets for individual students.
- End of year GL progress tests provide a standardised measure which enables student progress to be tracked through their time in Primary years 1-6.
- Standardised CAT4 tests for students in Y3 and Y5 and all new students in Upper Primary School(depending on practicalities)

Assessment in Early Years Foundation Stage

EYFS staff observe students to understand their level of achievement, interests and learning styles, and shape the learning experiences for each child reflecting on those observations. Tapestry is used to gather and record ongoing formative assessment against the Early Learning Goals in: Communication and Language, Physical Development and Personal, Social and Emotional Development as well as in Literacy, Maths, Understanding the World and Expressive Arts and Design. As students progress through the foundation stage, teachers assess their achievements against the Early Years Foundation Stage Framework.

Assessment in Lower Primary

Formative assessment provides immediate data to inform teaching and learning in Key Stage 1. Teachers adapt and plan learning, based on this assessment and they provide timely feedback to students to enable them to reflect upon and improve their learning. For the youngest children, verbal feedback is the most effective way to communicate their successes and steps for improvement. Regular opportunities to respond to teacher feedback are gradually introduced through Lower Primary so that by the end of Year 2 the majority of students are able to respond effectively to both verbal and written feedback. Alongside this, students are encouraged to assess and reflect upon their own and their peers' learning so they gradually develop their 'self' and 'peer assessment' skills, encouraging effective learning behaviours. Lower primary teachers use a variety of informal methods to record students' day-to-day achievements across the curriculum. Clear learning objectives and a success criteria are considered when assessing students' achievements.

Summative assessments for Reading, Writing, Maths and Phonics are set at the end of each half term during 'assessment weeks'. Tracking of individual objectives for all subjects are also used in order to measure in-year progress and further set the targets for individual students. During 'Pupil Progress Meetings', these assessments and tracking data help teachers, core subject leaders and members of SLT to identify students who require intervention or challenge. GL progress tests are done at the end of each academic year in order to give a standardised score of the students' achievements across Maths and Reading. All the above provide the means to set targets for individual students as well as to measure in-year progress.

Assessment in Upper Primary

Formative assessment continues to provide immediate data to inform teaching and learning in Upper Primary. Lessons are shaped and planned in response to this assessment and

teachers then use timely feedback to respond to student learning, both verbally and through written feedback in books. Regular opportunities for students to respond in increasing depth to teacher feedback are given and embedded into lessons. Self- and peer-assessment continue to form an important part of the assessment process and students are increasingly able to identify their successes and their areas for growth. Knowledge and understanding are assessed against clearly defined learning objectives and success criteria.

Summative assessments for Reading, Maths and Science continue to be set at the end of each half term during 'assessment weeks'. Each term, a summative writing task is also set. Tracking of individual objectives continues for all subjects and are used in order to measure in-year progress and further set the targets for individual students. 'Pupil Progress Meetings' also continue to form an important part of the assessment process. GL progress tests are done at the end of each academic year in order to give a standardised score of the students' achievements across Maths and Reading. The additional use of CAT4 tests for Year 3 and Year 5, provides a consistent, standardised benchmark for students' progress throughout their time at ISB, both in Primary and in Secondary. To assist the analysis of student attainment, data from the PASS survey will also be used.

Assessment in Specialist Subjects:

Specialist subject teachers use formative and summative assessment to inform their teaching. Lessons are again shaped and planned appropriately in response to this assessment and teachers continue to use timely feedback to respond to student learning as outlined above. Summative assessments may also be used to provide further information as appropriate. At the end of each half term, specialist teachers assess and record each students' achievements against agreed expectations for each unit of work. The assessments are aligned to the specialist subjects' assessment tracking, which clearly explain the criteria for each mark.

Counseling and Learning Support (CLS)

When a teacher makes a referral to the CLS, an initial assessment is recorded using the school assessment sheet by the teacher and submitted and discussed with the CLS Coordinator (SENCO). Following this, the SENCO will carry out a full and thorough investigation and advice and support teachers and parents as necessary. Students requiring CLS are continually monitored and progress is shared with the class teacher. IEPs are regularly reviewed through the year, informed by formative and summative assessments. PASS and CAT4 survey data will also be used to assist these assessments.

English as an Additional Language (EAL)

Students receiving EAL lessons are also continually monitored with progress shared with the

class teacher. In Lower Primary, when a pupil is considered to have made sufficient progress in the EAL class, they will return to mainstream English lessons as soon as possible. In Upper Primary, this will depend on the Stage and progress of individual children.

At the end of the year Upper Primary children receiving EAL lessons will take an end of year written and oral assessment to assess their readiness to access the mainstream curriculum without support. In Lower Primary children are released through discussion between the EAL and class teachers.

New Children

New children are tested by the EAL teachers to assess whether they require EAL support. CAT4 and PASS may be used as appropriate.

Recording Assessments in Lower and Upper Primary

Formative assessments are recorded as required by individual teachers and teaching assistants to best inform day-to-day planning. Objectives are tracked (using Educare, ISB's information management system) as appropriate. A judgement from 1 - 7 is made, based on the judgements as set out in Appendix 2. This information is accessible by parents who receive the information as a coloured 'star' system, also shown on Appendix 2.

Summative assessments, together with teacher assessment judgements (using the 1 - 7 scale), are entered on Educare for each class following each 'assessment week'. These are then analysed by the subject leaders who report to the Head of Academics. Pupil progress meetings then take place to identify areas of success and development for students as needed and interventions planned ready for the next half term. Targets for each student are agreed during Pupil Progress meetings and CPD needs may also be identified.

Data is used to inform baseline assessment upon transition between classes, into Secondary School and when transferring between schools through:

- Records of standardised scores;
- CAT4 data from Y3 and Y5;
- Data spreadsheets used to inform pupil progress by class teachers and by specialist teachers;
- The aim is for the Educare tracking system to also provide information from previous years;
- The CLS Register and IEPs to ensure that children with identified special educational needs, and those children who are not making the expected progress, have their needs met.

Evidence for students' attainment can be found in student books and on Google Classroom (for Upper Primary). In addition, summative assessment tests are retained to inform students' next teachers as required. Moderation of books is an important validation of teacher assessments in writing, but also in reading. The layout of the work and the marking in books should help to inform the evidence of students' learning in line with ISB's Marking and Feedback Policy and ISB Primary's Presentation Expectations.

Reporting:

At ISB, we recognise the important partnership between parents or carers and the school. We aim to use clear and accurate reporting to inform parents or carers through:

- Twice yearly written reports, sent in December and June;
- Parent Meetings;
- Educare tracking;
- Informal meetings and discussions as appropriate.

The written reports provide a clear and accurate summary of the student's achievements for each subject along with a mark for effort. Key achievements and targets are included alongside comments which acknowledge the students' attitudes and aptitudes as well as an overview of them socially. Report gradings are aligned to in-year assessments as outlined in Appendix 2.

Parent meetings are an important opportunity to discuss students' progress and any concerns the parent or teacher might have. However, parents are also invited to meet with teachers or specialist teachers as the need arises at other times of the year, or to communicate by email, or Class Dojo, initially via Educare.

Year 6 parents will be invited to a primary/secondary transition information evening in late Spring to inform parents about the systems in secondary and how best to prepare students for the change.

Foundation Profile

EYFS staff will carry out an initial baseline assessment for every child at the start of the year. They will then continue to regularly assess the children using the Early Years Foundation Stage Profile (EYFSP). Assessments will take place in groups and individually. Parents will be informed of their child's progress through Parents' Evenings, as well as by receiving twice yearly reports on their child and viewing their interactive Learning Journey, via 'Tapestry'. At the end of the EYFS (FS2) staff complete the EYFS profile for each child. The EYFS profile provides parents and carers, teachers and assistants with a clear picture of a child's

development, knowledge, understanding and abilities, as well as their progress against expected levels.

Pupils are assessed against the 17 Early Learning Goals, (ELGs) indicating whether they are:

- Meeting the expected level (Expected)
- Not yet reaching the expected levels (Emerging)

Appendix 1 - Primary Summative Assessments

Lower Primary:

	Maths	Reading	Phonics
Y1	'White Rose Maths' end of unit tests every half term GL Maths progress test at the end of the year	'Bug Club' levelled reading tests every half term GL Reading progress test at the end of the year	Phonics check every half term Phonics screening at the end of the year
Y2	'White Rose Maths' end of unit tests every half term GL Maths progress test at the end of the year	'Bug Club' levelled reading tests every half term GL Reading progress test at the end of the year	Phonics check every half term Phonics screening at the end of the year

Upper Primary:

	Maths	Reading	Science
Y3 and Y5	'White Rose Maths' end of unit tests every half term GL Maths progress test at the end of the year	'Bug Club' levelled reading tests every half term GL Reading progress test at the end of the year	'Twinkl' adapted end of unit tests at the end of each unit
CAT4 test at the beginning of the year			
Y4	'White Rose Maths' end of unit tests every half term GL Maths progress test at the end of the year	'Bug Club' levelled reading tests every half term GL Reading progress test at the end of the year	'Twinkl' adapted end of unit tests at the end of each unit
Y6	'White Rose Maths' end of unit tests every half term GL Maths progress test at the end of the year	'Bug Club' levelled reading tests every half term GL Reading progress test at the end of the year	'Twinkl' adapted end of unit tests at the end of each unit

Appendix 2 - Assessment Grading in Primary

%*	1 - 7	ARE	Report Grade
< 39	1	Working Below	Insufficient
40 - 59	2	Working Towards	Fair
	3		
60 - 89	4	Working At	Good
	5		

%*	1 - 7	ARE	Report Grade
90 - 100	6	Working Above	Very Good
	7		

* Use the percentage from the raw assessment scores in conjunction with evidence collected and observed over the course of the time period.

Working Below:

Students are not secure in Age Related Expectations so their knowledge is not secure and there are significant gaps in their knowledge. Some students may not be able to access their Age Related Curriculum and these students will be supported by the CLS team. Students who are able to meet ARE with support, receive regular, frequent support and intervention as needed to bridge the gap between them and their peers.

Working Towards:

Students are secure in some areas of Age Related Expectations but not in all areas and there may be some significant gaps in their knowledge. Students should receive regular support and intervention to bridge the gap between them and their peers.

Working At:

Students are secure in nearly all of the areas of ARE and they are able to use their knowledge reliably, effectively and independently.

Greater Depth:

Students are very secure in all areas of ARE and they are able to apply their knowledge in different contexts accurately and confidently.

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Approved by SLT