



BISU Assessment Policy

Purpose for assessment:

The purpose of assessment at BISU is to improve student learning, to provide information about this learning and to contribute to the efficacy of learning programmes. Assessment is the ongoing process that enables this to be done. Evidence provided through assessment will be used to give recognition and timely feedback to the learners and all other stakeholders. Assessment will reflect best practice that supports the learner and the teacher in the promotion of student achievement. We believe that:

- Assessment supports and encourages effective teaching and learning.
- Assessment reflects intercultural dimensions of the programmes.
- Assessment determines the learners' levels of understanding, using both formative and summative assessment.
- Assessment must meet the needs of students at particular ages and stages of development.

Principles of assessment:

Assessment is central to the goal of effectively guiding students through the 5 essential elements of learning:

- the acquisition of knowledge
- the understanding of concepts
- the mastering of skills
- the development of attitudes
- the decisions to take action

BISU recognises the importance of assessing the process of inquiry as well as the products of inquiry. We believe that assessment is a partnership. Students and teachers are actively engaged in assessing the students' progress as part of the development of their wider critical thinking and self-assessment skills. For teachers, assessment is key to planning, teaching and learning. Teachers will use a variety of assessment strategies and tools to provide feedback on the learning process. There will be a balance between formative and summative assessment and opportunities will be provided for both peer and self-assessment. Reflection is an integral part of assessment. Students and parents will receive feedback on the learning process.

The assessment component in the school's curriculum can itself be subdivided into three closely related areas.

Assessing – how we discover what the students know and have learned

Recording – how we choose to collect and analyse data

Reporting – how we choose to communicate information



Summative assessment:

This aim is to give teachers and students a 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. It can assess several elements simultaneously: it informs and leads to improvement in student learning and the teaching process; it measures conceptual understandings of the central idea, and prompts students towards action.

At IGCSE and Diploma level internal written assessments will be largely based on the requirements of the external examinations that students will sit at the end of years 11 and 13 respectively. Some of these assessments will involve the use of past examination papers.

Depending on the subject, summative assessment activities can include:

- Presentations
- Debates
- Written assignments
- Practical work
- Exhibitions
- Examinations
- Tests

Formative assessment:

This provides information that is used in order to plan the next stage in learning. It is interwoven with learning, and helps teachers and students to find out what the students already know and can do. Formative assessment and teaching are directly linked and function purposefully together. Formative assessment aims to promote learning by giving regular and frequent feedback throughout the learning process. This process helps learners to improve knowledge and understanding, to foster self-motivation and enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment, and to recognise the criteria for success.

Assessment through examinations:

As a recognised examination centre, the school will conduct all external examinations in accordance with the regulations of the examination body. The school is committed to ensuring that whenever its staff assess students' work for external qualification, this is done fairly, consistently and in accordance with the specification for the qualification concerned. Assessments are conducted by staff who have appropriate knowledge, understanding and skills, and who have been trained in this activity. The school is committed to ensuring that assessment evidence provided by candidates is produced and authenticated according to the requirements of the relevant specifications for each subject. Where a set of work is divided between staff, internal moderation and standardisation will ensure consistency.



Various tools and strategies are used to assess the essential elements of learning. These include:

Strategies	Tools
Observations	Rubrics
Performance assessments	Benchmarks/ exemplars
Process-focused assessments	Checklists
Selected responses	Anecdotal records
Open-ended tasks	Continuums
Portfolios	

The dates for all internal assessments for Key Stage 3, IGCSE and IB Diploma students can be found on the school calendar. These include mock examinations for IGCSE and IB Diploma students.

Recording

BISU uses a range of methods and approaches to gather information about a student's learning. Teachers use a range of methods to document the evidence of student learning and understanding. This can at times include video, audio, photographs and graphic representations. Teachers can also have written records of standard conversations, comments, explanations and hypotheses as well as annotated pieces of students' work that form part of a student portfolio.

Reporting

Reporting on assessment at BISU includes communicating what students know, understand and can do. Reporting involves parents, students and teachers as partners and is honest, comprehensive and understandable to all parties.

Reporting to parents, students and teachers occurs through:

- Parent Information Evenings
- Report cards
- Written reports. In secondary school, students receive 3 mid-term reports which provide information as to their level of achievement using the relative grade descriptors. Students also receive 2 longer reports at the end of Terms 1 and 2 which give a more detailed description of their progress and what they can do to improve
- Conferences (parent-student-teacher), (student-teacher) and (student-led)



- The Portfolio
- The Exhibition (Primary Year 6 only).
- Ad hoc meetings with parents as required

The IB learner profile will be reported in two ways: Firstly, at conferences (both parent/teacher and student led), students, teachers and parents will assess the growth in the profile. Secondly, report cards will include where students have shown different elements of the learner profile in the different curriculum areas. Teachers and students use a range of assessment tools to enable reflection on their progress.

At Key Stage 3, IGCSE and Diploma level, the emphasis is on criterion-related assessment where students work is judged 'in relation to identified levels of attainment, rather than in relation to the work of other students.' These identified levels of attainment are National Curriculum Levels, The 9-point IGCSE scale (A*-U) and the Diploma programme's 1-7 grading scale. An effort grade from 1-4 will also be included.

Parent Information Evenings

Parents gain information about the school from the Head of Schools, PYP and IB Diploma Coordinators and classroom teachers, regarding the curriculum and classroom routines, via Parents Information Evenings which are held at different times throughout the year and listed on the school calendar. The child's attainment of each of the reporting mechanisms above will be explained to parents during the course of these meetings.

Review of Assessment Policy

Continuing professional development for teachers is essential to ensure that the types of assessment outlined above can take place. This professional development will occur both during staff meetings and professional development sessions at the start of each term.

BISU acknowledges this document as a working document which will be reviewed annually.

References



International Baccalaureate Organisation (IBO) *Guidelines for Developing A School Assessment Policy in the Diploma Programme* (2010), available at:
http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/spec/coord.cfm&filename=dp%2Fd_0_dpyyy_ass_1101_1_e%2Epdf