



## **Students Assessment policy**

### **ASSESSMENT, RECORDING AND REPORTING**

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#### **1. Philosophy**

All teachers at the School are expected to adhere to the present policy and to take an active and positive part in the assessment and reporting process. They provide each student with the feedback and guidance needed for him or her to progress. The School creates a safe environment where students feel encouraged and recognized. The School keeps families regularly informed of the academic progress of their child.

#### **2. Assessment**

Assessment is an integral part of the teaching and learning process. Fairness, respect and clarity are paramount to our School.

##### **Purposes:**

- to monitor individual progress and to collect evidence of students' achievement over time
- to identify strengths and weaknesses in students' learning
- to provide clear, age appropriate, and positive feedback and help students understand and develop their own learning style and strategies
- to enhance students' learning by recognizing achievement and effort
- to provide teachers with important information for further lesson planning, both for individual students and for the group
- to evaluate teaching and learning strategies in order to assist with planning for future learning
- to inform parents of achievement, progress, areas of weakness and strategies for improvement.

## **Procedures:**

Procedures may vary depending on the School section (Primary or Secondary). In the Primary school, complying with the French Ministère de l'Éducation Nationale, teachers will evaluate skills ("competences").

Teachers must return graded work to students in a timely fashion, and not later than two weeks after receiving it in Secondary school.

Teachers use both summative and formative forms of assignment.

Each department, in the primary or the secondary section have their own arrangements for assessment, which should be in line with school policy and suited to the subject. In the subjects where streaming takes place, Heads of Department ensure students are placed in the correct division. It is the responsibility of each teacher to assess work in accordance with the relevant school and departmental policies and keep students and families informed in a timely, clear and positive fashion. Assessment should take a variety of forms, such as but not limited to written, practical or oral assignments. Teachers are encouraged to keep abreast of current research in education and science, apply creative thinking and update their assessment practices .

Heads of Department are responsible for ensuring that departmental policies are in place, and create opportunities for moderation and collaboration.

For staff, the assessment procedures will:

- Inform teaching and planning at a subject, group and individual level.
- Inform monitoring, evaluation and review of schemes of work.
- Contribute significantly to the process of report writing.
- Ensure that statutory requirements are met.

For students, the School's assessment procedures will:

- Allow them to demonstrate achievement across the full range of curricular objectives
- Be based on consistently applied standards.
- Provide a positive experience designed to raise self-esteem and motivation.
- Remind them of their target levels or grades.
- Help them set targets for individual improvement.

## **3. Recording**

The School uses a French software (Pronote) to record, communicate and archive all grades and assignment marks over time. Only faculty, students and their families can access those records, which the School holds private and confidential.

Records allow teaching staff, students and families to:

- examine pupil's progress at the end of each term for the families and students

- examine pupil's progress over the course of the academic year for the staff
- inform teachers and pastoral team of students' needs for support
- provide regular and understandable benchmarks of progress.

**The following procedures will be used to record information:**

At registration, when applicable, the School will request two years of previous school's report cards ("bulletins scolaires" or "livret de Competences"). Students coming from French schools "homologuées" will be placed in the class recommended by the previous school according to "Avis de Passage".

Teachers must return students work in a timely fashion, no later than two weeks after assignment, and record all graded work regularly.

Graded assignment is scheduled regularly along the year, depending on how often classes meet weekly.

#### **4. Reporting**

Report Cards ("bulletins") are issued and communicated to students and families/guardians at the end of each term. These will highlight the pupil's current effort and achievements They include target areas for improvement and practical advice and strategies for improvement.

At mid-term, the Head of School, or Section Principal or Coordinator, teachers and pastoral team will convene and share their views and information of students' progress ("Conseil de Classe") and provide individual feedback to guide pupil's effort towards the term grade. Representatives of parents and students may attend the part of Conseil where the progress of the group is discussed. No parents or students will be allowed to attend the part where individual progress is discussed as this information is private and confidential.

The End of Semester report will contain more detailed information about the work covered, progress made and more specific targets outlining what needs to be done to achieve predicted grades or levels.

The end of the year report card provides information specific to the French School system regarding the placement of the pupil in the following year ("Avis de passage").

#### **5. Monitoring, Evaluation and Review**

The effectiveness of the implementation of the assessment policy will need to be monitored, evaluated and reviewed. This will be achieved by:

- Discussion by the academic team and School's leadership team.
- Discussion with students about their work, the use of mark schemes, plus pupil self evaluation.

- Discussion with families when needed.

All teaching staff who are able to consider the messages about current and changing pupil learning needs, identified through the assessment, recording and reporting process will use this information to amend their lesson plans and schemes.

Date January 2016

Next review date January 2017