RAFFLES INTERNATIONAL SCHOOL

Primary School Assessment Policy

School Vision, Mission and Core Values

Our Vision

Providing world-class education

Our Mission

To empower students with a holistic, rigorous and international education for success in an ever-changing world

Core Values

Achievement | Collaboration | Innovation | Integrity | Respect | Responsibility

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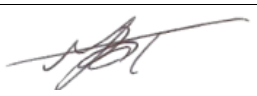
CEO/Board		 **Principal**
Head of Primary School	**Head of Secondary School**	**Other relevant staff**

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1. Introduction

1.1 At Raffles International School we believe that assessment provides the basis of informed teaching, helping students to overcome difficulties and ensuring that teaching builds upon what has been learned. It is also the means by which students understand what they have achieved and what they need to work on.

2. The Purpose of Assessment

2.1 Assessment should support teaching and learning by identifying what students already know and can do and how they might move to the next phase of their learning, level or grade. Assessment, therefore, should be evident in all lessons.

- For students, the purpose of assessment is to empower them to become better learners by understanding their own attainment and how to progress and achieve beyond it.
- For teachers, assessment should develop an understanding of the individual needs of students so that target setting is meaningful and informs planning, teaching and learning for progress.
- For other staff and school leaders, assessment information will inform an understanding of the current and potential student outcomes.
- For parents, assessment information will both inform them of their child's attainment and allow them to understand how their child may maximise achievement.

3. The Principles of Assessment

3.1 Assessment should:

- Recognise and celebrate individual successes in order to encourage and motivate all students.
- Be based on specific learning outcomes/objectives and these should be clearly identified by the teacher and understood by the students.
- Allow students to understand how summative assessment is arrived at by the teacher and so encourage them to become reflective learners who take increasing responsibility for their own learning.
- Help shape targets for improvement.
- Allow teachers to plan for teaching and learning that meets the individual needs of all the students in the classroom.
- Underpin teaching and learning to ensure rapid progress for every child.
- Be accessible for parents and enable them to take an active and informed part in their child's education.

4. Aims and Objectives

4.1 The aims and objectives of this policy are:

- To raise the standards of achievement and expectations throughout the school.
- To promote high quality learning and teaching.
- To maintain accurate records of the progress and attainment of individual children and cohorts.
- To ensure consistency in assessing achievement and identifying achievable and challenging targets for each child.
- To enable the active involvement of students in their own learning.
- To enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual students.
- To provide regular information for parents that enables them to support their child's learning.
- To provide information that allows school leaders to make judgements about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time and against national and international standards.

- To promote continuous improvement by using benchmarking information and monitoring standards.
- To inform student choices and selections ensure that students are on the current pathway/ courses based on their progress

5. Types of Assessment

5.1 At Raffles International School we use a combination of formative and summative assessment as outlined below:

5.2 Formative Assessment (Assessment for Learning – AfL)

5.2.1 Formative assessment is a powerful way of raising students' achievement. It is based on the principle that students will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve the aim.

5.2.2 Formative assessments are used to:

- Identify children's strengths and gaps in their skills/knowledge
- Identify next steps for learning
- Inform future planning
- Enable appropriate strategies to be employed
- Facilitate the setting of appropriate targets for the class, group, and individual
- Track the child's rate of progress
- Facilitate an evaluation of the effectiveness of teaching and learning
- Inform future teaching and learning strategies
- Identify individuals and groups for specific intervention support.

5.3 Key characteristics of Formative Assessment:

Using effective questioning techniques:

- Range of techniques in class (no hands up, pair discussion before answering, all student response systems, etc.)
- Engagement of all students in questioning.
- Quality and range of written questions
- Understanding of higher order skills to improve quality of questioning.
- Using marking and feedback strategies: Regular formative comments on written work.
- Creative ways to give feedback.
- Sharing long term objectives and sharing lesson objectives with students
- Agreeing short term and long-term targets with students, including target grades/levels.
- Creating opportunities for peer and self-assessment.
- Developing students' confidence and ability to assess accurately.

5.4 Summative Assessment (Assessment of Learning)

5.4.1 Summative assessment (Assessment of Learning) is important for informing both parents and teachers of a child's attainment and progress. This will also inform whole school target setting and prediction of a cohort's future attainment

5.4.2 Summative assessments are used to:

- Identify attainment through one-off standardised tests at any given point in time
- Record performance in a specific area on a specific date

- Provide age standardised information
- Provide phase-level data against which the school will be judged
- Provide information about cohort areas of strength and weakness to build from in the future

Please note the school withholds the right to withdraw any student from an assessment (including external assessments) should they deem it appropriate.

6. Roles and Responsibilities

6.1 All stakeholders play an active role in student assessment to support learners in maximising their achievement.

6.2 The Role of Senior Leaders in Assessment

Senior Leaders aim to use assessment procedures and processes to drive whole school improvement by:

- ensuring that all teachers know what is expected of them in assessing students.
- helping teachers make well-founded judgements about students' attainment and progress.
- monitoring that formative assessment is a key factor in planning for teaching and learning.
- monitoring the accuracy of the information provided to parents about their child's attainment and progress.
- tracking the attainment and progress of individual students and groups of students over time.
- monitoring practice in assessment and taking appropriate actions.
- using assessment information when planning training and CPD.
- comparing the progress made by different groups of students to ensure that no group is disadvantaged.
- ensuring that there is enough flexibility in assessment expectations so that individual teams can adopt processes that are most conducive to progress in their particular subject/area.
- ensuring students are supported in making informed curriculum choices.
- using assessment and monitoring to ensure that the curriculum meets the needs of students.
- monitoring the role Middle Leaders in ensuring good practice in assessment is consistent across all lessons.
- ensuring that any pedagogical developments in assessment practice are implemented where appropriate.

6.3 The Role of Middle Leaders in Assessment

With the support of the Senior Leadership Team, the Middle Leaders will:

- ensure that their team understand the assessment requirements for their subject/area as well as the different ways in which teachers can assess students' progress.
- periodically monitor the assessment of students' work in their subject/area through work scrutiny, lesson observation or otherwise.
- ensure assessment informs knowledge of student progress and raise any concerns with Senior Leaders as appropriate.
- ensure that all schemes of work allow for formative assessment to become an integral part of teaching and learning.
- ensure that the curriculum plan allows for formal assessment of progress to be timed appropriately so that data collections accurately and reliably reflect current attainment.
- ensure all teachers are involved in the moderation of work of other students so that consistent practice in assessment is maximised.
- use assessment information, in liaison with Senior Leaders where appropriate, to plan for

or arrange intervention strategies.

6.4 The Role of Teachers in Assessment

6.4.1 All teachers should:

- adopt a range of methods to ensure that they can assess the progress of all students accurately.
- encourage students to actively engage in formative assessment.
- ensure that assessment builds students' motivation, confidence and self-esteem.
- ensure that lessons begin with clear expectations and students are aware of how progress will be measured.
- ensure that all students know and understand the learning objectives of the lesson.
- identify through assessment, and intervene with as necessary, those students at risk of underachievement.
- ensure that the results of assessment are used to inform planning for differentiation and challenge in lessons.
- reward good progress as appropriate.
- use the expertise of the Teaching Assistant and information from Individual Education Plans to inform the assessment process.
- ensure that opportunities to use assessment to promote the development of literacy, numeracy and ICT skills of the students are embraced.
- ensure that adequate and appropriate assessment is made of student attainment prior to completing data collections so that the information recorded is accurate and reliable.
- encourage students to take responsibility for their own learning through self/peer assessment, setting appropriate targets (with guidance) and asking for help and advice when necessary.
- adopt creative approaches to formative assessment to maximise student engagement in the assessment process.
- share concerns or praise arising from assessment information with the relevant homeroom teacher/form tutor as appropriate.
- ensure that students receive regular feedback on their work

6.5 The Role of Students in Assessment

All students should:

- participate actively in assessment opportunities in lessons.
- take responsibility for understanding and acting on both written and oral feedback given by their teachers or peers.
- ensure that their entitlement to advice and guidance on how to improve their academic achievements are fulfilled.
- support other students constructively when asked to be involved in peer assessment.

6.6 The Role of Parents in Assessment

All parents/carers should:

- discuss with their child the assessment report sent to them which includes a summary of levels/ grades for each subject.
- liaise with the subject teacher or homeroom / form tutor about any concerns regarding their child's
- progress as identified through assessment.

7. Marking

7.1 At Raffles International School we believe that marking and feedback should form an integral part of the teaching and learning process by enabling teachers to inform children individually of their achievements, address misconceptions and celebrate good work. The responses to children's work should focus on successes and areas of development against learning objectives and outcomes, enabling children to become reflective learners. The information gained should then be fed directly into assessment and planning to create a cohesive and efficient system. Students must respond to teacher feedback to ensure that they make further progress.

7.2 Reasons for Marking

- To recognise, encourage and reward children's efforts and celebrate successes with them.
- To provide a dialogue between teacher and child which provides clear, appropriate feedback, referring to the learning objectives and/or learning outcomes.
- To further develop children's confidence in reviewing their own work and setting their own targets, identify the next steps in their learning.
- To indicate how a piece of work can be corrected or improved.
- To help students develop an understanding of the standards they need to reach to achieve the next step in their learning.
- To identify students who are below or exceeding expectations and therefore require extra intervention or further challenge.
- To provide evidence of assessments made and to help moderate the interpretation of learning objectives and standards across the school.
- To involve parents in reviewing their child's progress and to help in reporting to parents.
- To aid curriculum planning.
- To improve literacy.

7.3 Marking should praise, but also give guidance, consolidation and challenge. Marking does not have to be at the end of the lesson or at the end of a task, but it should clearly guide the student onto the next steps in their learning and inform the teacher when it is necessary for them to intervene. Teachers use focused marking to assess children's progress in relation to planned learning objectives and to identify children's strengths and gaps in their skills/knowledge. Next steps should be shared with the child, in an appropriate age way, to provide feedback to the child about where they are in relation to this aim and the steps necessary to achieve the aim. Next steps information is used to inform planning for subsequent lessons and to facilitate the setting of appropriate targets for the class, group or individual. Grouping should be flexible for teachers to effectively address the needs of children with similar gaps in learning.

7.4 Marking and feedback should:

- Be manageable for teachers.
- Be both oral and written comments, with verbal comments being recorded.
- Respond to individual learning needs.
- Give children regular opportunities to respond to their marked work.
- Have a clear distinction between comments relating to the child's achievement and their efforts.
- Encourage and motivate students through realistic feedback.
- Highlight what the next area for learning should be.
- Show students that their work is valued.

- Be used to inform the teacher's short and medium term planning of the next step.
- Show evidence of student self and peer marking whenever appropriate.
- Recognise the importance of verbal discussions as well as written comments.
- Be consistent across the school and understood by all those involved, including the children.

7.5 Primary Marking Expectations

- Lesson Objectives (LO) and Success Criteria (SC) to be printed and stuck in the books.
- SC will be highlighted in green to show what has been achieved.
- Children will respond to feedback or make any corrections in purple.
- Teachers will mark in green pen.
- Handwriting MUST be modelled by teachers in their marking.
- Every piece of work needs to be marked/acknowledged by the teacher (this includes work that has been self and peer-marked).
- Maths and English books are to be marked daily to inform planning.
- One piece of marking showing the next step per subject each week and responded to by the students.
- Written work needs to be marked in detail, and the children are encouraged to uplevel their work (vocabulary, sentences, etc.).
- Key spellings are identified for the children to correct. (If some children need more scaffolding with correcting spellings, this should be given).
- APE (Another way, Prove it, Explain) marking is used in lessons. This is instant, providing direct feedback to the students in the lesson.

Marking codes

- **Pink highlighter** – an area they need to revisit
- **Green highlighter** – where they have achieved
- **Sp** – check for a spelling (on the line where the spelling error is)
- **Gr** – check for a grammatical error (on the line where the error is)
- **ABC** – check for capital letters (on the line where the error is)
- **VF** – verbal feedback given during the lesson
- **SA** – self-assessed by the child in the lesson

7.6 Expectations

At Raffles International School, we believe that detailed marking of key pieces of work will lead to students being able to improve their work. Students then need to be given time to respond to the feedback to ensure it is meaningful.

8. Recording of Assessment

8.1 Subject teachers need to record the day-to-day assessment of students' work and Middle Leaders need to ensure that assessments are recorded in sufficient detail and in a format that can be interpreted by others. At Raffles International School it is expected that each teacher maintains a mark-book that should contain information on each individual pupil in their classes, including targets for the year/phase and SEN

information. It should also include standardised test results, summative unit assessment marks, and interim / end of year levels/grades.

9. Tracking Student Progress

9.1 Information on student progress gathered through planned assessments should be recorded within a systematic tracking system. This will allow teachers and leaders to have a clear picture of whether individual students are progressing through experiences and outcomes at an appropriate pace. Systematic tracking of progress will then allow practitioners to identify next steps in learning and inform reporting on progress and achievement. Within the tracking system, progress should be recorded with reference to student background characteristics (e.g. gender, SEN status, EAL status, ability level etc.) to identify trends in performance within student groups that might require further intervention. Tracking procedures should also ensure that data can be easily analysed by Senior Leaders for school self-evaluation and presented effectively to fulfil any requirements for external agencies (e.g. for inspection/accreditation purposes).

10. Reporting to Parents

10.1 Reporting the progress of students has two main purposes:

- Firstly, it provides clear positive and constructive feedback about children's learning and progress.
- It also creates opportunities for discussion about the next steps in learning, between students and those teaching and supporting them.
- It is important that this process is manageable and proportionate while providing the necessary information.

10.2 Parents are entitled to information on their children's strengths, progress and achievements. They should also be informed of any gaps in their children's progress and have the opportunity to discuss how they can help. Schools have a duty to ensure that parents receive written feedback of a high quality that meets their needs while fulfilling any requirements from accreditation bodies. To ensure these aims are met, the procedure and format of written reports should be formally reviewed on a regular basis and at least once every three years.

10.3 Raffles International School will report to parents 4 times per year through the Parent Portal.

10.4 In addition to written reports, schools are required to provide parents with formal, regular, verbal feedback through Parent Consultation Meetings. Raffles International School invites parents in at the start of the year for a Hopes and Dreams Day and has Parent Teacher Consultation in Term 1 and again in Term 2.

11. Target Setting

11.1 Schools are required to set student targets, in line with their curriculum framework and outcomes. Students are set targets in each subject at the beginning of the academic year. They are based on:

- The prior attainment of each student
- The CAT Indicator for each student
- The CAT ability level for each student (High, Above, Average, Below, Low)
- The individual CAT scores for each student
- Data from standardised tests (PTE, PTM, PTS.)
- A suitable level of 'challenge' to reflect high academic expectations

11.2 Targets are not designed to be rigid - rather they can be modified considering progress above expectations.

Targets should not, however, be down-varied due to lack of progress. As targets are reported to parents, in line with the procedures outlined above, they should be realistic and in line with the CAT Indicators (where available). This will help to avoid generating targets that students will not be able to achieve and, consequently, generating unrealistic parental expectations.

12. Policy Review

This policy is to be reviewed annually, though; any deficiencies or weaknesses in Assessments arrangements will be remedied without delay.