

RAFFLES WORLD ACADEMY

ASSESSMENT AND REPORTING POLICY IN THE PYP

Our Guiding Statements

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

Our Philosophy:

- To be recognized by the success of our students in achieving their personal goals
- To make student development the centre of all school decisions
- To aspire to the highest internationally recognized performance standards
- To build and celebrate a culture based on internationalism
- To enable the staff to become life-long learners through the development of their professional practice

Core Values:

Achievement | Collaboration | Integrity | Innovation | Respect | Responsibility

Our Motto:

Towards Excellence

RWA Acronym

Rise **W**onder **A**chieve

Assessment Philosophy

Raffles World Academy is an authorised IB World school, offering the Primary Years Programme (PYP), the Middle Years Programme (MYP) and the IB Diploma Programme (IBDP). Our approach to assessment reflects the philosophy and objectives of these programmes.

Assessment is the gathering and analysis of information about student performance. It is seen as an integral tool that drives teaching and learning at our school. Assessment helps to identify what students know, understand, can do and feel at various stages in the learning process.

The purposes of PYP assessments are to:

- identify prior knowledge;
- promote student learning;
- provide information about student learning;
- promote self-reflection and goal setting;



- reflect student growth and development;
- identify strengths and areas for development;
- differentiate instruction to meet the individual learning needs of all students;
- contribute to the successful implementation of the programme.
- evaluate the curriculum (and inform necessary changes); and
- provide specific information and relevant feedback to parents.

Assessment should support teaching and learning by identifying what students already know and can do and how they might move to the next level. Assessment, therefore, should be integral in all lessons and must be ongoing.

- **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 and the efficacy of the learning programme.
- **For parents:** assessment information will both inform them of their child's attainment and progress, allowing them to understand how their child may maximise achievement.

Principals of PYP Assessment

PYP assessments should allow students to:

- analyze their learning and identify areas for improvement
- synthesize and apply their learning in addition to recalling facts
- highlight their strengths and demonstrate mastery
- be reflective and partake in self and/or peer evaluation
- express different points of view and interpretations
- be encouraged to be responsible for their learning
- experience successful learning

PYP assessments should allow teachers to:

- identify what students know, understand, can do and value at different stages in the teaching and learning process.
- identify areas of concern with student learning
- track student attainment and progress, over time
- highlight student strengths and provide opportunities for extension
- construct remedial activities for students who are not working at the expected grade level
- provide students with regular, specific feedback on the development of transdisciplinary skills
- offer feedback to parents on their child's performance

Assessment expectations in the PYP

Students should:

- have a clear idea of the assessment and success criteria
- be aware of the assessment structure
- receive clear and timely feedback following assessments

- be given advance warning of any formal written assessment

Teachers should:

- organize continuous formative and informal assessments, over the course of a unit
- include open-ended problem-solving activities and investigations, hands-on experimentation, analysis and reflection
- integrate ATL skills in assessment through a variety of tasks and projects
- provide task-specific clarifications through rubrics and checklists for summative assessments
- record and report student attainment and progress in the tracker
- use student performance as a feedback mechanism to modify the curriculum, if necessary
- provide meaningful opportunities for students to participate in, and reflect on, the assessment of their work
- use a variety of assessment tools to assess student learning

Types of Assessment

Formative assessment (Assessment for Learning – AFL) most of the ongoing assessment in the PYP is formative in nature, meant to inform planning and instruction. Formative assessment plays an integral part in the teaching and learning cycle. It is a powerful way of raising students' achievement, 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.

We use Formative assessment 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.

Key characteristics of Formative Assessment

Using effective questioning techniques:

- Use a range of techniques in class (avoid hands up, think-pair-share, partner discussions, online student quiz/polls, etc.)
- Engagement of all students in questioning.
- Quality and range of written questions.
- Try to use open questioning as opposed to closed questions to allow students to reflect and respond, helping to develop their knowledge further.
- Understanding of higher order skills to improve quality of questioning.

Using marking and feedback strategies:

- Use of visual next step marking (Pre-KG – G1) and 'RWA' next step marking (G2-5) as consistent methods for providing student feedback.
- Regular formative comments on written work.

- Use a variety of creative ways to give verbal feedback (e.g. short feedback clips with QR codes in books).

Sharing learning goals:

- Learning objectives in every lesson should be shared with the students and recorded in their workbooks.
- Long term objectives should also be shared with, and reflected on, with students (e.g. UOI lines of inquiry and central idea).
- Short-term and long-term targets should be discussed and established with students, including target grades/levels (e.g. clear goals set in the '3-way goal setting' conference and reflected upon in the 'student led conferences').

Peer and self-assessment:

Students in the PYP are given regular opportunities to assess their own and each other's work, stressing the importance of reflection in the learning process. When appropriate, students may also be actively involved in the setting criteria for work to be assessed against. Students are encouraged to assess themselves using RWA next step marking.

Summative Assessment (Assessment for learning)

Summative assessment tasks are designed to give information on what students can do, know and understand at the end of a unit of work. Each Unit of Inquiry or stand-alone unit of work in any subject has a summative assessment task(s) at the end of the unit, feedback on which is reported via unit presentation or iSAMS reporting system for parents to see. Summative assessment is also 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.

Summative assessments also:

- 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

Assessment tools and strategies

Teachers use a wide range of assessment strategies and tools to collect information on each of the elements represented in the written curriculum: the understanding of concepts, the acquisition of knowledge, the mastering of skills, the development of positive attitudes and the ability to take responsible action. We use a wide variety of assessment tools and strategies, always aiming for the tool or strategy that is most appropriate and will give us the most reliable information. We aim to give all students the opportunity to be successful and to be able to show what they know, can do and understand in a variety of ways.

Examples of these assessment tools include:

Checklists based on the IB scope & sequence documents	Data collected from international standardized testing i.e. GL Progress tests, CAT4, TIMSS and PASS	Records from conferences and meetings
School-wide assessment tasks	Anecdotal comments	IB Learner profile reflections
Rubrics	Photographs	Toddle portfolios
Students' I can statements'	Curriculum benchmarks	Annotated assessment

Recording of activities and class work	Next Step Comments on work	Goal setting and reflections
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Roles and Responsibilities in Assessment

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

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.
- Ensuring that formative assessment is a key guide for personalizing planning as well as teaching and learning in the classroom.
- Monitoring the accuracy of the information provided to parents about their child's attainment and progress.
- Lead regular moderation sessions where student assessment data is used as a guide towards progress and attainment discussions across all subject areas.
- Tracking the attainment and progress of individual students and groups of students over time.
- Monitoring practice in assessment and take 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.

The Role of Middle Leaders in Assessment

With the support of Senior School Leaders, 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.

The Role of Teachers in Assessment

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 in 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 in order 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 books are monitored and returned to students at least every three weeks.
- Ensure that students receive regular feedback on their work. This involves the use of visual next step marking (Pre-KG – G1) and 'RWA' next step marking (G2-5) as consistent methods for providing student feedback.
- Ensure all students receive feedback with levels / grades at least every 6 weeks.

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.

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 specialist teachers or homeroom teacher about any concerns regarding their child's progress as identified through assessment.

Marking:

At RWA 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 feed directly into assessment and planning to create a cohesive and efficient system.

Reasons for Marking:

Marking is pointless if it does not have any impact. Marking should praise and give guidance, consolidation and challenge. Marking does not have to be at the end of the lesson or at the end of a task; 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 (often referred to as "Next Step Marking" or "Intervention Marking"). 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 age-appropriate way, in order 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 in order for teachers to effectively address the needs of children with similar gaps in learning.

Marking and feedback should:

- Be manageable for teachers.
- Be both oral and written comments, with verbal comments being recorded.
- Respond to individual learning needs.
- Indicate to what extent the learning objective has been met.
- Be related specifically to the agreed learning objective or outcomes.
- Give children regular opportunities to respond to their marked work.
- Have a clear distinction between comments relating to the child's achievement and their effort.
- Encourage and motivate students through realistic comments.
- 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's 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.

Marking and Feedback expectations

Visual Next Step marking (Pre-KG – G1)

- The RWA set of symbols are to be used for NSM in Pre-KG – G1 so that the students can engage with the marking.
- All students should be provided with assessment for learning tools such as traffic lights and smiley faces in red, yellow and green, for student feedback.
- All teams should be consistent across their grade levels for next step marking as well as assessment for learning.

RWA Next Step marking (Grade 2-5)



- **All work must be marked. However,** not all pieces of work can be given detailed next step marking. Teachers need to decide whether work will be acknowledged or given detailed attention.
- Books are to be marked using Color-Coded Highlighting – One highlighter color is used to show where students have achieved the skill (I can(R)) they are working on, other highlighter is used to show where students have their next step (1 should only be focused on with a piece of work (W))
- **Next step marking must be done when it will guide students in their learning**
 - All Math books must be next step marked in the middle of each week to ensure student progress
 - All writing must be next step marked at some point during the writing process and before the publishing
 - All reading must be next step marked during Guided Reading conversations by the teacher – Often will be verbal feedback (VF)
 - All Science investigation must be next step marked at some point during the investigation process. All Social Studies work must be next step marked twice during a unit
- All Student Portfolios must be next step marked 5 times throughout a unit focusing on the Key Elements of the PYP (Knowledge, Understanding, Skills, Attributes and Action). Teachers **must** only use the RWA next step marking acronym.
- Students **must** be given time to respond to next step marking individually, with classmates and with the teacher to ensure they reflect and understanding the independent learning
- Verbal feedback can be given to students and when done so the piece of work needs to be marked with a **VF** by the teacher
- Peer assessment should be given when appropriate. This can be done using two stars and a wish format for consistency. It is important students are peer assessing using success criteria clear to the students and not on learning objectives as students can often make errors when peer assessing

Next Step Marking Acronym at RWA

- This acronym is to ensure next step marking is consistent across all grades (Grade 2-5).
- It will help students understand the comments in their book.
- It reflects on student's achievement, next learning and the IB Learner Profile.
- There is a need for students to interact with their next step marking.
- Teachers need to acknowledge students' responses to next step marking.

R – Right Now

W – What's Next?

A - Answer

Recording of Assessment

It is expected that each teacher will maintain an Assessment for Learning (AFL) folder that should contain information on each individual pupil in their classes, including targets for the year/phase and SEN information. It should also include formative assessment records, standardised test results, summative unit assessment marks, and interim / end of year levels/grades.

Tracking Student Progress and Attainment

Information on student progress and attainment gathered through various methods of assessments is recorded within a systematic data tracking system. This allows teachers, students, parents 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 and attainment will then allow practitioners to identify next steps in learning and inform reporting on progress and achievement.

In all subject areas (Pre-KG – Grade 5) the school has developed ‘Student Trackers’ which enable teachers to record and monitor students’ mastery of the learning objectives that they have focused upon in class. These trackers are formulated to give attainment levels based on the input of teachers (in regards to students’ mastery of objectives). Part of the reason for their development was to ensure greater consistency in terms of assessment practices and standards. Student trackers are filled in using the following levels (for each objective):

- Red (1) – Student is **Emerging** in this learning objective and cannot do it without a high level of support.
- Yellow (2) – Student is **Developing** in this learning objective and needs a low level of support.
- Blue (3) – Student is **Secure** in this objective and can do it independently.
- Green (4) – Student has **Mastered** this learning objective and can apply it in multiple contexts

The judgment on outcomes are quality assured several times throughout the year through grade/department-wide moderation (i.e. talk about outcomes, showing evidence of students being a 1/2/3/4 for an outcome, etc). Data is also extracted from the individual trackers before moderation; this data is then used to guide discussions in moderation. The student trackers are seen as a living document, with teachers expected to update their trackers continuously during the week or at a **minimum at the end of each week**. As students make progress in particular objectives, this is updated in the trackers. This progress is reflected in the overall attainment levels.

Reporting

Reporting Points (RPs)

The RWA Primary School follows the following reporting cycle throughout each school year:

There are **four reporting points** (RPs) in the academic year at RWA. These are evenly divided across the academic year; parents receive some form of written report at each of these RPs.

The Reporting Cycle

<u>PYP Unit of Inquiry</u>	<u>Reporting Method</u>	<u>Timeframe</u>
1	3 Way Goal Setting Conferences	October
2	Interim Report Card (RP1)	November
3	Reporting to Parents (Science Fair; KG2 – G5) Semester 1 Report Card (RP2)	February
4	Parent Teacher Conferences	March
5	Interim Report Card (RP3)	April
	Student Led Conferences	May
6	Semester 2 Report Card (RP4)	June

Three Way Goal Setting Conferences

In the 'Three-way Goal Setting Conferences', students will identify their major learning and social goals for the year. These conferences involve the student, parents and teacher and are held near the end of the first Unit of Inquiry (October).

Parent Teacher Conferences

The parent-teacher conferences are a meeting between the teacher and the parent to discuss their child's progress and attainment in the first semester. The conference is based on the Semester 1 report card and an opportunity for parents to ask specific questions regarding the report card levels and comments.

Student Led Conferences

Student Led Conferences are an opportunity for students to share their learning with their parents in school. The conference involves the student and parent, with the teacher there to observe and support if needed. The student leads the conference, explaining their learning to their parents. The parents' role is to support and encourage the student and ask appropriate questions while the conference is taking place.

Written Reports

RWA provides written reports to parents at each of the four reporting points. Two of these are full descriptive written reports on each subject area (RP2 and RP4) and the other two are snapshot interim data reports (RP1 and RP3). All of these reports are published online on the iSAMS Parent Portal.

The focus of the interim report cards is to provide the attainment levels in the core subjects (math, English, science, Arabic and Islamic), as well as the progress of students in these subjects. The detailed end of semester report cards follows a narrative format outlining the students' academic progress and social development in each semester.

In all of our reports from Pre-KG-KG2, as well as our interim reports for G2-5, we use a three-point scale. This scale is:

GRADE	DESCRIPTORS
Exceeding	The child is above the expected attainment level (or has made above expected progress)
Expected	The child is at the expected attainment level (or has made expected progress)
Emerging	The child is developing in this area but is not yet at the expected attainment level (or has made

below expected progress)

In our extended written reports for G2-5 (RP2 and RP4) we use a 1-7 scale (below) to report in all subject areas. In addition to this, teachers also provide general comments/feedback on your child's development. Students receiving learning support will also receive narrative feedback on progress and attainment within these reports.

GRADE	DESCRIPTORS
7	Exceptional attainment level
6	Significantly above expected attainment level
5	Above expected attainment level
4	Expected attainment level
3	Approaching expected level
2	Requires support in some areas
1	Requires support in all areas

Student Portfolios

Each student at RWA has a student portfolio using our online platform Toddle. The portfolio will contain transdisciplinary work that reflects the development of the 5 essential elements of the PYP (knowledge, skills, attitudes, concepts and action) as well as the Learner Profile. Our portfolios are records of student involvement in learning which are designed to demonstrate success, growth, higher-order thinking, creativity, assessment strategies and reflection. The portfolios provide a picture of each student's progress and development over a period of time.

Grade 5 PYP Exhibition

In the final year of the PYP, students carry out an extended, in-depth, collaborative project known as the PYP exhibition. This involves students working collaboratively to conduct an in-depth inquiry into real life issues or problems. Students collectively synthesise all of the essential elements of the PYP in ways that can be shared with the whole school community. It also provides teachers with a powerful and authentic process for assessing student understanding.

The exhibition represents a unique and significant opportunity for students to exhibit the attributes of the IB learner profile developed throughout their engagement with the PYP.

It also provides schools and students with a wonderful opportunity to celebrate the transition of learners to the next phase of their education.

Standardized Assessments

At RWA students may undertake a number of different standardised assessments throughout the academic year. These include the following:

- **Cognitive Abilities Test (CAT4; Grade 2-5):** Grade 1 students may take this assessment annually as decided by the school, along with G2-5 every 2-3 years (the life of the assessment means it does not need to be an annual assessment).
- **GL Progress Tests (PTE/PTM/PTS; English, math and science):** G2 – 5; done annually at the end of the academic year.
- **New Group Reading Test (NGRT):** Grade 1-5; conducted three times in the academic year.
- **Pupils Attitudes to Self and School (PASS; Grade 1-5):** A psychometric assessment specifically designed to spot attitudinal or emotional issues in children before they affect school performance.

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