



Assessment Policy

Reviewed on May 2020

BAKIS Distance Learning ASSESSMENT POLICY

1. Introduction

- 1.1 At BAKIS Private School believe that effective assessment is to inform planning for the next steps in learning for individual and groups of students in order to support and maximize attainment. Lesson objectives and outcomes should provide clarity in assessing progress. In our school we undertake two different but complementary types of assessment: assessment for learning and assessment of learning.
- 1.2 Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise student achievement. It is based on the idea that students will improve most if they understand the aim of their learning, where they are in relation to this and how they can achieve this aim (i.e. to close the gap in their knowledge and skills). Self-evaluation is a key component of assessment in the school.
- 1.3 Assessment of learning (summative assessment) involves judging students' performance against US California common core state standards, NGSS Standards and MOE Standards. Teachers make these judgments at the end of a unit of work, termly and at the end of each academic year.
- 1.4 We give our students regular oral and written feedback on their learning so that they understand how to progress. Their involvement in the review process raises standards and it empowers students to take action towards their next steps in learning.

2. Objectives

- 2.1 The objectives of assessment in our school are:
 - to enable students to demonstrate what they know, understand and can do in their work;
 - to help students recognize the standards to aim for, and to understand what they need to do next to progress in their work;
 - to use a range of assessment strategies such as: oral, interaction, questioning, observing, discussion, peer and self-assessment;
 - to give equal opportunities to students with varied learning styles;
 - to allow teachers to plan work that accurately reflects the needs of each student;
 - to provide regular information for parents that enables them to support their child's learning;
 - to provide Senior and Middle Leaders with information that allows them to make judgments about the effectiveness of the school.

3. PLANNING FOR ASSESSMENT

- 3.1 We use our school's curriculum plans to guide our teaching. In this plan we give details of what is to be taught to each Grade group. In our school curriculum plan we also identify opportunities for assessment within each broad unit of work.
- 3.2 We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each student. We strive to ensure that all tasks set are appropriate to each student's ability. Our lesson plans make clear the expected outcomes for each lesson.
- 3.3 Teachers always share the lesson's learning objective(s) with students as the lesson begins. They also indicate the way in which the activity is linked to the learning objective and the criteria against which the work will be judged. Students should have a clear understanding of the aims of their work and what steps they need to take to complete it successfully.
- 3.4 Teachers ask well-phrased questions and analyze students' responses to find out what they know, understand and to reveal their misconceptions.

4. TARGET SETTING

- 4.1 We set targets for all students using formative and summative assessments throughout the academic year. We discuss individual targets and communicate these to parents.
- 4.2 Students are encouraged to set their own targets alongside their teacher and be made fully aware of how they can progress within their learning to achieve their learning targets. This is to encourage students to become active learners who take responsibility for and manage their own learning (as opposed to passive recipients of the knowledge offered by the Teacher).
- 4.3 Following termly gap analysis, students' performance is discussed in Grade/department team Target Group meetings. Based upon this targets are reviewed and intervention strategies put in place with clear timelines.

5. RECORDING

- 5.1 We recognize various methods of assessing a student's learning. A range of formative and summative assessments are recorded to inform next steps in learning.
- 5.2 We use our annotated lesson plans as a record of progress measured against learning objectives.
- 5.3 We take the objectives for individual lessons from the broad learning objectives within the school's curriculum plan. These in turn reflect the demands of the CCSS, NGSS and MOE Curriculum. Our teachers record the progress of each student against these broad objectives. This enables them to make a judgment about the work of each student in relation to the CCSS, NGSS and MOE Curriculum levels of attainment. Each teacher passes this information on to the next teacher at the end of each year.

6. REPORTING TO PARENTS

- 6.1 We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.
- 6.2 We offer parents the opportunity to meet their child's teacher formally three times per year. Following Target Group Meetings we share with parents how they can help at home to support attainment.
- 6.3 The parents receive two written reports of their child's progress and attainment during the year. In these reports we identify target areas for the next term or school year.
- 6.4 We offer parents of students of KG to Grade 12 termly opportunities to discuss with the teacher their child's Learning Profile using Performance Indicators.

FEEDBACK TO STUDENTS

- 7.1 We believe that positive and constructive feedback to students is very important, as it tells them how well they have done, and what they need to do next in order to improve their work.
- 7.2 We give students on-going verbal feedback on their work. We usually do this when students are working during the lesson, although we sometimes give feedback on a particular lesson at the beginning of the next one. We write comments on the children's work during marking. We give written comments to students' age appropriately which are both positive and constructive.
- 7.3 Having students assess their own or each other's work is an integral aspect of AFL in the school. We have an agreed code of marking that is used by Teachers and students for peer and self - assessment. Marking should support a student's learning and it should be remembered that too many marks on a piece of work can overwhelm and demoralize a student.
- 7.4 We allow time at the beginning of each lesson for students to absorb any comments written on their work, to answer any questions written on it by the teacher, and also to ask any questions of their own. There may also be improvements they can work on during this time. We start the lesson in this way in order to ensure that the time our teachers spend on marking really has an impact. We believe that learning is maximized when students enter into a dialogue about their work.

8. CONSISTENCY

- 8.1 All subject leaders study examples of students' work and set up a monitoring and moderation schedule within their subject area. Subject leaders use the CCSS, NGSS and MOE Standards exemplification materials to make judgments about the levels of students' work and complete a gap analysis. All our teachers discuss these levels, so that they have a common understanding of the expectations in each subject.
- 8.2 Book scrutinizes are conducted throughout each academic year with regard to consistency in terms of marking, presentation, progression, differentiation, assessment policy and target setting

IMPORTANT FEATURES

A system of Comprehensive Continuous Evaluation (CCE) is followed in AKIS Private School. The scope of evaluation in AKIS extends to almost all the areas of learners' personality development. It include both

Scholastic and co-scholastic areas, i.e. it is *comprehensive* in nature. Assessment is continuous and reveals the strengths and weaknesses of learners more frequently, so that the learners have better opportunity to understand and improve themselves. It also provides feedback to the teachers for modifying their teaching- learning and assessment strategies. The details of the evaluation system are mentioned below.

Kindergarten

Is based on the following criteria:

- ❖ Seven areas of learning namely

Prime Areas

Personal, Social and Emotional Development
(PSED) Communication and Language (CL)
Physical development (PD)

Specific Areas

Literacy (L)
Mathematics (M)
Understanding the World (UTW)
Expressive Arts and Design (EAD)

AN ASSESSMENT TICK LIST IS MADE BASED ON THE FOLLOWING POINTS

- ❖ Two focused activities in each area to be assessed for every theme.
Each activity to be assessed for a period of two weeks. Remarks and next steps for learning to be recorded for every activity.
- ❖ Students are grouped in various categories(emerging, expected or exceeding)
- ❖ Results to be published on pupil pod at the end of every term.

ANECDOTAL RECORD

- ❖ Significant observations to be made in the anecdotal book. These can be spontaneous or planned and need to be dated.
- ❖ To collect information children should be spoken to and their responses need to be recorded, their conversation with their peer group and their works to be observed and recorded.

LEARNING JOURNEY

An average of seven annotated photographs per theme reflecting significant learning to be part of the 'LEARNING JOURNEY'. (KG – 2)

GENERAL REMARKS FOR REPORT CARD

- ❖ Remarks will be based on the progress made in each area of learning and recommendations for the same.
A consolidated report of each learner's performance in the themes is recorded.

PARENT PARTNERSHIP

- ❖ Parents will have access to records related to his/her child.
- ❖ Regular opportunities should be arranged to talk to parents about children's progress.
- ❖ Formal discussions regarding children with particular concerns will be dated and recorded.

GRADES 1 To 12

The assessment and evaluation scheme for grades 1 to 12 is as per the ccss, ngss and moe initiative of continuous and comprehensive evaluation (cce) is spread over formative and summative assessments.

continuous and comprehensive evaluation (cce) is a holistic assessment of a learner's growth integrated into the teaching and learning process and covers both scholastic and non-scholastic areas. our school fully subscribes to the cbse initiated cce policy which aims at making assessment a regular element in classroom transactions. assessment and evaluation is spread over two terms and covers both scholastic and non-scholastic areas of education using both formative and summative assessment methods.

Formative assessment: taken during the process of learning, these assessments are broadly spread out as

- diagnostic assessment, taken at entry level to understand level of readiness and prior knowledge.
- assessment for learning (afl) occurs while the learning of concept/lesson is in progress.
- assessment of learning (aol) occurs at definite stages and is based on agreed CRITERIA

Assessment for Learning (AFL) is an integral part of class room transactions and conducted while the concept/lesson is in progress and can be through self or peer assessment, oral/written quiz, multiple choice questions and others assessment tests that give ongoing feedback to students for the next steps towards improvement.

Assessment of learning (AoL) is a formally graded record of achievement based on agreed criteria through

- a. Home/Class assignments
- b. Oral / Written quiz
- c. Self/Peer assessment
- d. Group activity / Presentations
- e. Projects/Worksheets
- f. Unit tests/Multiple Choice Questions/Descriptive Tests/ Skill Based Tests.

SUMMATIVE ASSESSMENT: Summative assessments grade student's exit achievement. This includes Term/Final examination and occurs at the end of learning/instructional experience through formal paper/pencil tests and practical examinations (where ever applicable. These are governed by a formal design of question paper that focuses on specific Chapters/Units/Concepts. The types of questions used for this can be Multiple Choice, Very Short Answer Questions, Short Answer Questions, and Long Answer Questions which test Knowledge, Understanding, Application, Communication and Higher Order Thinking Skills.

Results of formative assessments are shared with parents on an ongoing basis while term end results containing both formative and summative assessment is shared by way of formal report on the day of Open House at the end of Term I, Term II and Term III. The weight age, time schedule and grading system for these assessments are as given below.

Grade 1 TO 12– Scheme of Examination:

Term	Assessments	Description
I	FA1, FA2	School based internal assessment
	SA1	Question Papers (on syllabus of Term I) and Marking Scheme supplied by the online resource of Standardized assessment.
II	FA3, FA4	School based internal assessment
	SA2	Question Papers (on syllabus of Term II) and Marking Scheme supplied by the online resource of Standardized assessment.
III	FA5, FA6	Distance Learning Assessments
	SA3	Online Assessments

WORK SAMPLING POLICY

Work Sampling will be undertaken to:

- Evaluate learning and progress, standards of attainment, attitudes to work, and typicality of teaching across the school and over time, curriculum coverage, adherence to school policies, such as marking, calculation.
- Identify the detail of the strengths and weaknesses on a specific area of the school's provision which is weak.
- Evaluate the impact of the actions taken by the school to improve an identified area of weakness and identify the next steps to secure further improvement

Work Sampling allows staff to discuss:

- Review Attainment (Overall standards of current work based on National attainment targets)
- Examine and discuss Differentiation
- Look at Progress (Progress since the beginning of the school year)
- Examine Attitudes (Any indications of pupils' attitudes and response to their work)
- Comment on Teaching (Quality of marking; cross-curricular skills; match to pupil's levels of attainment; link between assessment and planning)
- Identify Strengths and areas for development

Roles and responsibilities	
Head of Assessment role	Supervisor/Subject leader role
<ul style="list-style-type: none"> ● Identifies the focus and frequency ● Creates a monitoring schedule for the year ● Ensures subject leaders have clarity about their role in the process ● Builds in time for feedback from the monitoring activity ● Works with the supervisor (s) & subject leader(s) to ensure school/ subject action planning reflects key areas identified for improvement, with specific actions, with a short timeline (no more than 6 weeks), impact review and report for staff and SMT, time to plan next actions. 	<ul style="list-style-type: none"> ● Informs staff of the area of focus and monitoring and feedback date ● Carry out work scrutiny ● Complete a monitoring summary report ● Feedback to Head of Assessment ● Provide feedback to individuals and staff ● Plan support/coaching for individual teachers/group of teachers as required ● Evaluate the impact of actions using next work scrutiny, triangulated with pupils' progress tracking data and pupil feedback

Work Sampling

Procedures Calendar: -

- The Assessment Team will identify the weeks in the year when the samples are to take place.
- At the start of each academic year staff will be informed of the calendar for work sampling and made aware of the procedures in place.
- Each grade will be sampled a minimum of twice per term across the academic year.
- In each sample a range of lessons will be visited throughout the allocated week.

Process: -

The weeks allocated to work sampling will be published annually as part of the Event calendar.

Staff will be reminded 7 days before the sample begins of the forthcoming work scrutiny. They will not be informed of the specific lesson that will be visited.

SMT will use the school timetable to organize a timetable of visits to lessons to ensure fair distribution of samples.

Staff should ensure that during the allocated week assessment work and class notes are available for the Assessment team to sample. This includes ensuring that electronic work is available.

Outcomes: -

All work reviewed will be signed and dated or stamped by a member of the Assessment team who are conducting the sample. This will be in the front of the latest exercise book or portfolio.

Each teacher will be provided with a brief review of the findings of the Assessment team.

The work sampling form will be used to record the findings of the sample. A summary of the action points will be shared with the staff through publication in an email. Termly, the group will report to the Management on the findings as part of the Assessment team report.

Good practice witnessed during the sample will be added – by agreement - to the Good Practice Database. A brief praise postcard will be issued to teachers who have demonstrated outstanding/good assessment practice.

Records: -

Records will be kept centrally by the IT Dept. and used anonymously to inform the School Improvement Plan and the wider development of teaching and learning. However, these records can be requested and used as part of Appraisal or Competency proceedings.

GRADES AND CONFERENCES:-

For core courses with letter grades, the following scale applies:

98-100	A+	73-76	C
93-97	A	70-72	C-
90-92	A-	67-69	D+
87-89	B+	63-66	D
83-86	B	60-62	D-
80-82	B-	59	F
77-79	C+		

External Assessment

MAP	Grades 3, 4, 5, 6, 7, 8 and 9	All MAP testing for Term 3 is cancelled.
CAT4	All students in the targeted grades and all new students that joined the school in G3 – G9	Completed By term 1 Grades 3, 4, 6 and 8
TIMSS(Trends in International Mathematics and Science Study)	2015- 2019 every four years	G4 and G8
PISA (Programme for International Student Assessment) Every three years	PISA (Programme for International Student Assessment) Every three years •15 year olds •2009 –2012 –2016-2018-	All 15 year old students
PIRLS(Progress in International Reading and Literacy Study)	2011 -2016- every five years	G4 and G8
