EV-S.0224 Assessment and Recording Policy

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EVEREST SCHOOL

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Table of contents

EVEREST SCHOOL

1.   Introduction

The assessment and grading policy of Everest School (EV-S) aims to establish a consistent and transparent approach to evaluation. It ensures rigorous grading, accurate recording of results, and clear communication with all stakeholders (teachers, students, parents, and administration). Through formative and summative assessments, this policy enables the monitoring of students' progress, the adaptation of teaching to their needs, and the identification of areas for improvement. It also provides constructive feedback to students to support their growth. Additionally, all primary school students will take the CUT4 tests at the beginning of the academic year to evaluate their cognitive abilities.

This policy fosters a culture of continuous improvement, where assessment becomes a tool for developing each student's potential. It guarantees constructive feedback, effective collaboration between teachers, students, and parents, and supports pedagogical adjustments. By ensuring rigor and consistency in assessment, it allows for tracking students' performance and implementing appropriate improvement strategies.

2. Objectives of the evaluation

The primary objective of this policy is to clearly and consistently define the school's approach to assessment. It ensures uniformity in grading practices, ensuring that all evaluations not only measure students' achievements but also enhance the quality of teaching and learning. This policy also clarifies the process for recording and communicating assessment data, ensuring that it is shared transparently and comprehensibly with all stakeholders, including students, parents, and teachers.

The assessment and grading policy fulfills several essential functions:

- **Providing Feedback to Students:** Assessments provide students with detailed feedback, offering them pathways to improve their knowledge and skills. This feedback is designed to guide and motivate students, helping them identify their strengths and areas for improvement.

- **Informing Teaching Strategies:** Assessment results help teachers better understand their students' needs. Based on observed performance, teachers can adjust their teaching methods, propose targeted activities, and modify their approach to better meet individual students' needs.

- **Monitoring Students' Progress:** Regular assessments, whether formative or summative, allow for tracking students' progress over time. They help teachers, school administration, and parents observe and evaluate academic development, facilitating the adaptation of support based on the results obtained.

- **Identifying Areas for Improvement:** Assessments quickly identify areas where a student is struggling or has gaps in understanding. By pinpointing these areas, the school can implement targeted actions to help students bridge these gaps, whether through remedial sessions, individualized support, or adapted teaching content.

Assessment is conducted regularly and continuously, both formatively (ongoing evaluations such as assignments, tests, projects, or observations) and summatively (end-of-period evaluations such as term or year-end reports). This approach allows the school to collect diverse and accurate data, enriching pedagogical monitoring and facilitating better decision-making.

3. Types of assessment

Assessment plays a vital role in the learning process by measuring students' understanding at different stages of their academic journey. At Everest School, the two main types of assessment are formative and summative, each with specific objectives and methods, along with the use of the CUT4 test at the start of the school year for primary students.

a. Formative Assessment:

Formative assessment takes place during the learning process. Its purpose is to continuously monitor students' progress and quickly identify areas for improvement. It helps teachers adjust their teaching strategies and provides students with immediate feedback, fostering more effective learning. It includes several methods, such as:

- **Classroom Activities:**
  Classroom activities, such as discussions, observations, and practical tasks, allow teachers to assess students' understanding in real-time. These activities encourage student engagement and enable teaching adjustments based on their needs.

- **Quizzes and Tests:**
  Short quizzes and tests are effective tools for assessing students' understanding of specific concepts, often during or immediately after a lesson. These assessments provide teachers with quick evaluations of students' mastery of a particular skill or concept. They are used to fine-tune teaching, addressing areas of uncertainty before they become obstacles to further learning.

- **Homework:**
  Homework serves as a formative assessment that allows students to reinforce lessons, apply their knowledge, and identify areas for improvement. It helps teachers evaluate students' autonomy and their ability to understand and apply learned concepts.

- **Peer and Self-Assessments:**
  Peer and self-assessments encourage students to actively participate in their learning process. Peer assessment develops critical thinking, while self-assessment helps students reflect on their progress, identify their strengths, and recognize areas for improvement, fostering deeper engagement.

- **Projects:**
  Projects enable teachers to evaluate students' understanding of a given topic while providing opportunities for practical application of knowledge. During project work, teachers can observe learning processes, provide immediate feedback, and adjust teaching based on students' progress. Moreover, projects enhance student engagement, autonomy, and reflection on their learning, making them an excellent tool for formative assessment.

b. Summative Assessment:

4

Summative assessment occurs at the end of each term. Its purpose is to measure the knowledge and understanding students have acquired over a given period. It determines the extent to which educational objectives have been achieved. This type of assessment is generally more formal and serves as a judgment of students' performance.

It includes:

- **End-of-Term Exams and Projects:**
  End-of-term exams and projects are significant summative assessments that measure students' overall understanding of the material studied during the term. These evaluations assess whether students have acquired the skills and knowledge outlined in the curriculum. They are often longer and may include essay questions, case analyses, or projects that test students' synthesis and critical thinking skills.

- **Mock Exams:**
  Mock exams simulate the conditions of final exams, helping students prepare for official assessments. They evaluate not only acquired knowledge but also time management, performance under pressure, and familiarity with exam formats. Mock exam results help identify areas requiring reinforcement before final assessments, giving students opportunities to improve before decisive evaluations.

It is important to note that formative and summative assessments measure only what a student has learned at a specific point in time. Standardized assessments, such as GL Assessments or Cambridge International Progression Tests, may be used by Everest School (EV-S) to provide a broader view of students' achievement.

By combining these two types of assessment, Everest School ensures a comprehensive and detailed tracking of students' progress throughout the academic year, offering them multiple opportunities to demonstrate their learning. Formative assessments promote continuous improvement, while summative assessments validate and formalize students' achievements.

4. Rating and Feedback

Everest School implements a thoughtful grading policy that is essential for fostering student engagement and supporting their learning journey. This policy aims to assess knowledge and skills while valuing students' efforts and providing clear guidance for progress. Through a structured and consistent approach, grading becomes an effective tool to enhance student involvement and drive their success. This section outlines the principles, methods, and criteria governing our grading and feedback practices, emphasizing the importance of a positive work ethic and continuous improvement.

Everest School (EV-S) adopts grading and assessment systems tailored to students' age and developmental stage, designed to promote formative learning while establishing a solid foundation for academic progression.

A. Early Years Foundation Stage (EYFS)

a. Grading Principles:

- **Continuous Observation:** Teachers observe students in play or structured learning situations.

- **Learning Journey:** A compilation of individual achievements, including photos, student work, and teacher notes.
- **Descriptive Judgments:** Students' progress is evaluated using terms such as:
  - **Emerging:** Development in progress.
  - **Expected:** Age-appropriate level.
  - **Exceeding:** Surpassing age-related expectations.

b. Feedback:

Assessments are regularly shared with parents through narrative reports, newsletters, or consultations.

c. Final Report:

At the end of the Reception year (age 5), a year-end report evaluates progress in seven key areas of learning:

1. **Personal, Social, and Emotional Development (PSED):** Fosters confidence, relationships, and emotional management.
2. **Communication and Language (CL):** Develops listening, understanding, and expression skills.
3. **Physical Development (PD):** Encourages fine and gross motor skills and healthy lifestyle choices.
4. **Literacy:** Introduces reading and writing through play and stories.
5. **Mathematics:** Develops counting, shape, space, and measurement skills.
6. **Understanding the World:** Explores environments, cultures, and technologies.
7. **Expressive Arts and Design:** Encourages creativity through music, art, and role-play.

B. Primary

a. Grading Principles:

1. **Formative Assessment:**
   Conducted throughout the year to identify strengths, needs, and next learning steps.
2. **Summative Assessment:**
   Conducted at specific points to evaluate cumulative progress.

b. Grading System:

The grading system focuses on assessing individual progress and mastery of specific skills. Key categories include:

1. **Working Below Standard (WB):**
   Students performing below age or grade expectations, needing support to progress.
2. **Working Towards Standard (WT):**
   Students progressing towards expectations but needing additional support to master required skills.

3. **Working At Standard (WA):**
Students meeting expectations, demonstrating mastery of skills outlined in the curriculum.

4. **Working At Greater Depth (GDS):**
Students exceeding expectations with an advanced understanding and application of skills.

5. **Year 6 Students:**
Year 6 students take Cambridge assessments with standardized scores.

c. Feedback:

- **Constructive Feedback:**
Feedback builds students' confidence and motivation by valuing their achievements while identifying areas for improvement. It offers specific suggestions for skill enhancement, encourages self-assessment, and personalizes learning by tailoring feedback to individual needs.

  - **Valuing Achievements:** Boosts confidence and motivation by highlighting strengths.

  - **Continuous Improvement:** Identifies areas to enhance and provides concrete guidance for student efforts.

  - **Personalized Support:** Offers individualized follow-up with feedback suited to specific needs.

- **Effort and Behavior:**

  - **Promoting a Positive Work Ethic:** Considering students' effort and behavior teaches them that evaluation encompasses academic results, involvement, and attitude, emphasizing the importance of discipline, commitment, and perseverance.

  - **Motivation and Responsibility:** Including effort and behavior in assessments motivates students to adopt a proactive attitude toward learning, fostering a positive school environment.

  - **Parental Communication:** This approach provides parents with a comprehensive understanding of their child's school engagement beyond academic results.

d. Parent Reports:

Parent reports are vital for communication between the school and families, offering a comprehensive view of the student's academic and behavioral development throughout the school year. Annual reports typically include:

- **Progress by Subject:** Details the student's evolution in each subject, highlighting acquired skills, assessment results, and overall progress.

- **Strengths and Areas for Improvement:** Highlights the student's academic, social, or behavioral strengths and identifies areas requiring improvement.

- **General Classroom Attitude:** Evaluates the student's behavior, participation, collaboration, and rule adherence in class. This helps parents understand their child's approach to learning and discipline at school.

5. Recording of Assessments

The centralized recording of assessments plays a crucial role in the systematic monitoring of students' progress. It ensures a structured and transparent management of data, thereby facilitating communication between teachers, students, and parents for optimal academic tracking.

The monitoring and communication of students' progress are organized as follows:

- **Grades/Levels for Each Subject:**
  Teachers assign grades or levels for each subject, enabling regular tracking of students' progress at intervals such as mid-term or end-of-term. This information is essential to evaluate where each student stands concerning the curriculum's expectations.

- **Individual Student Progress:**
  Each student is monitored individually, allowing teachers to identify their strengths (mastered skills) and areas for improvement (skills to develop). This approach supports personalized monitoring and pedagogical strategies tailored to each student's needs.

- **Subject Reports:**
  For each subject, teachers prepare detailed reports documenting students' progress. These reports include achievements in various competencies and areas to work on, providing a comprehensive view of the student's development in each discipline.

- **Parental Access:**
  Progress reports are made available to parents through online platforms or during parent-teacher meetings. This enables parents to closely monitor their child's academic development, discuss strengths and areas needing improvement, and provide necessary support at home.

6. Standardization of Assessment

The implementation of standardized assessment enhances the quality and transparency of evaluation practices while meeting the requirements of accrediting bodies such as BSO, Cambridge, and others that prioritize consistent and professional pedagogical approaches. It also fosters a culture of collaboration among teachers, strengthening collective performance and enriching the learning experience for students. This initiative demonstrates Everest School's commitment to delivering high-quality education and adhering to international standards.

Teachers across various subjects regularly collaborate to align their assessment practices, which includes:

Internal Standardization:

a. Harmonization of Grading Criteria:

- Teachers work together to establish clear and consistent grading criteria, ensuring that students' skills and knowledge are assessed uniformly.

- This approach guarantees that all students, regardless of their subjects, are evaluated against equitable standards.

b. **Regular Collaborations:**

- Periodic meetings or pedagogical workshops allow teachers to share practices, jointly review assessment examples (assignments, work, tests), and ensure consistent expectations are applied across all classes.

- These discussions also help resolve potential inconsistencies, such as when two teachers apply different standards to similar results.

c. **Focus on Key Assessments:**

- Special attention is given to assessments that directly influence final grades or annual reports, as they are critical for student tracking and communication with parents.

- This step is crucial to avoid disparities that could undermine the credibility of evaluations with parents or accrediting bodies such as Cambridge or BSO.

External Standardization:

To enhance objectivity and validate student performance within a broader framework, the school participates in standardized external assessments, including:

- **Cambridge Assessments:**
  Everest School plans to implement Cambridge Assessments to measure students' skills against international standards, enabling comparisons with students in other Cambridge schools worldwide.

- **GL Assessments:**
  This year, Everest School has initiated the CUT4 tests for primary students and plans to conduct quarterly assessments for the last two terms. These tests provide a detailed analysis of cognitive abilities, understanding, and academic progress. They offer a benchmark for comparing students' results against national or international standards.

These external tools also help identify potential gaps in teaching practices or areas within the curriculum that require reinforcement.

7. Staff Responsibilities

The academic success of students relies on effective collaboration among all educational stakeholders, including the leadership team, teachers, students, and parents. Each member of the school community plays a crucial role in supporting and guiding students' development. The leadership team is responsible for implementing and monitoring the evaluation policy, ensuring a consistent approach aligned with the school's objectives. Teachers are at the core of the pedagogical process, providing regular assessments and constructive feedback to guide students in their learning journey. Students take responsibility for their own progress by actively engaging in the evaluation process, while parents play an essential role in supporting and accompanying their children in their educational journey. This shared responsibility system fosters a dynamic and collaborative learning environment that is key to students' growth and success.

Leadership Team:

- **Consistent Policy Implementation:**
  The leadership team ensures that the evaluation policy and pedagogical practices are uniformly applied across all subjects and age groups. They oversee the planning and organization of assessments to maintain a consistent approach aligned with the school's objectives.

- **Supervision of Recording Systems:**
  The leadership team manages and oversees the centralized system that records grades and assessment data, ensuring accurate and transparent tracking of students' progress.

- **Monitoring Evaluation Effectiveness:**
  Regular monitoring of the impact of assessments and feedback on student learning ensures that these elements contribute to improved academic outcomes and teaching quality. The team adjusts the evaluation strategy when necessary.

Class Teachers:

- **Regular Assessments:**
  Teachers are responsible for consistently grading and evaluating students' work, adhering to the school's established guidelines. They ensure that evaluations are transparent, fair, and aligned with the curriculum.

- **Providing Constructive Feedback:**
  Teachers must offer timely and comprehensible feedback to help students identify their strengths and areas for improvement. The feedback should be clear and geared toward progress.

- **Setting Learning Goals:**
  Teachers establish short- and long-term learning objectives for each student to guide their academic growth. These goals are regularly reassessed based on the students' needs.

- **Maintaining Accurate Records:**
  Teachers keep detailed records of students' performance, including assessment results, progress made, and areas for improvement.

- **Using Assessment Data:**
  Teachers utilize assessment results to adapt their teaching strategies to meet students' specific needs, adjusting methods and providing targeted support to improve outcomes.

Students:

- **Engaging with Feedback:**
  Students are expected to consider the feedback received and use it to improve their work, helping them achieve their learning objectives.

- **Setting Personal Goals:**
  Each student is encouraged to set personal learning objectives and work actively toward achieving them, fostering autonomy and responsibility in the learning process.

- **Taking Responsibility for Learning:**
  Students take charge of their learning by actively participating in assessments and reflecting

on their progress. They commit to proactively improving their skills and managing their academic performance.

Parents:

- **Supporting Learning:**
  Parents support their child's learning by reviewing feedback and progress reports. They play a crucial role in guiding their child and understanding academic expectations.

- **Attending Parent-Teacher Meetings:**
  Parents are encouraged to actively participate in parent-teacher meetings to discuss their child's progress, identify areas for improvement, and set future goals.

- **Encouraging Active Engagement:**
  Parents should motivate their children to actively engage in the evaluation process and set learning goals. This fosters a positive attitude toward learning and academic development.

8. Evaluation of Policy Effectiveness

The effectiveness of the evaluation policy will be regularly monitored and assessed by the school leadership team through several key processes to ensure it remains relevant, consistent, and effective in improving student outcomes. Here is how this will be implemented:

1. **Analysis of Student Progress Data:**
   The leadership team will regularly analyze student evaluation data, including grades and assessments, to identify trends in academic progress, student strengths, and areas for improvement. The goal is to ensure learning objectives are being met and to adjust teaching strategies based on the results.

2. **Feedback from Teachers, Students, and Parents:**
   The policy's effectiveness will be evaluated through regular feedback from teachers, students, and parents. Teachers will provide input on the policy's application, grading criteria, and pedagogical impact. Students will share their experiences with the evaluation process and the feedback they receive, while parents will evaluate the clarity of progress reports and their children's engagement in learning.

3. **Audits of the Evaluation and Feedback Process:**
   Regular audits will be conducted to verify the uniform application of grading criteria and the quality of feedback provided to students. These audits will identify inconsistencies or gaps in the evaluation process, and corrective actions will be implemented as needed to improve the quality of evaluations.

4. **Policy Adjustments and Updates:**
   Based on analyses, feedback, and audits, adjustments will be made to the evaluation policy, including revising grading criteria, introducing new practices, or providing teacher training. The objective is to ensure continuous improvement in evaluation practices, addressing students' needs, and adhering to educational standards and accreditation requirements.