

Paradis International College	Ref.:
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ASSESSMENT RECORDING AND REPORTING POLICY	

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1. Purpose

Paradis International College promotes a learning-oriented assessment, knowing that recording, reporting and target setting are critical in raising student achievement and supporting student motivation to learn. Assessment should allow students to demonstrate conceptual understanding (what they understand), competency (what they can do) and character learning (what they feel) in a variety of ways. Assessment must be connected to the curriculum and to the world beyond school.

Assessment is incorporated systematically into teaching strategies. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race or disability.

Using the principles and processes of assessment, we aim to:

- monitor progress and support learning;
- recognise the achievements of pupils;
- guide future planning, teaching and curriculum development;
- inform parents and the wider community of pupils achievements;
- provide information to ensure continuity when the pupil changes school or year group;
- comply with statutory requirements;

Assessment tasks used are diverse and conform to the following principles:

- Validity - they assess what they claim to assess;
- Reliability – they are consistent from learner to learner and context to context;
- Fairness – they do not disadvantage any individual or group of learners;
- Flexibility – they are appropriate to a range of learner needs.

All assessments are delivered in line with regulatory requirements based on the programme.

2. Assessment should be:

- explicit and comprehensive;
- transparent and fair, provide students with opportunity to demonstrate extent and depth of knowledge and understanding
- ongoing and reflective;
- valid and transferable/the same measurement expectations for different students and teachers;
- be formal and informal (the ongoing assessment a teacher is undertaking in the class to aid learning - offer support for different student)
- be constructive, encouraging and, whenever possible, a positive experience for all students;
- be made against known and understood criteria;
- be an integral part of the teaching and learning process, a valuable formative and as appropriate summative tool.

Why assess?

- to make judgments about students' progress and achievement;
- to measure achievement at a point in time;
- to provide meaningful feedback for the learning objectives;
- to respond to students' learning needs;
- to reflect on student progress towards the learning goals;
- to track students' progress and program effectiveness longitudinally;
- to ensure consistency and universality of student learning experiences;
- to enable effective target setting;
- to make instructional decisions and guide the curriculum in the future.

What to assess?

Assessment instruments must be balanced to include but not limited to:

- Task planning and task execution;
- Patterns of reasoning and critical thinking skills;
- Application and transfer of concepts, competencies and character learning;
- Understanding of illustrative content and ability to connect to conceptual learning purpose;
- Self-awareness and ability to self-identify personal progress along a continuum.

How to assess?

- Collaboratively design assessment tools with colleagues;
- Define clearly the assessment items in teacher planning;
- Provide students with continuums, rubrics and/or exemplars, and marking schemes;
- Provide timely, constructive and actionable feedback;
- Use appropriate and varied assessment tasks;
- Moderate assessment samples with colleagues;
- Include appropriate choices that challenge learners at an appropriate level and learning context;
- Expand options where students can draw on their own interest to demonstrate their learning.

How to involve students?

- Develop and share assessment criteria, using marking schemes and rubrics;
- Allow students to evaluate their progress and set targets for improvement;
- Provide opportunities and tools that support self-assessment and self-directed learning;
- Work with peers and self-assess to foster independent learning;
- Engage in shared feedback with teachers (feedback sessions) and parents (student-led conference).

How to communicate assessment?

- Share a common language with students, teachers, parents, and other members of our community;
- Make the student the primary audience for reporting;
- Respect student privacy related to assessment results;
- Define meaning of assessment criteria and marking scheme;
- Provide ongoing visibility of formative and summative assessment data to students and parents;
- Share the results of assessments in a clear and timely manner (assessment calendar) 3 to 5 days!
- Collect, analyse, reflect upon, and communicate assessment results (progress and evaluation report)
- kinderpedia.co

3. Recording and reporting guidelines

The purpose of recording and reporting:

- to build a formative picture of a student's progress;
- to provide information for students so that they can review their own progress;
 - to track student progress and to identify areas of concern;
- to provide evidence for:
 - ☐ writing reports
 - ☐ communicating with parents
 - ☐ placement in suitable teaching set
 - ☐ examination entry level
- to provide information about students' learning and achievements to a range of audiences:
 - ☐ Annual student assessment report (Reporting Calendar)
 - ☐ Parent/teacher conferences /Parent Evening

Teacher recording is visible:

- on student work
- in the official teachers' book
- on Evaluation report card

Student recording is visible when they are encouraged:

- to participate in the recording process
- to keep their own record of marks and grades planners
- to share assessment records (teacher and student self-assessment should be considered)
- to take part in reviewing their own progress and target setting

Marking policy - the work is marked and returned 3 to 5 days

Guidelines about types of assessment, marking and feedback

Strategy used	How and when	Purpose
Learning Objectives	Learning objectives can be tracked objectives in medium-term plans and are shared with pupils at beginning of lessons and clear	Clarify the Learning Objective. Give learning a clear focus

	separated from the explanation of activity	
Success Criteria	Learning Outcomes are shared, discussed and agreed with pupils.	Clarify the learning outcome. Set expected standards
Live feedback	Work discussed with learner in the lesson, improvements made as they are pointed out	Immediate impact on standards, better understanding from learners
Feedback and Marking	Verbal and written feedback, linked to learning objective is focused on the shared learning objectives of the lesson	Providing verbal and written comments on how pupils can improve their work and make progress towards their personal targets.
Observation	Ongoing observations watching, listening and talking	Creating bespoke curriculum to take account of interests of children
Questioning	Teachers encourage, trigger and sustain verbal dialogue	To enable pupils to become independent learners.
Self / Peer Assessment	During lessons pupils are expected to reflect on what they have learned and what they need to do to improve. Pupils are encouraged to assess each other's work and to provide fair and helpful feedback	To be reflective and able to self assess, to have a voice in their own learning, to share ideas with peers
Talking Partners	The climate for learning gives pupils the confidence to verbalise partially formed thinking and constructively challenge each other's ideas	Development of AFL skills, develop ability to verbalise successes and areas for improvement, to become a more reflective learner

Target Setting	Teachers use an appropriate range of data to baseline pupil performance, set targets and judge processes.	To ensure progression towards curricular targets.
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OVERALL GRADING SCHEME - 6 independent grading systems:

Key-stages	Grading system
in nursery	Internal Assessment of physical, emotional and cognitive evolution.
grade preparatory	accomplished almost accomplished
in primary school (grade 1 to grade 4)	The national 4-point scale: Very good (FB), Good (B), Satisfactory (S) and Unsatisfactory (I)
in middle school (grade 5 to grade 8)	The national grading scale using numbers from 1 to 10 Using percentage GL Progress Tests English, Maths and Science, marked externally
in high school (grade 9 to grade 12) Cambridge	The CIE grading scale using letters from A to U o Grades A*- U in 9, 10 o Grades A - E in AS o Grades A*- E in A
In high school – Romanian Curriculum (grade 10 – Sciences)	The national grading scale using numbers from 1 to 10

Paradis International College recognises the need for continuity between key stages, training teachers to prepare students for the transition key stages. A conversion chart with grade exemplar levels based on learning standards will be designed in each department.

- from preparatory grade to grade 1
- from grade 3 to grade 5
- from grade 8 to grade 9

VERY IMPORTANT: even if students from grade 8 start the Checkpoint preparation, they will be graded according to the national grading system, using numbers from 1 to 10; in this way we guarantee the legal requirements for any transfer to another school.

Target-setting is integral to our assessment, recording and reporting practice. Targets are reported home so that parents and students are able to reference progress against 3 measures – potential grade, present grade and predicted grade:

- Present: what a student would get today (based on current performance);
- Potential: what a student would get on the best of all days (based on key-stage scores, IGCSE & A Level etc. & the teacher's knowledge of the student);
- Predicted: what the teacher thinks the student will get as a professional (based on the teacher's best professional estimate of the final grade awarded - within 5% accuracy).

Targets are personalised in terms of being aspirational and achievable for every student provided their behaviour, effort, homework, and overall progress are in line with good grades (8.5/B or above) the standard expected in a “high standards, high expectations” school.

Students joining the school mid- key stage are set targets as soon as the teacher responsible is able to gather information for a reliable assessment. Admin staff will, where possible, ensure that appropriate information is collected from previous schools.

4. Reporting to Parents

Reporting to parents on their child's progress is an essential part of the home/school partnership and plays a vital role in raising student's attainment. Reporting is carefully planned so that contact is made with parents each term. If problems occur, parents are invited to visit the school and discuss concerns with form-tutors, Curriculum/Subject Leaders, Subject Teachers, key stage coordinators or PSHE teachers/ school counselor

*In Primary and Middle School, these reports are competency based and detail which competencies of the curriculum the student is developing, meeting and exceeding in the different subject areas.

The primary and middle school report has a section about academic performance (with the dates and the grades) and another one with behavioural and attitude indicators (graded from 1 to 10) – pupil behavior observed by the teacher during school and extracurricular activities, relationships, character traits and development. At the end, each student receives some suggestions for improvement.

In High School, the reports are grade based according to IGCSE, AS or A level criteria.

The high school progress report, presented to the parents, has a section about academic performance (with percentage and grades) and one with behavioural and attitude indicators (graded from 1 to 5) engagement in learning process, relationship and collaboration, Self-Discipline, Responsibility & Motivation). At the end, each student receives some suggestions about improvement or appreciations for progress made

There are two Student-Led conferences each year for the students to share their academic and other progress with their parents and tutors and parent-teacher conferences scheduled in the Primary as well. The dates of these can be seen on the school calendar.

At any point in the year, if subject teachers are concerned about a student's progress, they will liaise with the tutor to invite parents to be part of the support plan.

If a parent is concerned about a student's academic progress, they may schedule a meeting with a subject teacher via email at any point during the year.

5. Assessment design and practices

Assessment techniques need to be:

- diagnostic (pre-assessment) - baseline testing; at the beginning of a unit of study to determine prior knowledge and skills;
- **formative (ongoing assessment and feedback)** throughout the unit of study to support learning; specific, timely and actionable feedback; differentiation and moderation are the key-holders in terms of expectations and accountability;
- **summative (end of chapter/unit of study/school year assessment)** - at the culmination of a unit of study to measure the impact of learning; collaboratively developed; connected to learning goals; providing evidence of application and transfer; differentiated; based on a clear rubric or mark scheme provided ahead of time to students

Formative Assessment (Assessment for Learning)

Formative assessment covers a wide range of learning activities which have the purpose of providing students and teachers with information that helps students improve their learning and teachers improve their teaching. Formative assessment could take the form of a test, a writing task, a creative task, a student presentation, a homework challenge, questioning in class.

Formative assessment is always diagnostic and nearly always involves feedback.

Its purpose is to:

- Allow a teacher to judge how successful their teaching of a particular topic has been;
- Pinpoint difficulties in the learning of individual students so appropriate remedial action can be taken.

The results of regular formative assessment tasks are recorded and used in:

- medium-term planning (as it is updated regularly to become a weekly plan);
- teachers mark books;
- students' work
- evaluation report card
- learning discussions with students

- discussions with tutors, learning support and with parents to support students.

Summative: Test-papers, School-based assessment report (- The Ministry assessment report for YEAR prep - Term papers (middle school); - Cambridge Exam (FCE) or Cambridge Checkpoint)

National > National evaluation for YEAR 2, 4, and 6, National evaluation for YEAR 8

International > Cambridge Checkpoint Cambridge IGCSE Cambridge A LEVEL

6. Professional Development needs - school-wide and/or divisionally

Roles and responsibilities

The Learning Leadership Team (which includes each head of department) will:

- be accountable for ensuring that the above school policy is being carried out in accordance with this guidance;
- undertake a regular review of the policy;
- support and monitor the different staff teams in the implementation of assessment, recording and reporting practices;
- ensure that there is a coherent strategy for the effective management of student performance data;
- monitor the extent to which the policy is being met and offer support in place where it is needed.

Curriculum Leaders will:

- support department members in the implementation of the policy;
- plan assessment opportunities into their schemes of work and regularly evaluate their effectiveness;
- establish agreed subject criteria for assessment and marking which conform to whole school guidelines;

- monitor the consistency of assessment and marking;
- analyse performance data, monitoring progress of students towards their targets throughout the year;
- use assessment information for setting students;
- ensure that their department meets the report deadlines and standards.

Class teachers will:

- Ensure that academic mentoring files are kept up-to-date (student portfolios);
- Undertake mentoring interviews following the school's guidelines or working collaboratively with the linked academic mentor to ensure this is happening;
- Be responsible for ensuring that the different types of report for their tutor group are correctly

completed;

- Monitor progress on a regular basis (including the regular checking of students' learning toolkits).

Students will:

- Regularly review their work and negotiate learning targets with their subject teachers and group tutors and record the information in their learning toolkits;
- Ensure that targets are recorded in their exercise books as appropriate;
- Seek advice about what to do to improve;
- Immediately act upon the advice given by their teachers.

Parents will:

- Be involved in regular communication with the school in order to understand the learning needs of their son/daughter;
- Assist their child in achieving progress milestones;
- Regularly monitor the use of the learning toolkit;
- Attend parent-teacher conferences.