

## **The British International School Istanbul Assessment Policy**

At BISI, we believe assessment should directly support our Guiding Statements. As such, direct links are evident between our purpose of assessment and the Guiding Statements' philosophy and objectives.

Assessment in the EYFS and Primary School has a constructive focus where the aim of assessment is to assist the individual child in learning. Therefore, emphasis is placed on the individual's achievement relative to him or herself. Our goal is to develop children as lifelong learners and teach them how to meet with success throughout life; we must ensure that every child is given equal opportunity to benefit from a broad and balanced curriculum.

Students should be active participants in their learning and have a clear understanding of what they are learning and why. Therefore, assessment methods must be transparent to both students and their parents as well as help student goals and teachers' planning. To do this, we need to use a variety of assessment methods to provide students with multiple pathways to success, consistent assessment strategies throughout the years, and finally, clear records documenting student progress.

### **Purpose of Policy**

The purpose of our assessment policy is to:

- To provide continuity and coherence of assessment practices throughout the school;
- To ensure a clear, shared understanding of assessment procedures throughout the school;
- To ensure all assessment requirements are used to directly impact students' education.

### **Purpose of Assessment at BISI**

The purpose of **formative assessment** or **assessment for learning** procedures includes:

- Inform planning, inclusive of making changes to current plans;
- Enable individual and group target setting, including student set targets as well as teacher set targets;
- Allow self-evaluation of teaching practices, school performance, and student achievement to direct development;
- Support and promote student self-evaluation of their learning.

The purpose of **summative assessment** or **assessment of learning** procedures includes:

- Provide students, parents, teachers, and administration with a clear understanding of student progress and levels of attainment;
- Provide opportunities for students, parents, teachers, and administration to celebrate student success;
- To support identification of students needing additional support;
- To provide records as evidence of student progress;
- To facilitate transition between year levels including key stages throughout the school.

The purpose of **diagnostic assessment** procedures includes:

- Support teachers with forming a clearer picture of where students are at both in relation to the National Curriculum as well as cognitive development;
- To inform teachers of students' starting points for units of work (pre-assessments).

**\*Please note that many summative and diagnostic assessment procedures are required to be used formatively by teachers and students.**

### **Equal Opportunities**

When teachers are using assessment procedures, they will take into account the students' physical age, maturity, educational backgrounds, abilities, and learning styles as much as possible. In order to this, assessment procedures are encouraged to include differentiation when possible.

### **Assessment Procedures in EYFS**

Early Years Assessment starts as soon as a child enters EYFS.

- Parents complete an "All about me" sheet detailing children's interests and other valuable information. There is a settling in period for all children; during this time "on entry" information is collected through observations where teachers can get an idea about the child's social skills and areas of strength.
- Teachers complete observations that capture moments of child initiated learning in the seven areas of

learning and identify the characteristics of effective learning (COEL). These observations then inform teachers planning and provisions within all learning environments.

- Data is collated termly onto a long term tracker which monitors an individual child’s progress throughout the Early Years. This is then used by teachers as a basis for their reports to parents. Reports are specific to the child, concise, informative and help to identify appropriate next steps.
- At the end of EYFS the Early Years Foundation Stage Profile is completed to demonstrate whether a child has met expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels (‘emerging’) for each Early Learning Goal.
- Learning Journeys are always available for parents and children to review together. Parents are involved in the assessment process on a regular, ongoing basis and are encouraged to participate for example by writing “Wows” to share special family moments from within the home environment.
- Parents and Teachers meet formally twice a year to discuss learning and development of the individual child. Teacher are required fill in Parent Teacher Interview form before the meeting with any questions or concerns ready to address. This information is then kept in the child’s individual file which gets passed on as the child moves throughout the school.
- Parents are also encouraged to fill out a “parent voice form” to share a reflection about their child’s learning journey with the class teacher.
- Within the EYFS department teachers moderate each other’s profiles and assessments formally during April Inset. Teachers, including the Teachers Assistants within campus informally moderate together when sharing information and discussing observations of the children regularly throughout the school year.
- During the Summer Term EYFS2 and Year 1 teachers look at profiles together during transitioning to allow for information to be shared and a smooth transition for all pupils.

Autumn Term	<p>“All about me” for all new children starting</p> <p>2 long observations child initiated play.</p> <p>Short observations/Post its</p> <p>Photo/ Videos recording children’s learning.</p> <p>Teacher knowledge</p> <p>Reporting to Parents (PTC)</p> <p>Reports Home</p>
Spring Term	<p>2 long observations child initiated play.</p> <p>Short observations/Post its</p> <p>Photo/ Videos recording children’s learning.</p> <p>Teacher knowledge</p> <p>Reporting to Parents (PTC)</p>
Summer Term	<p>1 long observations child initiated play.</p> <p>Short observations/Post its</p> <p>Photo/ Videos recording children’s learning.</p> <p>Teacher knowledge</p> <p>EYFS 2 Writing moderation,</p> <p>EYFS 2 Phonics / ORT reading level data.</p> <p>Reports Home.</p>

## Assessment Procedures in Primary

### Formative Assessments Procedures

Teachers are **required** to:

- Include clear learning objectives for each lesson. These will be in child-speak appropriate to the age of students, included in planning, and communicated to the children orally and visually;
- Include assessment for learning opportunities as the focus of plenaries in planning. A helpful list of ideas can be found in the Primary Planning Google Documents folder;

- Use end of unit assessments in all subjects to inform future units, target setting, and planning. These may take a variety of forms and should include practical, hands-on assessments when applicable such as assessing skills;
- All work to be marked according to the key stage marking policy – please see marking policy for further details;
- Students are provided time and opportunities for self-assessment and peer-assessment and appropriate guidance on how to peer and self-assess;
- Ensure rotation between different students and learning groups;
- Use class subject tracking (Google Docs online tracking documents) to inform current and future needs of students.

Teachers are **encouraged** to:

- Use rich questioning in lessons;
- Use verbal feedback during lessons and when handing back work;
- Provide time for student reflection and target setting;
- Include anecdotal notes such as students requiring extensions, support with skills, skills requiring whole class revisiting, and success with different teaching styles in tracking documents;
- Add anecdotal notes to planning.

### **Summative Assessment Procedures**

Teachers are **required** to:

- Years two and six will sit end of year SATs in June;
- Year one will sit a summative Rising Star Assessments in June;
- Years three through five will sit optional SATs in June using Rising Star Optional SATS;
- All primary years will participate in two key stage wide moderated writing tasks in June;
- During the last two weeks of term one and two, all primary students will sit the Rising Star Term Assessment 2 and a moderated writing task;
- Teachers will use end of unit assessments, ensuring a variety of methods and styles are included, and that assessments are age-appropriate and differentiated;
- Teachers will maintain class subject tracking for all subjects;
- Write two summative report cards, one in the first term and one in the third term.

Teachers are **encouraged** to:

- Include student end of unit self-assessment opportunities and/or forms;
- Use a variety of summative assessment styles.

### **Diagnostic Assessment Procedures**

Teachers are **required** to:

- Use CAT tests in year 5;
- ESL students will use diagnostic assessment to place new ESL students appropriately;
- Letters and Sounds phonics check list (EYFS2 through KS1);
- Key stage 1 high frequency and tricky words screening;
- Year 1 and year 2 phonics screening check;
- KS1 will use running records to assess decoding and reading comprehension skills linked to Oxford Reading Tree and reading ages.

Teachers are **encouraged** to:

- Pre-assessments for units of work to establish where students are at, monitor progress, and set clear targets;
- Use diagnostic assessments in September.

### **Communication Procedures**

Teachers will communicate formative and summative assessment results with:

- Parents informally as needed to support students;

- Formally in two parent-teacher interviews – one in October and one in April – and complete parent teacher interview forms which are to be shared with the parents. These forms are stored in the Student Progress Binder and teachers are expected to review these to enable a fuller picture of the student’s educational journey;
- Vertically with future teachers in June;
- Curriculum coordinators will transfer class tracking to the new class;
- Year 6 teachers, KS3 coordinator and Dean of Students will meet to review year 6 students’ attainment levels in June;
- Student Progress Binders will be passed vertically to future teachers; year 6 teachers pass SATs results, CAT test results to Dean of Students and KS3 coordinator and SATs results to appropriate Heads of Departments;
- Year 2 and Year 6 include formal SATs letters with end of year report cards.

**Storage of Assessment Documents**

All teachers will keep:

- Student assessments in Student Progress Binders section B for current year and section C for previous year;
- CAT test results, report cards, and parent teacher interview forms to be kept in Student Progress Binders section A;
- Class tracking will be kept in the Primary Planning Google Documents class folders.

**School Accountability for Assessment**

All teachers are required to follow the elements of assessment outlined above. Additionally, the leadership team are required to monitor this in order to:

- Identify elements to develop and/or support in assessment in the primary and EYFS schools;
- Ensure school principles of assessment are being upheld.

Director and Deputy Director of Pre/Primary will:	Curriculum Coordinators of Primary and EYFS	Curriculum Area Leaders
Monitor and ensure standards are met with report cards; Review assessment reports completed by curriculum coordinators to inform school development plan; Review assessment reports completed by curriculum coordinators to inform teachers’ performance management; Ensure Student Progress Binders are maintained; Support teachers with parent-teacher interviews when requested. *The Director/Deputy Director may choose at any time to ask teachers to share examples of assessment and/or unit tracking.	Scrutinize samples of assessment in order to complete assessment reports annually; Scrutinize tracking in order to complete assessment reports annually; Review tracking across the key stages in order to analyse school and student performance in order to identify needs; Use the abovementioned samples to provide feedback and support to teachers; Use abovementioned samples to help direct staff development opportunities.	Review samples of assessment in order to ensure standards of assessment are being met within their learning areas; Review subject tracking to inform school progress within their learning areas; Use reviews of assessment and tracking within their learning area to help direct professional development within their learning area.