

NIS Primary Assessment Policy

Shared Vision

‘NIS learners actively engage in shaping their own learning, continually aiming to be respectful, responsible, globally-minded lifelong learners’

This assessment policy aims to clarify the assessment processes followed in the school, to ensure they support our vision for the kinds of learners we want to develop.

NIS Philosophy for Assessment

Assessment lies at the heart of all teaching and learning. It provides learners and teachers with invaluable opportunities to revise performance, promoting a growth mindset, seeing learning as a lifelong process. Assessment constantly aims to inform and improve the learning process allowing learners to know how to move forward. It enables the school to evaluate and monitor its own effectiveness of its curriculum ensuring there is always room for growth.

For assessment to be effective, it should:

- Be based on clear, known and understood assessment criteria
- Involve self-assessment and reflection on the part of the learner and teacher
- Provide timely, direct, specific, and contextualised feedback to teachers, learners and parents
- Be integrated into all stages of the learning process
- Be supportive and motivating
- Place learners at the centre of teaching and learning
- Be planned in advance, as an integral part of the learning cycle
- Takes the type of learning into consideration – Knowledge, Skills, or Understanding

For effective assessment to take place, we need to be clear about what we are assessing. At NIS, we have defined learning as:

‘Learning is a lifelong process through which individuals develop and extend skills and knowledge, leading to a deeper understanding and personal growth.’ If we are to assess learning, we will, therefore, need to assess the process as well as the products of learning. Knowledge, Skills and Understanding are assessed in different ways, reflecting the different nature of these learning. Personal growth will also be monitored (IPC Personal Goals).

Assessment practice and strategies

Assessment in Primary will allow learners to show their learning in a variety of ways and will inform planning for the next steps. Knowledge, Skills and Understanding will be assessed differently, in balance, as appropriate to each specific subject.

Assessment Include the following:

Baseline Assessment

Baseline assessments are conducted at the school entry (internal – reading, writing and number). At the start of a new school year (Year 1-Year 6), learners undertake baseline assessments in: Reading (Kids A-Z), Word Study (Words Their Way), Writing (recount of summer holiday).

Diagnostic

Diagnostic assessments are repetitive measures that allow teachers to be certain of individual children's learning profile. They support teachers with their understanding of current situations and the required actions to support learners to meet the expected standards. They are used to contribute to the early identification of learners with special educational needs and any requirements for support or intervention.

- Diagnostic screening takes place in the following forms:
- Learning Support Coordinator does further assessments based on teachers' referral
- Screening for dyslexia (in house)
- PPR and psychologist (external professional assessments)

Note: CEM data and teacher assessments are used to identify students for whom further diagnostic screening would be appropriate. This assessment data is shared with parents at the January Parent-Teacher consultation.

Formative Assessment

Formative assessment is used as a tool to:

- Inform short term planning for learning
- Measure progress and learning before, during and after lessons
- Enable personalized learning, identifying gaps and addressing these
- Identify appropriate teaching strategies and learning styles

Formative Assessment examples in the classroom:

- IPC assessment for improving learning rubrics are used for Skill assessment- with a reflection of why they have assessed themselves as B/D/M
- Knowledge Harvests/Knowledge Quizzes
- Self/Peer/Teacher questioning to find deeper meaning in the context of the subject
- Community questioning, which are sent to parents via the weekly blog
- Deepening understanding through weekly reflections

Self-Assessment

Reflection and self-assessment are fundamental elements of the assessment process. Self-assessment is useful both during a learning experience, in enabling the learner to set goals and strategies for

personal development, and at the end of the learning experience, in helping the learner to take increasing responsibility for his/her own learning.

Examples of self-assessment in the classroom:

- Reflective IPC questions at the end of the lesson
- On-going personal reflection of their learning
- Weekly reflections reviewing own learning to deepen understanding
- Reviewing the Knowledge Harvest regularly, adding newly discovered knowledge and assessing prior knowledge

Peer-Assessment

Peer assessment may happen as part of the teaching and learning process. Examples of peer assessment will be based on clear criteria given by the teacher. This will often take place in smaller groups and pairs and is in line with our philosophy of having a growth mindset.

This assessment can be used through:

- Focused partner talk and discussions within class time.
- Questioning each other's methods
- Written feedback given on learning linked to the success criteria (MP3)
- On-going mini plenaries

Summative Assessment

Summative assessments are measures of the children's learning at certain points of the school year. They are an essential tool for informing parents and teachers, of a learner's achievements and progress.

These inform target setting. Summative assessments include:

- InCAS assessments annually from Year 2 (October)
- End of term/year assessments
- Trackers are used for Reading, Writing and Mathematics to monitor progress at agreed times of the year (November, March and June)
- IPC trackers for Knowledge and Skills

To ensure learners' individual language needs are met, their proficiency in English is assessed through benchmark assessments and the resulting profiles are considered during planning and teaching. These assessments are completed and analysed by the Learning Support Coordinator. Data is fed back to the class teaching team in order to support differentiation.

Assessment in Language Arts

A baseline assessment of learners' writing is done at the start of the school year from Year 2 – Year 6. Writing is then assessed at different points in the year and trackers are updated accordingly against the English National Curriculum standards.

A baseline assessment of learners' reading is done at the start of the school year from Year 2 – Year 6. Reading is assessed using Kids A-Z and teachers assess learners at different points in the year. This then informs the reading tracker. Words Their Way assessments are completed at the start of the year and then given again at specific points throughout the year.

Learning advice is given on a regular basis in learners' Language Arts books and used to personalise learning.

Assessment in Mathematics

Assessment is ongoing through the year and teachers update the tracker after each unit of learning. This data is analysed by the Maths Subject Developers and feedback is given to the class teaching team on trends and development of learners. We assess against the English National Curriculum standards.

Monitoring personal growth

Using the IPC Personal Goals, subject teachers, class teachers and leadership evaluate learners through monitoring in lessons, around the school and in extra-curricular activities, giving feedback in a variety of ways:

- Report cards
- Parent-learner-teacher consultations
- Emails/phone-calls home
- Class chart to monitor the frequency of Personal Goals within the week in class.

Assessment in IPC

Assessment of Knowledge, Skills and Understanding through the IPC

At NIS, Knowledge, Skills and Understanding are taught, learnt and assessed in different ways.

Assessment of Knowledge:

Assessment of knowledge should be carried out through a variety of formats. These may include multiple-choice questions, beginning and end of unit quizzes, verbal questioning, and the use of the Knowledge Harvest. The Knowledge Harvest will be returned to at regular intervals during the unit of learning in order for learners to add new knowledge and to check against previous knowledge.

Assessment of Skills:

Assessment of skills is carried out through the IPC Assessment for improving Learning, which involves subject specific rubric and learning advice (children's rubrics are marked in collaboration with the teachers). Learners will highlight the areas they feel they have achieved, and teachers will mark against these criteria. These rubrics and learning advice are used to define the next steps forward and to improve learning. Learners in MP3 are encouraged to go back to past advice and rubrics to further improve learning.

Class trackers are used to record, track, and analyse learner's skills progress against school specific learning goals [IPC skills tracking goals 22-23.pdf](#). The IPC Coordinator uses this data to track trends and patterns in learning and learning across the Mileposts, feeding back this analysis to the Leader of Primary, Learning Support Coordinator, Class Teachers and Subject Teachers.

Subject specific rubrics: These are used for monitoring key skills, in age-appropriate language, for learners to use when self and peer-assessing. (These are the rubrics learners will have in Learning Portfolios).

Learning advice: specific learning activities and advice, which can be used in class, that helps learners to move from one stage to the next with their learning. This forms the final part of the feedback loop – feeding forwards to the next steps and improvements in learning.

Opportunities for demonstrating learning, personal and international understanding:

Learners are given opportunities to develop and deepen their understanding, through explanation, application and self-reflection. Learners will also be able to show multiple viewpoints based upon the subject lenses they have been used within the unit of learning. This will be reflected through the Big Question.

The demonstration of understanding of Subject, Personal and International learning goals can take different forms, such as, end of subject and unit reflections, reflective discussions, transfer between home and school, journals, exit points. Exit points may take the form of a presentation, a museum exhibition, posters, or a performance.

Personal Goals

Learners are aware and remembering the Milepost specific Personal Learning goals. We monitor these weekly with the class Personal Goals chart. Learners can show the Personal Learning goals in action and continue practising the use of these skills. Teachers coach learners using the defined Personal Learning Goals to fit in with the school's shared vision. We assess through observation and learners reflect on their personal skill development.

Reporting to parents

At NIS International, we report to parents twice an academic Year (December and June). Reports outline a student's progress in the Language Arts, Maths, Danish and the IPC subjects of the

Curriculum. The teacher will make a comment on the attainment of the pupil in terms of age-related expectations as well as giving targets based upon these comments. This will be in Maths, Language Arts and Danish. For the Foundation Subjects that fall within the IPC, Approaching, Meeting and Exceeding will be used as terminology to explain where each student has been assessed for the current academic year.

Reporting at NIS promotes and provides:

- Strong home /school communication
- Transparency about learners' academic and personal learning and growth
 - ◆ Monitored by IPC's learning, personal and international goals
- Guidance for learning-focused discussions
- An opportunity for discussion with parents
- Communication of targets for learner learning

There are opportunities for formal parent-teacher meetings three times per year and additionally as/if required.

Consultation with parents

Parents are invited to attend parent conferences with the teacher in September, January and June. There is also an optional meeting to meet specialist teachers in January. During the meetings, academic and social development is discussed. The learner's personal targets are discussed at the meeting. Attitudes linked to the personal goals are also discussed.

Parents are encouraged to bring their children to share their learning. Should the need arise; parents are welcome to discuss the progress of their child with the teacher at alternative times. Teachers can also call parents into meetings outside of the normal parent conferences.

Revised by IPC leader, Subject Developers for Maths and Language in Coordination with the Primary Leader

This policy will be reviewed annually by the Policy Review team in Jun 2023 (re changes in the Language Curriculum)