



NIS

North Zealand
International School



International
Early Years
Curriculum



International
Primary
Curriculum



International
Middle Years
Curriculum

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

Assessment Policy

North Zealand International School

Reviewed April 2025

Next review April 2027

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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 through the use of Second Step and with the ICA Personal Learning Goals, which are embedded throughout school life.

The curricula that we follow

Early Years follow the International Early Years Curriculum (IEYC), White Rose Maths and a version of the English National Curriculum and Second Step is used for PSHE.

Primary follows the International Primary Curriculum (IPC), White Rose Maths a version of the English National Curriculum and Second Step is used for PSHE.

Lower Secondary, Years 7-9 follow the International Middle Years Curriculum, White Rose Maths and Second Step is used for PSHE. *Note, NIS is currently phasing out Cambridge which is still currently used in Year 8-9 as of 2025.

Assessment practice and strategies

Assessment 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).

In Early Years, learners are invited to play dates in their new class setting with informal observations made.

At the start of a new school year in Primary, learners undertake baseline assessments in:

- Reading (Kids A-Z)
- Word Study (Words Their Way)
- Writing (recount of summer holiday)
- In addition, Learners for Year 2-Year 6 will undertake CEM inCas testing as an annual baseline testing

In Lower Secondary, subject teachers conduct initial assessments. This could be a piece of writing, knowledge harvest of facts or quiz. This is done in the first weeks of school, linked to Brainwave and gives teachers an overview of the KSU learners have.

- Learners in Year 7 undertake CEM MidYis testing. New Secondary learners are tested and added to the relevant cohort as and when they arrive at NIS.

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:

- IPC/IMYC 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 questions throughout the lesson
- On-going personal reflection of their learning
- Morning meetings in Early Years, Weekly reflections in Primary and Journalling questions in Lower Secondary
- 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.

Phonics assessments

This assessment can be used through:

- Focused partner talk and discussions within class time.
- Questioning each other's methods
- 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:

- CEM testing assessments annually
- End of term/year assessments
- IPC/IMYC trackers for Knowledge and Skills
- Progression Tests in Year 7 and 8: Learners sit external papers for English, Maths and Science. These are done in December and May and marked internally
- Checkpoint Tests in Year 9: Learners sit external papers for English, Maths and Science. These are done during April and are marked externally.

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 shared with the class teaching team in order to support differentiation.

Assessment in Language Arts

Early Years

Language Arts assessment emphasises phonics as a critical component of Language development. **Observational assessments** are used to monitor learner's verbal interactions and phonemic awareness. **Play-based assessments** and activities, such as storytelling and rhyming games, help gauge understanding of sound-letter relationships. Learners play through letter formation before beginning to use the sounds taught to write words.

Phonics-focused checklists provided by Letters and Sounds track progress in recognising letters, blending sounds, and decoding simple words.

Primary

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. On going word study assessments are made throughout the year.

Learning advice is given on a regular basis in learners' Language Arts books and used to personalise learning, offer the next steps in learning and to further support improving language learning.

Lower Secondary

English follows the IMYC learning goals, which form the backbone of our curriculum. English assessments focus on developing critical thinking, creativity, and communication skills.

Assessments are varied and include formative assessments, such as class discussions, peer reviews, and creative writing tasks, which inform ongoing learning. Summative assessments involve projects and presentations that encourage learners to demonstrate their understanding of texts and themes.

Reading comprehension assessments evaluate learners' ability to analyse and interpret various texts. Additionally, self-assessment promotes reflection on personal growth and learning goals. This comprehensive approach ensures that learners not only grasp language concepts, but also apply them in meaningful contexts, fostering a deeper engagement with English.

Assessment in Mathematics

NIS follows White Rose Mathematics. This curriculum has an emphasis on personalising learning and targeting the development of deep understanding of concepts. White Rose Maths employs a comprehensive assessment strategy from Early Years to Year 9, focusing on both formative and summative assessments.

In Early Years, assessments are integrated into play-based learning, observing Learner's understanding through practical activities. As learners progress, assessments include regular low-stakes quizzes, end-of-unit assessments, and ongoing teacher observations to gauge understanding and progress.

The curriculum emphasises mastery, encouraging students to demonstrate their knowledge through problem-solving and reasoning tasks. Feedback is used to inform teaching practices and support individualised learning, ensuring that all learners develop a solid foundation in mathematical concepts and skills throughout their educational journey.

At the end of each learning block, a short assessment quiz is taken to check the retention of knowledge, as well as learners' skill and understanding of concepts. This is then tracked internally using agreed Mathematics trackers for White Rose.

Assessment with the International Curriculum Association (ICA)

International Early Years Curriculum (IEYC)

Reflective Practices for Improving Learning are an integral part of the Learning Journey for Early Years learners as it supports teachers in providing rigorous learning opportunities.

Reflective practices involve 3 key parts: **Capturing, Interpreting, Responding**, with the learner firmly in the centre of this

- **Capture:** Teachers speak with learners, families to increase knowledge and understanding of learner as well as interact and observe them during class
- **Interpret:** Reviewing the information to support and guide planning, resource set up etc
- **Responding:** How best can we set up a responsive learning environment to support learners' interest, experiences and are developmentally appropriate.

Assessment of Knowledge

In line with our Shared Vision and learners being able to share their own learning, knowledge assessments are made to find out what they know about different concepts and ideas.

Some ways we do this are:

- Use open-ended questions during group discussions to gauge children's knowledge

Examples

Science Knowledge: During a nature walk, ask children to identify different plants and animals.

Document their responses.

Language Arts Knowledge: Read a story and ask children to recall the main characters and **events**.

Assessment of Skills

- **Performance Activities:** Activities ask that require children to demonstrate specific skills, such as building with blocks or using scissors
- **Peer Interaction:** Observe interactions between peers to assess collaboration and communication skills.

Examples:

Fine Motor Skills: Providing learners with playdough and ask them to create specific letters linked to phonics. Assess their ability to manipulate the material.

Social Skills: During group play, observe how children share, take turns, and resolve conflicts. This may link to the Personal Learning Goals.

Monitoring Understanding

- Morning meetings:
- Project-Based Learning
- Interactive Games

Examples:

Maths Understanding: Create a simple Toyshop scenario where children use play money to buy items, assessing their understanding of counting and value.

Enabling the Environment: Use educational games that require learners to apply their knowledge and skills in a fun and engaging manner.

Assessment is recorded using the Tapestry platform, which is shared with Parents in Early Years

International Primary Curriculum (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 will include some of the following:

- Multiple-choice questions
- Unit Quizzes
- Questioning, se of the Knowledge Harvest.
- Knowledge Harvest reflections in order for learners to add new knowledge and to check against previous knowledge

Examples:

- **International Knowledge:** During the unit Material world have learners write down facts linked to recycling and conservation
- **Time Travelers:** Learners create a concept map illustrating major historical events and their significance.

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. This data is monitored by the Class teachers, Curriculum Leader and used to support improving learning.

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.

Monitoring Understanding

- Daily, weekly and editing of unit journalling
- Project-Based Learning
- Exit Points

Examples:

Learners research a local community issue and propose an action, demonstrating their understanding of social responsibility and community engagement.

Learners conduct a simple science experiment and present their findings, showcasing their understanding of the scientific method and reflection of what they have found out.

International Middle Years Curriculum (IMYC)

Assessment for Improving Learning is a key tool to support learners during their learning journey and ensure that rigorous learning is taking place. Knowledge, Skills and Understanding are taught, learnt and assessed differently, with learners having multiple opportunities to show their learning during the units.

Assessment of Knowledge

At NIS, assessment of knowledge supports our shared vision and is done in a variety of ways to improve learning. Knowledge assessments happen regularly and can often be simple, quick checks to ensure learners can retrieve knowledge.

The ways we assess Knowledge are:

- Knowledge Harvests
- Knowledge quizzes
- Questioning (self, peer and teacher-led)
- Knowledge-based activities

Examples

Quizzes on global issues and their interconnections

Vocabulary sorting of translations labelling parts of the home

Assessment of Skills

At NIS, learners continue to have key skills which they are assessed against. These skills build on skills that learners have developed during the Primary years. Skill assessments happen regularly, and learners will use rubrics to self-assess before being given clear learning advice on the next steps to improve.

Assessment of Skills takes place through:

- Observation
- Practice
- Self-reflection with child-friendly rubrics

Example

Learners collaborate to create a digital media campaign promoting online safety, assessing their teamwork and communication skills

The IMYC provides both learner and teacher rubrics, with a combination of both being used to support learning. Learners can self-assess against the rubrics before the teachers give their feedback. After each key skill has been assessed, learners are given feedback via learning advice, which will give a specific target area to further improve learning next time.

Monitoring Understanding

Learners are given many opportunities to show, develop and explore their understanding. The monitoring of this is multifaceted and consistently built into the learning journey. In the IMYC, learners will make use of journalling questions in each subject, as a way to support metacognition and the Exit Point. As learners' understanding of the unit develops through different subject lens, the level of understanding gradually deepen.

Monitoring of understanding takes place through:

- Daily, weekly and editing of unit journalling
- Exit Points
- Open-ended tasks
- Connecting subject learning to the Big Idea

Examples

Reflecting: Reflective journals documenting their discoveries and the implications of their findings

Presenting: Presentations where students explain the creative process behind their inventions and the problems they aim to solve.

Monitoring personal growth

Using the ICA 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
- Class chart to monitor the frequency of Personal Goals within the week in class in Primary and Lower Secondary.
- Feedback from teachers with a focus on the specific personal goals that has been in use

Reporting to Parents

At NIS, we report to parents twice an academic Year (December and June). Reports outline learners progress in the Language Arts, Maths, Danish and the IPC/IMYC 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.

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

Consultation with parents

Parents are invited to attend parent conferences with the teacher in two times a year, with Primary hosting an additional Learner Led conference at the end of the academic year. 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 Curriculum Leader, Curriculum Coordinators/ Lead Teachers and in coordination with the Primary and Secondary Heads of School.