



The Ela Murray International School

Assessment Policy: A Summary

RATIONALE

Assessment is an integral part of effective teaching and learning. The main purpose of assessment is to improve learning. Assessment is how teachers gain knowledge of student needs, achievements and abilities. It enables planning to be more effective in raising levels of attainment for every student. Assessment should be planned and evident in every lesson. It is important that students are actively involved in assessment; they should be aware of learning intentions and success criteria. Assessment is an on-going process that informs future teaching and planning.

PRINCIPLES OF ASSESSMENT AT TEMIS:

1. Assessment should be formative (Assessment *for* Learning and Assessment *as* Learning) and summative (Assessment *of* Learning).
2. Assessment should involve students at all stages and parents where possible.
3. Assessment must have a purpose and be useful.
4. Assessment systems and strategies should be manageable.
5. Assessment systems and processes must be equitable.

FORMATIVE STRATEGY	PRACTICE AT TEMIS
Planning	<ul style="list-style-type: none"> • Weekly team planning meetings: teachers discuss and adapt planning in response to student progress. • Identify LIs on plans. • Weekly plans identify how assessment informs next steps of learning • Self-evaluation / peer evaluation planned into lessons.
Shared Learning Intentions (LIs)	<ul style="list-style-type: none"> • LIs are shared with students and success criteria discussed, or established in consultation with students. • LIs and success criteria are displayed in classrooms for access by students and teachers. • LIs are recorded on student work either as a title or in the teacher comment, in accordance with the marking policy.
Student Self- and Peer Evaluation	<p>Range of strategies used:</p> <ul style="list-style-type: none"> • Students check achievement against criteria. • Discuss and compare quality of pieces of work. • Identify success and make improvements using open success criteria. • Use of traffic lights to indicate level of progress <p>Criteria for peer evaluation is established and displayed in the classroom as a reminder when this formative strategy is used.</p>
Dialogic Talk	<ul style="list-style-type: none"> • Teachers and students establish LIs and success criteria together. • Discuss learning against criteria and LIs. • Students discuss ways to move their learning forward.
Marking	<ul style="list-style-type: none"> • Feedback directly linked to the LI • Identifies successes • Identifies where, and suggests how, to make improvements to bridge gap between current and expected achievement.

SUMMATIVE STRATEGY	PRACTICE AT TEMIS
External Assessments	<ul style="list-style-type: none"> International Schools Assessment (ISA)
Baseline Tests	<ul style="list-style-type: none"> SENA is conducted with students on entry to Prep to establish mathematical ability. Assessment of Literacy skills: phonological assessment, sight words
Commercially Produced Tests	<ul style="list-style-type: none"> PROBE ACER online reading and mathematics assessments SENA Spelling Inventory
School Tests	<ul style="list-style-type: none"> Assessments are written in teaching teams to assess indicators in some subjects, as appropriate. Teachers in Grades 3 – 6, commonly use Testbase, an assessment tool used to compile tests in the UK, to support the writing of appropriate levelled tests.
Class Tests:	<ul style="list-style-type: none"> Mental maths test Spelling test Science Quiz

SUMMARY OF APPENDICES

Appendix A	Mandatory School- Based Assessments	What , who, when and how often for Levels 1-4.
Appendix B	Mandatory School- Based Assessments	What , when and how often for Level 5.
Appendix C	Formative & Summative Assessment	Definitions, list of strategies and their purposes, evidence of the strategies at TEMIS
Appendix D	Assessment Strategies at TEMIS	Table identifying all strategies currently in use or being trialled. Information on dates strategy was trialled and when adopted if the trial was successful.
Appendix E	Assessment Folder	List of assessments to include in folder with frequency they are conducted. Hyperlinks to the recording sheets inserted.
Appendix F	Students Files	Table listing documents to be filed in red student files held in the classroom and blue administration files held in the office.

GLOSSARY OF KEY TERMS

Formative Assessment	Commonly referred to as Assessment FOR Learning (AfL) but also referred to as Assessment AS Learning . AfL is daily ongoing assessment on how well students achieved learning intentions, providing feedback to students on what and how to improve their learning. Assessment AS Learning is the term some educationalists use describe the role played by the student (while assessment for learning focuses on the role played by the teacher).
Summative Assessment	Commonly referred to as Assessment OF Learning . It is snapshot testing which establishes what a student can do at that moment in time.
Growth mindset	People with a growth mindset will tackle and enjoy difficult tasks. They believe that if they work hard and learn new things they can increase their intelligence.
Fixed mindset	People with a fixed mindset will only tackle tasks which they know, in advance, they will succeed at. They believe that intelligence is a fixed trait
Incremental learner	A learner with a growth mindset.
Learning Intention	Commonly used term to specify to students what is about to be learnt. Similar terms are: aim, objective, goal
Success Criteria	The criteria used by teachers and students to assess whether a student has been successful in achieving the learning intention.
Dialogic talk	A term used to describe classroom talk that is focused on improving learning. It is a key element of formative assessment.