



Europa School UK
Thame Lane

Culham, Abingdon
Oxfordshire
OX14 3DZ
Tel: +44 (0)1235 524060
E-mail: reception@europaschool.uk
Website: <https://europaschooluk.org>

Europa School UK Assessment Policy

Version and Date		Action/Notes
V1	May 2021	First whole school assessment policy for implementation of MYP in S1
V2	July 2022	updated for implementation of MYP in S2, S4
Review Date	May 2023	Need to update annual given the gradual implementation of the MYP curriculum

1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

Europa Mission Statement

The mission of the Europa School UK is to provide a multilingual and multicultural education for primary and secondary pupils using a broad, balanced and challenging curriculum, which includes the study of mathematics, sciences and humanities up to the age of 18.

Our students experience the joy of learning and develop learning skills which equip them for further studies. Our school community strives to provide our pupils with an enriched cultural life and a global perspective, to help create a more sustainable and peaceful world.

Europa School UK is a free school offering a unique multilingual curriculum.

In the Primary School, School pupils, from entry into the school, learn and are taught through two languages, **with half the week spent in English and the other half in either French or German** (or Spanish for Reception to and including Year 4 in 2019-20) The students follow a curriculum which is based on UK National curriculum and other national curriculums.

In Secondary, the school commenced its candidature phase for the International Baccalaureate Middle Years Programme (MYP) and started to teach the MYP in S1 from September 2021. From September 2022 S2 and S4 follow the MYP curriculum, with S4 working towards the MYP e-Assessments taken at the end of S5, with the first cohort taking these in the summer of 2024.

In the academic year 2022-23, S3 and S5 students will follow European School Syllabuses in all subjects as agreed with the European School Board of Governors in April 2020 to allow the school to make the transition between its accredited European School Status and the MYP. This transition will continue until the academic year 2023-24.

Europa School is an IB world school authorised to teach the IB Diploma programme in sixth form. Its end qualification is the IB Diploma.

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

This policy complies with our funding agreement and articles of association.

3. Principles of assessment

General principles of assessment

Assessment is an integral part of planning, teaching and learning. It takes into account the needs of the diverse community of learners and is based on a common assessment approach.

The learning objectives for each subject taught are the basis for assessment. They include students' competences - knowledge, skills and attitudes.

The notion 'assessment' embodies different forms of evaluation principles. These include general and special performance evaluations, such as school reports, grades, verbal assessments and the establishment of ability profiles, such as the orientation stage reports issued before the transition of a student from primary to secondary school. Assessment can also refer to education plans and curricula.

General idea of assessment policy:

Assessment provides students with appropriate feedback in order to help them to develop both academically and personally in line with educational expectations. Assessment processes, practices and results are important for students, teachers, parents, schools and school systems.

Aims of assessment:

- to inform about individual students' strengths and weaknesses
- To inform about students' development and ability to meet the objectives set
- To engage students to improve the quality of their achievements
- To engage students in their own learning process and to enable them to improve their learning strategies
- To motivate and guide students towards further learning
- To improve the quality of teaching by modification of teaching strategies in relation to achieve results
- To provide a record of each student's achievement
- To provide a record of each student's achievements for parents
- To provide a record of each student's achievements in National and Public Examinations
- To evaluate the quality of education and assessment at the school level and within the school system

Criteria for assessment

Fairness Equal opportunities for appropriate teaching and learning approaches and access to resources should be given. Assessment should remain unbiased by ethnicity, culture, gender, age.

Validity Assessment procedures, methods, instruments and material have to match to what is assessed.

Reliability: Same judgments should be made in the same or similar context each time a particular assessment is administered.

Transparency Clear terms should be communicated to students

4. Assessment approaches

At Europa School UK we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use four broad overarching forms of assessment: day-to-day in-school formative assessment, in school diagnostic/initial assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school formative assessment

Formative assessment draws on information gathered in the assessment process to identify learning needs and adjust teaching and learning. The student's self-assessment is a fundamental part of formative assessment. Formative assessment is linked to pre-determined learning objectives and systematically built into the curriculum. It requires defining clear assessment criteria. Formative assessment provides the student with information during the process of learning when he/she can still improve their performance. It provides the student with systematic reflection of his/her knowledge, skills, attitudes and learning strategies and helps him/her to achieve determined objectives. Formative assessment motivates the student and significantly contributes to the development of his/her personality.

Effective in-school formative assessment enables:

- **Teachers:** to identify how students are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Students:** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents:** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve via the comments in reports and conversations at parents' meetings.

4.2 In-school Diagnostic/Initial assessment

Diagnostic assessment provides teachers with information about students' knowledge, skills and attitudes in certain periods of process of their learning; often at the beginning of a new level of education, at the beginning of the school year (entry assessment), during the school year, when a new student joins the class (on-going assessment) etc. It proceeds with use of special methods with the aim to draw conclusions and take measures. It helps teachers to set appropriate learning strategies for each student and to modify the course and/or teaching approaches. Diagnostic assessment can be a basis for providing the student with appropriate support.

Initial assessment identifies the strengths and weaknesses of a student's knowledge or skills at the beginning of the learning process. It is carried out to ensure that students are on the right path and properly supported while on it. It provides a baseline for further assessment and evaluation of the student's progress.

Diagnostic and Initial assessment practices are part of a teachers' continual practice, but the school also uses progress tests which can provide comparisons with other similar schools and cohorts. Diagnostics tests will be carried out in P4, S2 (GL), and S6 (ALIS) annually.

4.3 In-school summative assessment

Summative assessment refers to summary assessments of a student's performance. It is conducted at the end of some period of learning, e.g., after acquisition of some part/issue of the curriculum or in the certain period of the school year when there is a need to get an overall overview/information about the student's performance. Summative assessment can be used for promotion, certification or admission to higher level of education.

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Students** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

4.3.1 Primary in school Assessment

In Primary, students are assessed using school internal assessment scales with clearly defined learning objectives. There are two reporting periods at the end of each semester where pupils are assessed on the following learning objectives according to a four point scale:

- 4 - Learning objectives are mostly fully achieved
- 3 - Learning objectives are generally achieved
- 2 - Learning objectives are partially achieved
- 1 - Learning objectives are not yet achieved

- indicates that the student is following an individual learning plan

Areas for review	Primary objectives to be assessed
The learner	Engages in Learning
	Listens attentively
	Develops working habits
	Perseveres with difficult tasks
	Presents work carefully
	Produces quality homework
The individual	Is self-confident
	Works with others
	Manages and expresses own feelings
	Respects others and shows understanding
	Respects the rules of the class
	Reflects on own progress
English Language EL	Listening and understanding EN
	Speaking EN
	Reading and understanding EN
	Writing EN
Stream Language SL	Listening and understanding SL
	Speaking SL
	Reading and understanding SL
	Writing SL
Mathematics	Numbers & Number system
	Calculation
	Data Handling
	Measurement
	Problem solving

Exploration of our world	Biological exploration
	Geographical exploration
	Historical exploration
	Technological exploration
Visual Arts	Plastic and static visual arts
	Music making and performing
	Drama and performing
Digital Technology	ICT
Physical Education	Individual physical activities
	Team activities

In addition, primary students are assessed on their stream language competences on a five point scale. This is an internal assessment which is used by teachers in progress meetings and to support planning of differentiation. The assessment of stream language is detailed in the school's stream language policy..

Primary teachers also hold one parents 'evening per year to discuss pupils' individual progress.

4.3.2 Secondary in-school Summative Assessment

In Secondary S1, S2 and S4, the year groups are following an IB Middle years' curriculum (MYP). The students will be assessed using the 0-7 point IB scale calculated according to subject specific criteria.

Assessment in the Middle Year Programme is aligned with IB documentation, whole school academic honesty policy and whole school inclusion policy. In summary, when creating MYP units, teachers must ensure that assessments:

- are integral to the learning process
- are aligned with subject-group objectives
- gather information from a variety of perspectives, using a range of tasks according to the needs of the subject and the nature of the knowledge, skills and understanding being assessed
- are appropriate to the age group and reflect the development of the students within the subject
- provide evidence of student understanding through authentic performance (not simply the recall of factual knowledge).

Subject specific IB MYP Objectives and criteria

MYP teachers assess the student's learning through the subject prescribed objectives using the four subject specific assessment criteria as outlined in the current IB MYP guide. Each subject is divided into four assessment criteria where students can receive a maximum achievement level out of 8 per criteria. The criteria are equally weighted in the overall achievement level. All subject areas should assess against each objective/ criteria and strands at least twice per school year.

The MYP subject specific assessment criteria are shown in the following table, more detailed overviews can be found in the subject guides.

Students in MYP 1 and 2 are assessed based on the IB MYP 1 subject-criteria rubrics, MYP 3 is assessed according to the MYP 3 subject criteria rubrics. In year 4 and 5 teachers use the subject rubrics provided by the IB for MYP year 5.

	A	B	C	D
--	---	---	---	---

Language and literature	Analysing	Organising	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesising	Communicating	Reflecting

A rubric is a descriptive assessment tool that measures students' performance; rubrics provide students with a clear understanding of what is expected of them. The rubrics also provide feedback to students, indicating areas of strength and areas which need improvement. The feedback allows students to reflect and set new learning goals. Teachers use the rubrics to come to a professional judgement on the level of the student's learning. Each criterion is divided into various achievement levels (numerical values) that appear in bands, and each band contains general, qualitative value statements called level descriptors.

The levels 1 and 2 appear as the first band, levels 3 and 4 as the second band, and so on. Level 0 is available for work that is not described by the band descriptor for levels 1 and 2.

All MYP subject groups have four assessment criteria divided into four bands, each of which represents two achievement levels. MYP criteria are equally weighted. (IBO, from Principles to Practice)

Determining overall achievement levels

At the end of a period of learning, teachers determine the students' overall level achievement per subject-group criterion. The levels of achievement are based on evidence gathered by the teacher during the unit. The teacher aims to do this with a range of learning experiences. The level of achievement for each assignment is measured based on the students' performance for that given assignment. Some other factors may also influence the teacher's decision on an achievement level, including the following:

- Student support—students will experience varying levels of support in their units such as formative feedback from the teacher.
- Group work—teachers may take into consideration the group situation and the individual contribution

Best-Fit Approach

For each criterion within each subject group the students earn a level of achievement. The level of achievement represents the students' ability and performance for that criterion and is not judged against the work of others in the class. The level of achievement students earn at the end of each term is based on a "best fit" approach. In order to determine the best fit, a teacher reviews all of the work completed throughout the year for a given criterion and determines the level of achievement that most accurately represents the students' ability at that time.

MYP general grade descriptors

To arrive at a criterion levels total for each student, teachers add together the student's final achievement levels in all criteria of the subject group. The following grade boundaries are used to determine the final grade in each year of the MYP. The overall achievement level per criterion add up to an overall grade based on the following grade boundaries:

1	1-5	Produces work of a very limited quality. Lacks understanding of concepts. Rarely demonstrates critical or creative thinking. Rarely uses knowledge or skills.
2	6-9	Produces work of a limited quality. Gaps in understanding of concepts. Does not often demonstrate critical or creative thinking. Does not often use knowledge or skills.
3	10-14	Produces work of an acceptable quality. Basic understanding of concepts but with many significant gaps. Begins to demonstrate basic critical and creative thinking. Uses knowledge and skills in familiar situations but requires support in unfamiliar situations.
4	15-18	Produces good quality work. Basic understanding of concepts with some significant gaps. Often demonstrates basic critical thinking and creativity. Uses knowledge and skills with some flexibility but requires support in unfamiliar situations.
5	19-23	Produces generally high quality work. Secure understanding of concepts. Demonstrates critical and creative thinking sometimes with sophistication. Uses knowledge and skills in familiar situations but sometimes needs support in unfamiliar real-world situations.
6	24-27	Produces high quality, occasionally innovative work. Extensive understanding of concepts. Demonstrates critical and creative thinking frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar situations, often with independence.
7	28-32	Produces high quality, frequently innovative work. Communicates comprehensive understanding of concepts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex situations.

<https://www.ibo.org/programmes/middle-years-programme/assessment-and-exams/>

In S3 & S5 in 2022-23, students are following the European School syllabuses which was agreed with the European Schools whilst the school was an accredited European school. This is a short term measure to allow the school to transition to a IB curriculum throughout secondary by 2024. The assessment scale used by the school in S2-S5 is summarised in the table below.

Description	Grade S2-S3	Mark S4 & S5	Performance Indicator
Excellent though not flawless performance entirely corresponding to the competences required by the subject	A	9.0-10	Excellent
Very good performance almost entirely corresponding to the competences required by the subject	B	8.0-8.9	Very Good
Good performance corresponding overall to the competences required by the subject	C	7.0-7.9	Good
Satisfactory performance corresponding to the competences required by the subject	D	6.0-6.9	Satisfactory
Performance corresponding to the minimum of the competences required by the subject	E	5.0-5.9	Sufficient
Weak performance almost entirely failing to meet the competences required by the subject	F	3-4.9	Weak
Very weak performance entirely failing to meet the competences required by the subject	FX	0-2.9	Very Weak

Standardisation

Subject teachers are required to meet and standardise at least two assignments over the duration of each year of the MYP and DP courses. This is likely to be one early assignment and an end of year examination. By standardising key assessments, we endeavour to ensure that students in each class cover the same material at the same standard in order to reach the same learner outcomes by the end of each grade.

IB DP Assessment

In S6 & S7 the assessment procedures for the IB Diploma programme are contained in the Europa School IB assessment policy which is on the school's website

<https://europaschooluk.org/about-us/key-information/school-policies/>

4.4 Nationally Standardised Summative Assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Students and parents** to understand how students are performing in comparison to students nationally

In Primary, nationally standardised summative assessments (with links to their 2021 assessment and reporting documentation) include:

- Early Years Foundation Stage (EYFS) profile at the end of reception <https://www.gov.uk/guidance/reception-baseline-assessment>
- Phonics screening check in year 1 <https://www.gov.uk/government/publications/2021-key-stage-1-assessment-and-reporting-arrangements-ara>
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6). <https://www.gov.uk/government/publications/2021-key-stage-2-assessment-and-reporting-arrangements-ara>

The 2021-22 links will be available in Autumn 2022

In Secondary, standardised summative assessments take the form of GCSEs in English Language and Mathematics in Key Stage 4 and the IB Diploma in Key Stage 5.

Europa School UK is a bilingual school with parentship status with PASCH and LabelFrancEducation networks for French and German. The school intends to hold language examinations for students to achieve recognised language qualification grades according to the Common European Framework of Reference for Languages (CEFR).

<https://www.goethe.de/ins/gb/en/spr/kon/stu.html>

<http://www.delfdalf.fr/index-en.html>

5. Collecting and using data

The assessment data is entered by teachers onto the school's data system (Schoolbase). This database facilitates the generation of reports and allows for tracking and analysis of attainment and progress.

In addition, Class Council meetings take place at the end of each semester for teachers to review progress data, discuss individual progress and to set actions (mentors, extra support, involvement with the pastoral team). Extra Class Councils are held for the transition from Primary Year 6 to secondary in June and November and for S7 in November.

One parents' meeting is held each year for each year group.

6. Reporting to parents

Primary School

There are two main assessment points at the end of each semester where all class teachers inform parents on the progress towards the learning objectives detailed in section 4.2.

Parents are also informed about the attainment at the end of each key stage based on Teacher assessments and standardised tests.

Secondary School

At the beginning of the school year, all the subject teachers should inform their students about the assessment criteria in their subject based on the assessment criteria in the Europa School and their subject.

For years S1-S5

Reports for S1-S4 and for S6-7 will be sent out through ManageBac.

The school is using the following reporting procedures during the academic year:

- November: November report, containing summative assessments plus comments, if considered appropriate.
- January: First semester report containing summative assessments and comments, with the Class Council's opinion, where appropriate.
- March/April: Report containing summative assessments and comments, where appropriate, and indication of possible risk of not passing the year.
- July: end-of-year report, containing summative assessments and comments, with the Class Council's decision on passing the year and Class Council's opinion, where appropriate.
- **For year S6 & S7**

Without prejudice to the Arrangements for implementing the Regulations for the International Baccalaureate, the school is using the following information system.

- November: November report containing summative assessments plus comments, if considered appropriate and information concerning attendance.
- January: semester report containing summative assessments and comments, where appropriate
- In March: Spring report containing summative assessments plus comments, if considered appropriate and information concerning attendance.
- In July, end of year report for S6 and communication of final BAC results for S7.

From Primary year 1 to Secondary S5, attendance will be reported in the end of year report, specifically:

- The total number of possible attendances for that pupil, and
- The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances

7. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points and take this into account alongside the nature of pupils' learning difficulties.

7.1 The engagement Model

The engagement model is an assessment tool that helps schools meet their duties in supporting pupils who are working below the level of the national curriculum and who are not engaged in subject-specific study. The model has 5 areas: exploration, realisation, anticipation, persistence and initiation. Progress through each of the 5 areas of engagement should be measured by identifying how established the pupil is against each of the

areas of engagement. This will differ for each pupil according to their profile of needs as set out in their Education, Health and Care (EHC) plan.

The model combines a formative and summative assessment approach. It should be used to assess pupils' progress and development regularly throughout the year. This enables a continuous cycle of 'assess, plan, do and review' to take place, which enables the pupils' achievements and progress to be measured over time.

Schools are not required to submit data to the Department for Education (DfE) about the achievements and progress of each pupil. However, schools must report which primary-aged pupils are being assessed using the engagement model.

Schools can use the engagement model across all key stages, including for pupils attending secondary schools, as the principles of engagement are equally relevant to pupils of all ages. However, there is no statutory requirement to do so, and in key stages 3 and 4 and in post-16 education, schools and colleges should ensure there is an emphasis on how their pupils' acquired skills are preparing them for adulthood.

<https://www.gov.uk/government/publications/the-engagement-model>

For students with individual learning plans, annual reviews of progress are held with parents and external agencies.

8. Training

Training on Europa School UK's assessment procedures will be part of the induction training where each member of the teaching staff will be assigned a mentor in the same key stage/ curriculum group. Induction training will consist of bi-weekly meetings over the first semester of the academic year where detailed support is given to understanding the assessment criteria and how to create reports and perform tracking of pupils. Teachers are expected to attend class councils in secondary school.

Regular weekly staff meetings are held throughout the year which facilitates refresher training for all staff and awareness of deadlines for reporting assessment. The weekly staff newsletter contains the data entry deadline dates.

9. Roles and responsibilities

9.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

9.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

9.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

10. Monitoring

This policy will be reviewed annually by the Primary and Secondary Education Committees as the school transitions from ES accreditation. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The pedagogic management teams in Primary and Secondary are responsible for ensuring that the policy is followed.

The Principal will monitor the effectiveness of assessment practices across the school, through: lesson observations, learning walks, book scrutinies, pupil progress meetings/ class councils, review of reports.

11. Links with other policies

This assessment policy is linked to:

- Europa School UK Curriculum Map
- Early Years Foundation Stage policy and procedures
- Europa School UK Examination contingency plan
- Europa Literacy Policy
- Europa School Stream Language policy
- Europa School UK IBDP assessment policy
- Europa School UK SEND policy