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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
V3	July 2023	update for MYP
Review Date July 2024		

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

Our mission is to provide a multilingual and multicultural education for primary and secondary level pupils delivered in a sustainable way through a broad and challenging and internationally-minded curriculum with a particular emphasis on Modern European Languages and Sciences.

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 is an IB World School and is authorised to teach for the International Baccalaureate Middle Years Programme (MYP) and 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 pupils' 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 pupil from primary to secondary school. Assessment can also refer to education plans and curricula

General idea of assessment policy:

Assessment provides pupils 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 the pupils, teachers, parents, schools and school systems.

Aims of assessment:

- to inform about individual pupils' strengths and weaknesses
- To inform about pupils' development and ability to meet the objectives set
- To engage pupils to improve the quality of their achievements
- To engage pupils in their own learning process and to enable them to improve their learning strategies
- To motivate and guide pupils 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 pupil's achievements; especially for making decision about promotion to the next class
- To provide a record of each pupil's achievements for parents
- To provide a record of each pupil'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 pupils

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 pupil'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 pupil with information during the process of learning when he/she can still improve the performance. It provides the pupil with systematic reflection of his/her knowledge, skills, attitudes and learning strategies and helps him/her to achieve determined objectives. Formative assessment motivates the pupil and significantly contributes to the development of his/her personality.

Effective in-school formative assessment enables:

- **Teachers:** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils:** 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 pupils' 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 child comes into 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 pupil and to modify the course and/or teaching approaches. Diagnostic assessment can be a basis for providing the pupil with appropriate support.

Initial assessment identifies the strengths and weaknesses of a pupil's knowledge or skills at the beginning of the learning process. It is carried out to ensure that pupils are on the right programme and properly supported while on it. It provides a baseline for further assessment and evaluation of the pupil'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 pupil'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 pupil'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 pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils 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
- **Pupils** 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

	Art- Primary
Child as a Learner	Child as a Learner- Engages in Learning
	Child as a Learner- Listens Attentively
	Child as a Learner- Perseveres with Hard Tasks
	Child as a Learner- Presents Work Carefully
	Child as a Learner- Produces Quality Homework
	Child as a Learner- Works Independently
Child as a Person	Child as a Person- Cooperates With Others
	Child as a Person- Empathises
	Child as a Person- Evaluates Own Progress
	Child as a Person- Is Self-Confident
	Child as a Person- Manage & Express Own Feelings
	Child as a Person- Respects School Rules
	Computing
English	English- Listening & Understanding
	English- Reading & Comprehension
	English- Speaking & Responding
	English- Spelling, Punctuation & Grammar
	English- Writing Composition
Maths	Maths- Addition & Subtraction
	Maths- Fractions, Decimals & Percentages
	Maths- Geometry
	Maths- Measurement
	Maths- Multiplication & Division
	Maths- Number & Place Value
	Maths- Problem Solving Maths- Statistics
	PE- Individual Activities PE- Team Activities
	PSHE Religion/Ethics
Stream Language	Stream Language- Listening & Understanding
	Stream Language- Reading & Comprehension
	Stream Language- Spoken Interaction
	Stream Language- Spoken Production
	Stream Language- Writing Production
World od Discovery	WoD- Biological Science
	WoD- Physical & Technological Sciences
	WoD- Socio-Cultural
	WoD-Geography
	WoD-History

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 (see table below) calculated according to subject specific criteria.

Grade	IB Descriptor
7	Excellent
6	Very Good
5	Good
4	Satisfactory
3	Mediocre
2	Poor
1	Very Poor

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

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/>

In addition, class council meetings take place at the end of each semester for teachers to 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.

4.4 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils 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 links will be available in Autumn following the academic year

In secondary, standardised summative assessments take the form of MYP Diploma at the end of KS4 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.

6. Reporting to parents

In secondary year groups will have at least one parents' evening per year. In the primary school there will be two during the year.

All parents are given information about how they can contact teaching teams to address any academic concerns.

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

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

- January: First semester report containing summative assessments and comments, with the Class Council's opinion, where appropriate.

- 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.

- January: semester report containing summative assessments and comments, where appropriate
- 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