

Assessment Policy

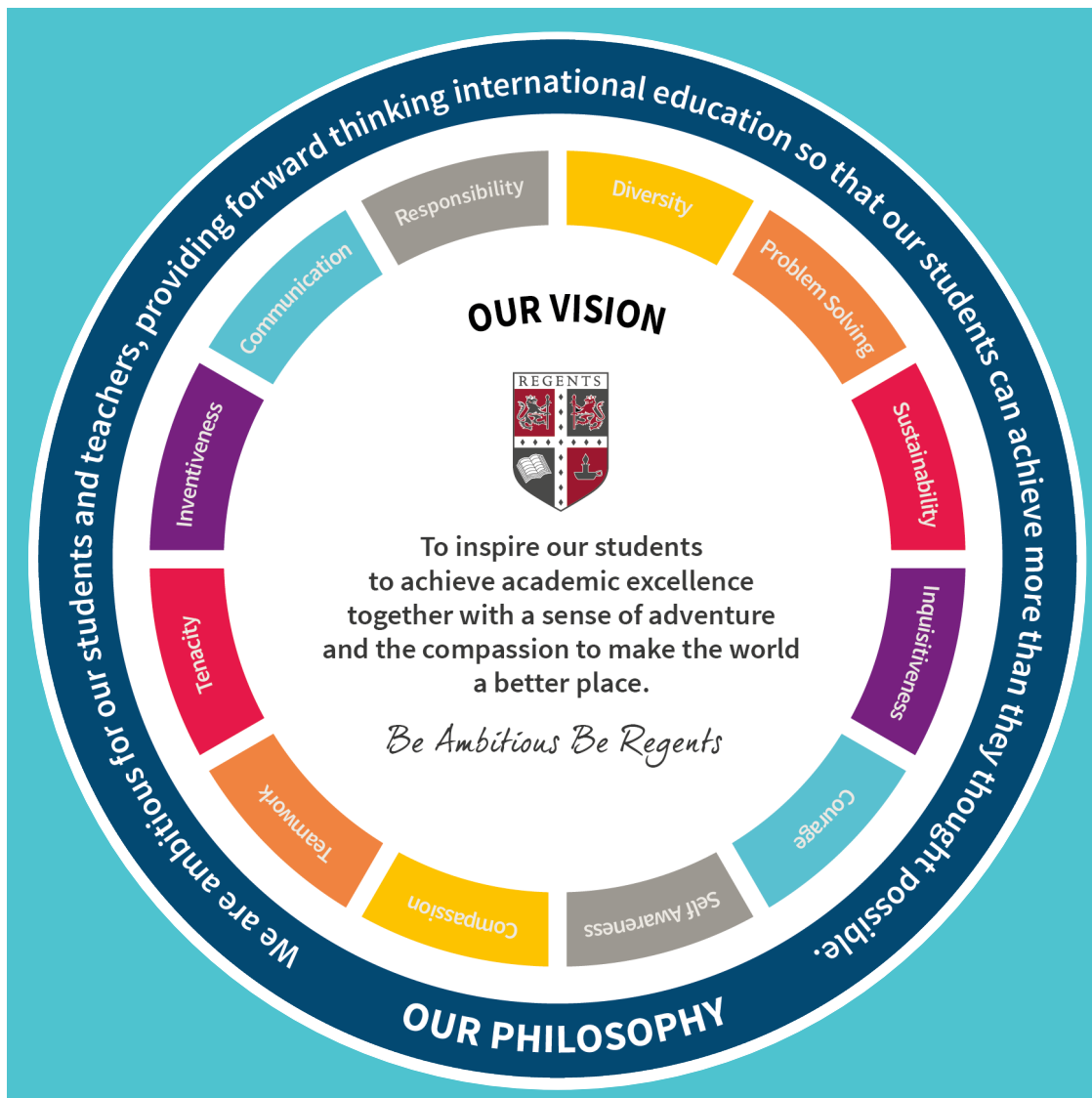
Effective Date:	March 2021
Review Date:	March 2022
Policy Holder:	Amos Turner-Wardell
Approval By:	Senior Leadership Team (SLT)



The IB Learner Profile

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit and to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Mission Statement



Vision and Philosophy

Our philosophy: We are ambitious for our students and teachers, providing forward thinking international education so that our students can achieve more than they thought possible.

Our Vision: To inspire our students to achieve academic excellence together with a sense of adventure and the compassion to make the world a better place.

Be Ambitious Be Regents: This statement underpins our philosophy and objectives, bringing together the Round Square IDEALS (Internationalism, Democracy, Environmentalism, Adventure, Leadership and Service), our Be Ambitious framework and the International Baccalaureate philosophy of making the world a better place.

Assessment Philosophy

At Regents International School Pattaya, the student is the focus of any assessment and evaluation, both of which are seen as integral and valuable parts of the learning process.

The purpose of assessment and evaluation is to monitor student progress, to inform teaching and learning programmes and give feedback to students and their families. We use a balanced and ongoing system of assessment strategies.

Regents International School Pattaya follows the International Baccalaureate's Principles of Assessment:

1. "be valid for the purposes for which they are intended. This means they must be balanced between the conflicting demands of construct relevance, reliability, fairness (that is, no bias), comparability with alternatives and manageability for candidates, schools and the IB
2. have a positive backwash effect, that is, their design must encourage good quality teaching and learning
3. be appropriate to the widest possible range of candidates, allowing them to demonstrate their personal level of achievement
4. be part of the context of a wider IB programme, not considered in isolation. Does it support concurrency of learning and the overall learner experience?
5. support the IB's wider mission and student competencies, especially inquirers, knowledgeable, thinkers, communicators and internationally minded."

This policy outlines the principles of sound assessment, the types and methods of assessment, the recording and evaluation processes undertaken and how assessment results are used to improve students' learning and the quality of learning programmes. It includes how progress is reported to parents as well as through transitions within Key Stages.

Students assessed as having special needs will be identified by the assessments and specific programmes implemented to meet their needs.

This policy is in line with the IB Standards and Practices, specifically:

- Culture 5.1: The school implements and reviews an assessment policy that makes the school's philosophy clear and is aligned with the IB philosophy concerning learning and assessment. (0301-05-0100)
- Culture 5.2: The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements. (0301-05-0200)
- Culture 5.3: The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice. (0301-05-0300)

Purpose of Assessment

- to build on students' understanding of concepts
- to facilitate the acquisition of knowledge
- to build Approaches to Learning (ATL) skills
- to develop the Learner Profile attributes
- to support curricular goals and encourage appropriate student learning and growth
- to provide learners with opportunities to exhibit the transfer of skills across different disciplines
- to promote learners in developing an understanding of where they are, and to help them identify learning goals
- to inform school improvement
- to challenge students to be ambitious in all areas of their lives: academically socially, emotionally, and physically
- The purpose of the assessment should always be explicit

Principles of Assessment

Assessment gives students the opportunity to:

- Demonstrate their skills and understanding of concepts and content
- Analyse their learning and understand their strengths and areas for growth
- Set and achieve realistic goals
- Know and understand success criteria in advance
- Reflect, self-evaluate and peer evaluate
- Build confidence and self esteem
- Synthesize and apply their learning
- Focus on producing a quality product or performance

Assessment enables teachers to:

- inform learning and teaching
- monitor the continuous progress of student learning and achievement, and make adjustments as needed
- set and support the achievement of realistic goals for individual students
- identify and support different ways of learning, taking into account different cultural contexts
- monitor and adapt teaching and assessment practices to meet students' needs
- provide students with ongoing and consistent, constructive feedback

- document and report student learning with evidence
- moderate and develop a common understanding of grade level expectations
- collaborate with students to develop a common understanding of success

Assessment provides parents with:

- the opportunity to be partners in the learning process
- accurate information on their child's progress as well as strengths and areas in need of support
- information to support their children in working towards their immediate and long term goals

Assessment provides the school with:

- a variety of information about student performance for school improvement

At Regents, effective assessments should:

- Have an explicit purpose
- Be an integral part of the learning process
- Be shared with the student at the time of the event or as soon as possible afterwards
- Be varied, on-going, accurate and as objective as possible
- Take into account varied learning styles and cultural expectations, especially for the student whose first language is not English
- Be appropriate to the age and developmental level of the student
- Be valid and authentic with results capable of being communicated clearly
- Prepare students thoroughly for external assessment such as IGSC/GCSE and the IB Diploma
- Clearly identify what students know and what they need to know
- Encourage students to monitor their own learning and development, and set their own goals

Types of Assessment

- **Diagnostic assessment** enables teachers to discover what students know and can do. It is also used to target difficulties that students may be having, to determine their precise nature and scope, and to plan further learning activities designed to meet the needs of those students. This can be done in a variety of ways, from carefully prepared tests to simple questions and answers involving an individual student in the classroom.
- **Formative assessment** is an integral part of the teaching and learning process. It is used to provide the student with feedback to enhance learning and to help the teacher understand students' learning. It helps build a picture of a student's progress, and informs decisions about the next steps in teaching and learning. It can take a variety of

forms, such as observations, comments on a presentation, conferencing or interview, or the analysis of test results.

- **Summative assessment** is usually carried out at the end of a block of study to provide an indication of the student's achievements. This is generally a more structured curriculum activity than formative assessment.
- **Tracking of progress** is an ongoing process where a snapshot is taken and recorded every six weeks throughout the academic year. This then allows the teacher and student to discuss personalised learning opportunities to ensure progress is made across all subjects.

These types of assessment are not necessarily exclusive. Sometimes it is difficult (and of little value) to differentiate between diagnostic and formative assessment. Whenever a formal assessment activity is undertaken, the student should be aware of its purpose and of how the assessment will be carried out. Assessments will be analysed to identify individual, class and school wide strengths and weaknesses.

Evaluation

Evaluation is the process of making a judgement about the effectiveness of a teaching and learning programme, or about an individual's progress, based on assessment information.

Once sufficient information has been collected, assessment data is analysed and evaluated:

- To review a student's progress (as a co-operative exercise between teacher(s), student, and at times, parents)
- To review the effectiveness of an assessment activity (in interpreting the results of an assessment activity, teachers should consider whether the results say more about its effectiveness than about the student's achievement)
- To review the effectiveness of a learning activity (for example, did the assessment results indicate that the learning activity was effective?)
- To review the effectiveness of a teaching programme (for example, how should the teaching programme be amended in the future?)
- As part of a school review

Rights and Responsibilities

The Leadership Team is responsible for:

- Ensuring that the assessment policy and the IB Standards and Practices are implemented consistently
- Analysing and discussing student data to inform goals for school improvement purposes
- Delivering professional development to aid subject teachers in matters of assessment and IB Approaches to Teaching and Learning and philosophy of assessment
- Ensuring that students reach consistently high levels of achievement
- Communicating and leading the reporting process to parents
- Providing enough time to allow teachers to collaborate, plan, teach all parts of the course and analyze their data from assessments to inform teaching
- Providing adequate resources to cater for a variety of assessment tasks
- Shaping a vision of assessment success for all students and teachers
- Quality assuring the assessment practices throughout the year

The DP Coordinator is responsible for:

- Setting high standards and rigorous assessment goals
- Promoting collaboration in developing and aligning assessment standards
- Collaborating with Heads of Faculty and teachers to develop and implement assessment practices consistent with the assessment policy
- Analysing data to identify patterns of student progress to inform the development of curriculum, assessment and instruction
- Analysing ongoing tracking data to identify possible intervention needs – both academic and pastoral
- Coordinating and monitoring the accuracy of predicted grades for reporting and university applications
- Keeping all teachers informed of IB assessment updates
- Collaborating with Heads of Faculty and teachers to create the shared IB deadline calendar
- Communicating the shared deadline calendar to all stakeholders and ensuring that teachers and students meet the expectations. *See the Deadline Policy
- Promoting high standards of academic integrity and investigating any possible instances of academic misconduct *See the Academic Honesty Policy
- Overseeing CAS and TOK implementation and assessment
- Supporting the EE Coordinator and CAS advisors
- Coordinating and overseeing the mock exams for both Y12 and Y13
- Coordinating the uploading of assessments and entering of predicted grades in Y13
- Coordinating the IB exams

The Heads of Faculty/Department are responsible for:

- Creating and monitoring faculty assessment tracking documents
- Analysing data for identifying student intervention needs and for curriculum/faculty development initiatives
- Ensuring that assessment data is regularly updated on appropriate platforms
- Monitoring the balance, types and quality of assessments given by teachers

- Promoting collaboration within their team members on assessment creation and moderation
- Collaborating with the DP Coordinator to create the internal assessment deadlines
- Coordinating the moderation of IA/EA assessing and creation of predicted grades
- Coordinating the entering of predicted grades and upload of student work to IBIS and eCoursework
- Supporting faculty members to meet the assessment and student achievement expectations
- Communicating with the DP Coordinator and/or student families about any student concerns: achievement, academic honesty, deadlines, etc.

Teachers are responsible for:

- Planning for diagnostic, formative and summative assessment
- Monitoring the development of students over the course of the school year
- Maintaining up-to-date records on all students in their classes
- Using a range of assessment strategies and tools for diagnostic purposes as well as to document learning and promote student ownership and reflection
- Using assessment data to inform teaching and differentiation
- Incorporating inclusive arrangements to promote the greatest student access and achievement *See Inclusion and Language Policies
- Regularly offering students timely, meaningful and descriptive feedback
- Engaging with parents about their child's progress
- Ensuring that assessment strategies used will provide the best picture of student performance and achievement.
- Making assessment criteria available and transparent
- Updating tracking documents in a timely fashion
- Monitoring student progress, identifying students requiring intervention, and communicating with the DP Coordinator and Head of Faculty
- Providing opportunities for intervention and reassessment as necessary
- Ensuring that IA and EA processes follow the IB expectations for the course
- Completing IA and EAs in line with the deadline calendar
- Seeking out development as necessary
- Following the Deadline and Academic Honesty Policies

Role of Students:

- Actively engage in all aspects of instruction and assessment
- Reflect on progress and be ambitious in learning goals
- Demonstrate their knowledge and understanding, skills, Learner Profile attributes through a wide range of evidence including assessment tasks
- Complete all assessments to a high standard of academic honesty and to the best of their ability *See Academic Honesty Policy
- Use feedback to adjust their learning, organisation and revising strategies
- Follow the deadline calendar *See Deadline Policy
- Request extra help or reassessments when necessary
- Communicate with DP Coordinator, Head of Year, Head of Faculty and/or the class teacher for any questions, needs or concerns

Role of Parents:

- Play a significant role in monitoring and supporting students in their home study
- Support student through CAS activities outside school
- Regularly attend parent-teacher conferences
- Communicate any concerns with DP Coordinator and/or Head of Faculty

Reporting

Reporting focuses on process as well as product. Students and parents will receive a termly report showing their current attainment and predicted grade along with information on their effort and demonstration of Approaches to Learning skills in each course. These reports give feedback on current progress and are used as tools for student reflection and possible intervention.

Monitoring of the IB Diploma

Student progress, academic performance and learning behaviors will be tracked and monitored by the DP Coordinator through Year 12 and Year 13. The DP Coordinator will communicate with parents about progress toward achieving the full IB Diploma and coordinate the implementation of an academic contract and/or interventions. Final decisions about registration for the Diploma or Courses will be made on a case-by-case basis prior to exam registration in October of Year 13. These decisions will be based on all available data including current attainment, predictions, CEM, progress in the core and academic honesty.

Awarding of the IB Diploma and the IB Bilingual Diploma

To achieve the IB Diploma or the Bilingual Diploma students must meet all of the expectations as outlined by the IBO.

Awarding of the Regents Diploma

Students need at least 24 credits to graduate with a Regents Diploma. Those credits are earned through successful completion of courses at Regents or other schools through years 10-13. After iGCSE exams at Regents, students will be awarded 2 credits for each qualification of A*/9-D/3 earned. All courses (except PE and Growing Minds) in the sixth form are equal to 1 credit per year and will be awarded based on passing IB exams or internal assessments. Transfer credits will be evaluated and applied by the IB Diploma Coordinator.

Regents Diploma Graduation Requirements

- 4 credits in English (Literature or Acquisition)
- 3 credits in an additional language (Literature or Acquisition)
- 3 credits in sciences
- 3 credits in humanities
- 3 credits in maths

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- 7 credits from additional courses

Review of Policy

This policy was updated in March 2021.

Add in the correct documents for assessment:
Assessment Procedures
Guidelines for developing an Assessment Policy
Northbridge International School Policy
Etc.