



PORG International School

Assessment Policy

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Introduction

PORG International School is committed to ensuring that all students make excellent progress and aims to improve each child's knowledge and learning to match their potential. We at PORG International School focus on the progress of each child. PORG International School uses assessment tools and strategies which are designed to give a clear picture of the pupil's prior knowledge and progress.

Ethos

We believe in our children, and we believe each and every one of them wants to conduct themselves to the highest standards and that these high standards will serve them well both at PORG International School and into adulthood.

PORG International School encourages children to learn and grow in a motivating, international environment to become complex and strong personalities. We aim to enable pupils to develop habits of excellence and foster a sense of inner discipline, self-regulation and respect for the rights of others.

Publication

This Policy is updated annually and is published to all staff and volunteers. The PORG International School Assessment policy is available to school personnel, teaching and non-teaching staff, pupils and parents on the school website.

Overview of this policy

- Assessment.
- Evaluation.
- School life presentation.
- Learning support.
- Formative Assessment.
- Summative Assessment.
- Percentage and scale.

Assessment

Assessment is an important part of pupils' learning. In order to raise the pupils' achievement, it consists of the following components:

- active involvement of the pupils
- involving pupils in their self-assessment
- effective questioning
- providing feedback that is honest, fair, positive and constructive
- adjusting teaching according to the results of an assessment

Assessment at PORG International School is an integral part of teaching and learning. It is a continual process and is incorporated systematically into our teaching strategies to promote better-than-expected progress for all pupils. We aim to ensure high-quality teaching is supported and informed by our various types of assessment, allowing teachers to respond accurately to the learning needs of every pupil, including those with SEND. Pupils have an active role in their self-assessment, identifying their own learning needs and how they could improve their work. They are continually encouraged to be reflective and have a good understanding of their own strengths and how they can develop their learning further. All our assessment has a clear purpose and is done without unnecessarily adding to teachers' workload.

The assessment results are recorded and kept in order to inform the teachers and parents about child's progress. At the same time, the results should help the children who may not be progressing as well as expected. At PORG International School we promote the use of a range of assessment tools and strategies that are designed to give a clear picture of the pupil's prior knowledge and progress. Examples of these include mid and final term records, School report book and portfolios.

Evaluation

Apart from daily evaluation and feedback to pupils, the pupils and parents receive a report twice a year on the pupils' school standards, study achievements and behaviour in the form of a Half Term and Final Term Report. Half-Term reports are given to parents at the end of January and the Final Term Reports are presented to the parents in June. The reports give a detailed account of each area of study and they include the teacher's comments on pupil's effort, behaviour and study level.

Parents, teachers and pupils are all considered partners in the learning process. Parent-teacher meetings are held regularly throughout the year as a means of keeping everyone up to date about the pupils' learning and progress. Parents are expected to attend these meetings as well as additional individual meetings if needed. Parents are always welcomed to arrange individual meetings with the teacher.

Workshops

Another means of school life presentation are workshops where the pupils share their time and work with their parents. The parents are welcome to attend and learn more about our school life while working together with their child on a certain task. Workshops are opened for the whole family and regularly held throughout the year. The school presents the pupils' work within newsletters. Extra events organized by each class, or the school as a whole are announced within the year plans.

Learning Support

PORG International School is aware there is a rich variety of pupils with intellectual, physical, social, emotional, linguistic and other special learning characteristics. Learning support may include in-class learning support, individual or small group instruction, monitoring of pupils in the mainstream and support for teachers in terms of differentiated instruction and modifications of curricular programs which varies with the age, diagnosis and the abilities of the pupil.

PORG International School takes into consideration all levels of English, especially of those coming from different cultures and backgrounds. The individual approach makes students to feel comfortable and enables them to make progress quickly.

Formative Assessment

Day-to-day in-school formative Assessment

Formative assessment is an integral part of every lesson in our school. We use various retrieval methods to recap prior learning and ascertain what children can remember from previous teaching through formative assessment. This may be in the form of mini quizzes, 'show me what you know about...', quick fire questions answered on whiteboards or analysing/connecting images. Although retrieval practice is a form of teaching rather than formative assessment at its core, it can be a useful indicator of concepts that are not embedded into children's long-term memory. Throughout lessons, formative assessment is continuous, via checking for understanding and questioning principles, and its key focus is on ensuring all children are active participants in the learning in order for teaching staff to check whether everyone has understood the key teaching points rather than using methods such as hands up which only involves gaining feedback from one child.

To do this, we primarily use mini whiteboards for children to record their answers/ideas/opinions, which they hold up for the teacher to see. Any gaps or misconceptions seen can then be acted upon by providing immediate feedback or by making a note to inform same-day intervention if a misconception requires more time and explanation. Any large group or whole class gaps/misconceptions will change the structure of following lessons in the sequence to allow for these to be addressed. Children are aware of their role in this process and know they are required to contribute and answer all questions asked of them so the teacher can see who needs further explanation/support/clarification with the concept in hand.

At PORG International School, we ensure that formative assessment is key in each lesson and forms the basis for the next steps of learning which will be taking place. We adopt a wide range of formative assessment strategies and techniques in school. The main strategies are listed below:

- Marking and Feedback form part of formative assessment, and this is outlined in the questioning, it is a main part of any classroom teaching, and we strive to ensure effective questioning is central to understanding, developing and consolidating new skills and concepts.
- Self-assessment and peer assessment are used throughout a variety of sessions where children can, for example, use linked or other strategies to work out if their, or their work partner's, original response or answer is correct.
- Learning objectives are always shared at the beginning of each lesson with the children to ensure that they know the expectation and the outcome that they should have secured.
- Oral feedback, along with marking, also plays an important role and is often used to explain more complex steps or when reading teacher feedback becomes a barrier to a child accessing their own feedback.
- Children are always encouraged to recognise and evaluate their work against the lesson objective and success criteria.
- On-going formative assessment provides the evidence for the basis for making foundation subject assessment judgements at the end of each academic year.
- The ongoing formative assessment ensures that knowledge, skills and understanding are continually assessed and that the next steps of learning are supported and developed, that gaps are identified, and interventions or sessions are put in place to address this and that misconceptions are quickly acknowledged and addressed.

Summative Assessment

Summative assessment is made up of two parts:

- **evaluation of academic results**
 - on a scale of 10 to 1 for each subject, where 2 and 1 mean the student has not fulfilled the requirements of the given subject
 - detailed comments of each subject using the scale from Excellent, Good, Satisfactory, Weak, Poor
- **class teacher's evaluation** - verbal evaluation of each child summarizing the effort, skills, knowledge and progress.

The purpose of mid-year and end of year evaluation is to:

- provide students and their parents with summative information about their effort and academic results in the given subject during the given time period

Effort – in terms of effort we evaluate mainly precise fulfilment of responsibilities; activity; initiative; punctuality, precision, effort to understand, academic independence, desire to improve, teamwork; willingness to complete assignments and interest in the subject ...

We recommend that you use the following criteria for evaluating effort:

- bringing materials – exercise book, textbook (when needed), subject-specific materials and standard materials (pencils, pens, scissors, glue, etc.)
- active participation – attention and concentration on work, involvement from one's own initiative, following instructions, effective use of school time
- effort to understand – concentrated effort to fully understand, desire to improve, consulting the teacher and systematic preparation at home in the face of difficulties, cooperation with classmates
- maintaining the exercise book – quality and effectiveness of the exercise book, transparency, problem solving, important terms and relationships, deduction and explanation, supplementary materials
- group work – fulfilling an assigned role, diligence, generating ideas, supporting and leading the others, completing work
- homework – quality and punctuality in submitting assignments, completing optional tasks from one's own initiative
- interest in the subject beyond the classroom – reading articles and books, watching documentaries, visiting exhibitions, etc.

Percentages and scale

Academic results - grades - in individual subjects are evaluated using a ten-point scale 10 - 1. Teachers use points and percentages, and convert them to grades using the following system:

10	-	100% to 93%	5	-	62% to 55%
9	-	92% to 85%	4	-	54% to 48%
8	-	84% to 78%	3	-	47% to 40%
7	-	77% to 70%	2	-	39% to 32%
6	-	69% to 63%	1	-	20% to 0%

Poor academic results

A poor academic result is defined as:

- an overall drop of two or more grades in a given subject
- a semester report grade of 5 or lower
- unclassified

If a student is in danger of receiving a poor academic result, the teacher of the given subject informs the class teacher, principal, and pastoral care as soon as possible. Together they will swiftly propose a method to support the student.

Based on this agreement:

- parents are informed about the situation by telephone or e-mail and the proposed action
- if the student is in danger of “failing” (a grade of 1 or 2) at the end of the semester, the subject teacher writes a letter home about unsatisfactory academic results. This must be done no later than one month before the closing of classification. The class teacher signs the warning, records, and informs the principal.



Letter Home

Unsatisfactory Results Announcement

Dear parents,

Your son's/ daughter's academic results
in (subject)
do not meet the school's minimum requirements.

Thus, the subject teacher sees the current situation as unsatisfactory.

In accordance with our PORG International School policy, we are required to inform you of this situation. We recommend you arrange a meeting with the subject teacher.

We believe we have your understanding and cooperation.

Yours sincerely,

Class Teacher

Principal