PORG International School

Assessment Policy

Primary

Prepared by:	Barbora Gazdova	Date: September 2023
Last update by:	Barbora Gazdova	Date: August 2026
Approved by:	Dagmar Dluhosova	

Purpose

The Assessment Policy at PORG International School establishes a clear and consistent framework for assessment across the school. It ensures that assessment is valid, reliable, and inclusive, and that it effectively supports high-quality teaching and learning. Assessment is recognised as a key driver of pupil progress and is aligned with international best practice.

Principles of Assessment

PORG International School is an integral part of the learning process. It is continuous, purposeful, and embedded in everyday teaching. The school ensures that assessment is both formative and summative, inclusive of all learners, and used to inform next steps in teaching and learning. Consistency and reliability are maintained through shared expectations and professional collaboration.

Publication

This Policy is updated annually and is published to all staff and volunteers. The PORG International School Assessment policy is available to parents, students, teachers, and staff at the school in hard copy and also in the school information system.

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 assessments have a clear purpose and are done without unnecessarily adding to teachers' workload.

The assessment results are recorded and kept in order to inform the teachers and parents about the 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, the school report book and portfolios.

Evaluation and Reporting

Evaluation at PORG International School is an ongoing process that supports pupil progress through regular feedback, reflection, and communication. In addition to daily evaluation within lessons, pupils and parents receive formal reports twice a year,

providing a comprehensive overview of academic standards, learning progress, and behaviour.
A Half-Term Report is issued at the end of January, and a Final Report is provided in June. These reports offer a detailed account of each subject area and include teacher comments on pupils' effort, behaviour, and overall level of achievement. The purpose of these reports is to give clear, accurate, and meaningful information about each pupil's development and to support future learning.
The school recognises the importance of strong collaboration between parents, teachers, and pupils. All are considered key partners in the learning process. Regular parent-teacher meetings are held throughout the academic year to ensure open communication and to keep parents informed about their child's progress. Parents are expected to attend these meetings and may also be invited to additional individual consultations where necessary.
Furthermore, parents are encouraged to take an active role in their child's education and are always welcome to arrange meetings with teachers at mutually convenient times. This collaborative approach ensures that pupils receive consistent support and guidance both at school and at home, contributing to their overall success and well-being.

Workshops

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

Learning Support

PORG International School recognises and values the diverse range of pupils' needs, including intellectual, physical, social, emotional, and linguistic differences. The school is committed to providing an inclusive learning environment where all pupils are supported to achieve their full potential, in line with BSO expectations for quality of education and pupil welfare.

Learning support is tailored to individual needs and is designed to ensure that all pupils can access the curriculum effectively. Provision may include in-class support, targeted small group or individual instruction, and ongoing monitoring of pupils within the mainstream classroom. Teachers are supported in implementing

differentiated teaching strategies and adapting curricular programmes to meet the needs of all learners. The type and level of support provided are determined by the pupil's age, identified needs, and individual abilities.

The school places particular emphasis on supporting pupils with English as an additional language (EAL), especially those from diverse cultural and linguistic backgrounds. Appropriate strategies are implemented to develop language proficiency and ensure that language does not present a barrier to learning or participation.

Assessment plays a key role in identifying pupils who require additional support and in monitoring their progress over time. Information gathered through assessment is used to inform targeted interventions and personalised learning plans, ensuring that support is both effective and responsive.

The school works in partnership with parents, teachers, and, where appropriate, external specialists to ensure a coordinated approach to supporting pupils. This collaborative process supports pupil well-being, academic progress, and inclusion within the school community.

Through this structured and inclusive approach, PORG International School ensures that all pupils feel supported, confident, and motivated, enabling them to make strong progress and fully participate in school life.

Formative Assessment

Formative assessment is an integral and continuous part of teaching and learning at PORG International School. It is embedded within everyday classroom practice and is used to monitor pupils' understanding, inform teaching, and support progress. The primary purpose of formative assessment is to identify what pupils know, understand, and can do, and to use this information to guide the next steps in learning.

Teachers use a range of strategies to assess prior knowledge and reinforce learning, including retrieval practices such as mini-quizzes, targeted questioning, and activities that prompt recall and connection of prior learning. While retrieval practice is primarily a teaching strategy, it also provides valuable insight into pupils' retention and understanding of key concepts.

Formative assessment occurs continuously during lessons through effective questioning and checks for understanding. A key principle is ensuring that all pupils are actively engaged in the learning process. Strategies such as using mini whiteboards enable all pupils to respond simultaneously, allowing teachers to gain immediate feedback from the whole class rather than relying on individual responses. This approach ensures that misconceptions and gaps in understanding are identified quickly and addressed promptly.

Teachers provide immediate and constructive feedback based on formative assessment. This may take the form of verbal feedback, written marking, or targeted intervention. Where misconceptions are identified, teaching is adapted accordingly, either within the same lesson or through subsequent planning. Whole-class or group misconceptions inform future lesson design to ensure that learning gaps are effectively addressed.

Pupils play an active role in formative assessment. They are encouraged to participate fully, respond to questioning, and reflect on their learning. Self-assessment and peer assessment are used to develop pupils' ability to evaluate their own work and that of others against clear learning objectives and success criteria. Learning objectives are shared at the beginning of each lesson to ensure pupils understand expectations and intended outcomes.

Formative assessment also includes ongoing marking and feedback, which are essential in supporting the development and consolidation of knowledge and skills. Oral feedback is used particularly where immediate clarification is required or where written feedback may not be accessible to all learners.

The information gathered through formative assessment provides a strong evidence base for end-of-year judgements, particularly in foundation subjects. It ensures that learning is continuously monitored, that progress is supported effectively, and that interventions are implemented where necessary.

Through this systematic and responsive approach, formative assessment at PORG International School ensures that teaching is adaptive, pupils are engaged, and learning is continuously developed in line with BSO expectations for high-quality teaching and assessment.

At PORG International School, we adopt a wide range of formative assessment strategies and techniques. The main strategies are listed below:

- Marking and Feedback form part of formative assessment, as outlined in the questioning. It is a key part of classroom teaching, and we strive to ensure that effective questioning is central to understanding, developing, and consolidating new skills and concepts.
- Self-assessment and peer assessment are used across a variety of sessions, where children can, for example, use linked or other strategies to determine whether their own or their work partner's original response is correct.
- Learning objectives are always shared at the beginning of each lesson with the children to ensure they know the expectations and the outcomes they should have achieved.
- 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.
- Ongoing formative assessment provides the evidence 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; that the next steps of learning are supported and developed; that gaps are identified; that interventions or sessions are put in place to address them; and that misconceptions are quickly acknowledged and addressed.

Summative Assessment

Summative assessment at PORG International School provides a structured evaluation of pupils' attainment and progress at key points during the academic year. It is used to measure learning outcomes, support reporting to parents, and inform whole-school evaluation and planning.

Summative assessment consists of two main components. The first is the evaluation of academic achievement in each subject. Pupils are assessed using a ten-point grading scale from 10 to 1, where grades 2 and 1 indicate that the pupil has not met the minimum requirements of the subject. In addition to numerical grades, teachers provide qualitative descriptors, such as Excellent, Good, Satisfactory, Weak, and Poor, to give a clearer understanding of the level of attainment.

The second component is the class teacher's overall evaluation, which provides a comprehensive summary of each pupil's effort, skills, knowledge, and progress. This

holistic evaluation ensures that the assessment reflects not only academic outcomes but also the pupil's approach to learning and personal development.

Summative assessment takes place primarily at mid-year and at the end of the academic year. Its purpose is to provide pupils and their parents with clear, accurate, and meaningful information about achievement and progress over a defined period. These evaluations support reflection, inform future targets, and strengthen communication between school and home.

In addition to academic attainment, pupil effort is systematically assessed as part of summative evaluation. Effort is understood as the pupil's engagement with learning and is measured through a range of criteria, including responsibility, participation, independence, and motivation. Teachers consider factors such as preparedness for lessons, active participation, willingness to improve, collaboration with peers, and completion of tasks.

Specific indicators used to evaluate effort include consistently bringing required materials, active engagement and concentration during lessons, sustained effort to understand new concepts, the quality and organisation of written work, effective participation in group work, and the completion of homework to an appropriate standard and within deadlines. Furthermore, interest in learning beyond the classroom, such as independent reading or engagement with subject-related activities, is also recognised.

Through this comprehensive approach, summative assessment at PORG International School provides a reliable and balanced picture of pupil achievement. It supports high expectations, promotes accountability, and ensures that pupils, parents, and teachers have a clear understanding of progress.

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 summarising the effort, skills, knowledge and progress.

The purpose of mid-year and end-of-year evaluations 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.

Weighting of Assessment

At PORG International School, assessment outcomes recorded in the School Information System – Skola Online – are assigned a weighting to reflect their relative importance in determining overall pupil attainment. This approach ensures that grades provide a fair and balanced representation of a pupil's performance over time.

Each assessed task is given a weighting value, typically ranging from 1.0, 0.8, 0.6, 0.4, to 0.2. A weighting of 1.0 is applied to assessments of the highest significance, such as major tests, end-of-unit assessments, or key pieces of work that demonstrate a comprehensive understanding of the subject content. Lower weightings, such as 0.8 and 0.6, are used for assessments of moderate importance, including shorter tests, projects, or extended assignments. Weightings of 0.4 and 0.2 are generally assigned to less formal or lower-stakes tasks, such as classwork, homework, or practice activities.

The use of weighting allows teachers to differentiate between types of assessment and ensures that more substantial evidence of learning has a greater influence on the overall grade. This system supports a more accurate reflection of pupil achievement by taking into account both the quality and significance of assessed work.

Teachers apply weightings consistently within subjects, and pupils are informed about the importance of different tasks, so they understand how their work contributes to overall assessment outcomes. The weighting system also supports transparency for parents, who can view assessment results and their relative significance through the Skola Online platform.

Through this structured approach, the school ensures that assessment data is reliable, meaningful, and aligned with the principles of fairness, consistency, and high expectations.

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%
9	-	92% to 85%
8	-	84% to 78%
7	-	77% to 70%
6	-	69% to 63%
5	-	62% to 55%
4	-	54% to 48%
3	-	47% to 40%
2	-	39% to 21%
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 classification closes. The class teacher signs the warning, records it, and informs the principal.

Letter Home

Unsatisfactory Results Announcement

Dear Parents and Guardians,

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

PORG International School
Rostislavova 1267/7
703 00 Ostrava – Vitkovice

phone: +420 777 355 157
email: primary@porg.cz