PREMIER EDUCATION SOCIETY'S
TRINITY INTERNATIONAL SCHOOL

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ASSESSMENT POLICY

School Vision

Quality education at moderate cost to the masses.

School Mission

Holistic development through inter-disciplinary approach to build 21st century skills and create conscientious citizens with a global perspective.

TRINITY INTERNATIONAL SCHOOL ASSESSMENT POLICY

Sr No	Content	Page No.
1	Assessment Philosophy	3
2	Aims of Assessment policy specific to Primary School	3
3	Purpose of Assessment	3
4	Types of Assessments	3
5	Assessment Methods	4
6	Feedback and Reporting	4
7	Student Involvement	4
8	Inclusivity and Fairness	4
9	Use of Assessment Data	5
10	Teacher professional Development	5
11	Continuous Improvement	5
12	Roles and Responsibilities	5
13	Assessment for Learning	6
14	Principles and Expectations	6
15	Guidelines for Marking and Feedback	7
16	Methods of Responding to Student Work	7
17	Effective Target Setting	8
18	Assessment For Learning	8
19	Reporting Student Progress	9
20	External Assessments	9

Assessment Philosophy

At Trinity International School, assessment is a crucial component of planning, teaching, and learning, with a strong emphasis on the holistic development of students. The goal is to cultivate lifelong learners who are motivated, accountable, and committed to their continuous learning journey.

Assessments at the school are both continuous and equitable, offering valuable insights into students' performance, highlighting areas of strength and areas for growth. They also provide feedback on the effectiveness of the curriculum, focusing on students' knowledge, understanding, abilities, and emotions at various stages of the learning process. The primary aim of assessment is to optimize each student's potential. It is an ongoing process of gathering evidence for and of learning, which is utilized to provide timely recognition and feedback to learners and all relevant stakeholders. Assessment practices reflect best practices that support both learners and educators in promoting student achievement.

Aims of Assessment policy specific to Primary School

The policy ensures that our school will provide parents and students with thorough and accurate reports on each student's progress, performance, effort, and achievements, through objective and detailed feedback, observations, and evaluations.

Assessment Objectives specific to Primary:

- To communicate students' achievement status to parents.
- To provide students with information for self-assessment and reflection.
- To assist in the selection, identification, or grouping of students for targeted instruction.
- To evaluate the effectiveness of instructional programs.
- To document students' efforts and responsibilities.

Aims of Assessment policy specific to CAIE:

Purpose of Assessment

- To monitor and support the academic progress and personal development of students.
- To provide meaningful feedback to students, teachers, and parents, highlighting strengths and areas for improvement.
- To guide future learning and teaching strategies.
- To evaluate the effectiveness of the curriculum and instructional methods.

Types of Assessments

- **Formative Assessment**: Ongoing assessments used to inform instruction and support student learning, including quizzes, projects, assignments, and class participation.
- **Summative Assessment**: End-of-term or year assessments, including mock exams, coursework, and Cambridge International exams, used to evaluate overall student achievement.
- **Diagnostic Assessment**: Pre-assessment tools to gauge prior knowledge and skills before introducing new topics or units.

Assessment Methods

- A variety of assessment methods will be used, including written examinations, oral presentations, practical assessments, coursework, and group work.
- The emphasis will be on assessing knowledge, critical thinking, problem-solving, and the application of learning.
- Teachers will use rubrics and clear assessment criteria to ensure transparency and fairness.

Feedback and Reporting

- Constructive, timely, and specific feedback will be provided to students to help them understand their strengths and areas for improvement.
- Parent-teacher meetings, interim reports, and end-of-term reports will keep parents informed of student progress.
- The school will maintain a clear system for reporting student performance that aligns with CAIE guidelines.

Student Involvement

- Students will be encouraged to actively participate in the assessment process through self-assessment, peer assessment, and reflection on their learning.
- Opportunities for students to set personal learning goals and track their progress will be integrated into the assessment approach.

Inclusivity and Fairness

- The assessment policy will ensure fairness and inclusivity, accommodating students with diverse learning needs.
- Adjustments, such as extended time or alternative formats for exams, will be provided where necessary to ensure equitable access to assessments.

Use of Assessment Data

- Assessment data will be used to track the academic progression of students, identify trends, and inform decision-making related to curriculum planning and instructional strategies.
- Data will also be used to identify students who may need additional support and to ensure that all students are meeting the necessary learning outcomes.

Teacher Professional Development

- Teachers will receive continuous professional development in assessment practices, particularly in relation to CAIE standards and expectations.
- The school will encourage collaboration among faculty to share best practices and improve the effectiveness of assessment strategies.

Continuous Improvement

- The school will regularly review and update its assessment practices to ensure they align with CAIE's evolving requirements and global best practices.
- Feedback from students, parents, and staff will be used to refine and enhance the assessment process.

Roles and Responsibilities

Teachers:

- Implement the school's assessment policy effectively.
- Ensure academic integrity is maintained throughout all assessments.
- Understand the assessment requirements for each subject and core component, applying them to curriculum development.
- Be responsible for the assessments, evaluations, and reporting of students within their instruction.
- Provide timely and constructive feedback to enhance students' learning.
- Conduct both formative and summative assessments in accordance with IB expectations.
- Undertake internal moderation and quality checks to ensure the standard of internally marked coursework.

Students:

- Adhere to the school's academic integrity policy when completing assessments in subjects and core components.
- Seek feedback and clarification on assignments and tasks.
- Strictly follow the guidelines set forth in the assessment policy.
- Uphold academic integrity in all assessments.

Parents:

- Familiarize themselves with the assessment policy and understand its provisions and practices.
- Encourage their child to view assessment feedback as a constructive tool for improvement.
- Educate and guide their child on the significance of academic integrity.

School:

- Clearly communicate the school's assessment philosophy, policy, and procedures to the school community, providing feedback to support students' learning progress.
- Prepare and share a timeline for internal submission deadlines.
- Track and report student progress to parents regularly.
- Educate both students and parents about assessment expectations, standards, and practices within the CAIE framework.
- Allocate time for teacher collaboration, planning, and reflection.
- Foster best practices and promote a culture of high integrity among teachers and students.

Assessment for Learning:

At the core of high-quality teaching and learning at the school is *Assessment for Learning*, where ongoing assessments and related feedback enable students to understand their progress and take responsibility for their own learning journey.

The school is dedicated to supporting the optimal progress of every student by utilizing a wide range of assessment methods to track progress, demonstrate achievement, and guide instruction. We also analyze assessment and evaluation data to gain insights into class, grade, and school-wide results, trends, comparisons, and implications, continually seeking improvements in both teaching and learning.

Principles and Expectations:

- Responding to students' work and assessment results provides crucial guidance and serves as a key motivational tool.
- Marking and feedback are most effective when they are timely and formative, offering both feedback and guidance for future improvement.
- Continuous assessment strategies will be implemented to consistently check for understanding, skill development, and mastery of content and concepts.
- Self- and peer-assessment will be integral to the assessment process, particularly in writing, speaking, and project-based learning opportunities.
- A variety of feedback methods will be used to help students understand how to improve and develop their work.
- It is the responsibility of departmental teams to ensure consistency in how student work is assessed across grade levels, subjects, and departments.
- Internal school assessments will be supported by an efficient and concise tracking and reporting system, with progress shared only with relevant teachers, school professionals, and parents.

- International benchmarks will be used to provide a realistic comparison of student performance against global standards.
- Rubrics and indicators will be used to guide students toward achieving their full potential.

Guidelines for Marking, Feedback, and Checking:

Marking, feedback, and assessment practices will adhere to the following principles to ensure alignment with the Cambridge Assessment International Education (CAIE) guidelines:

- **Frequency and Purpose:** Marking and feedback will be regular, timely, consistent, and purposeful to support continuous student progress.
- **Clarity of Expectations:** Students will be made aware of the outcomes and standards they are expected to achieve, with clear guidance provided through rubrics and examples of student work or models.
- **Recognition and Improvement:** Feedback will acknowledge achievements, provide constructive criticism, and suggest strategies for improvement and next steps, empowering students to make progress.
- **Time for Reflection:** Sufficient time will be allocated for students to read, reflect, and respond to the feedback provided on their work.
- **Personalized Learning:** Marking and feedback will be responsive to individual learning needs and styles, ensuring that each student's unique strengths and areas for development are addressed.
- **Student Empowerment:** Students will be encouraged to engage in their learning process by using rubrics they have helped create, allowing them to track their progress and identify specific learning needs.
- **Informed Planning:** Marking and feedback will directly inform both immediate and future teaching strategies, ensuring that lessons are tailored to student needs.
- **Student Tracking System:** Feedback and assessment results will be integrated into the school's student tracking system to monitor ongoing progress and achievement.
- **Support Systems Integration:** Assessment data will be used to support students requiring additional assistance.
- **Moderation for Fairness and Accuracy:** Formal assessments, such as major assignments or tests, will undergo moderation by colleagues to ensure fairness and accuracy in marking, with all teachers sharing a common understanding of the assessment objectives and criteria.

Methods of Responding to Student Work:

- **Oral Feedback:** Feedback may be given through conferences or oral Q&A/doubt solving sessions, allowing for interactive discussions of student work and results.
- **Written Feedback:** Teachers will provide feedback, either on paper or oral, to ensure students have clear and tangible guidance.
- **Self-Assessment:** Students will be encouraged to assess their own work to develop reflective learning practices.
- **Peer-Assessment:** Students will participate in peer assessments, which foster collaboration and critical thinking.

- **Ongoing Progress Checks:** Teachers will check for understanding and progress during lessons to ensure students are on track and to address any misconceptions immediately.
- **Formative Assessments:** These will be used to provide insight into student progress, offering guidance and direction for future learning.
- **Summative Assessments:** Final evaluations, using established mark schemes, rubrics, or set criteria, will assess overall student performance in alignment with CAIE standards.

Effective Target Setting

Teachers will utilize summative assessment data to assist students in setting SMART (Specific, Measurable, Achievable, Relevant, Time-bound) targets that foster motivation and drive towards personal achievement.

In addition, whole-class target setting may be employed to focus on collective skill development and improvement.

Periodic reviews and reflections on progress will be conducted to assess achievement in relation to the set targets, ensuring students are on track to meet or exceed their goals.

Assessment for Learning (AfL)

The school is dedicated to recognizing the significant role that *Assessment for Learning* (AfL) plays in fostering student development and enhancing academic performance. AfL is primarily the responsibility of the teacher, who must ensure that every learning experience enables students to recognize what knowledge, understanding, and skills they have gained, and to identify the necessary steps for further improvement.

All assessments conducted to measure or indicate progress should be used by both the teacher and the student as tools for growth, guiding them on how to improve, correct mistakes, and determine the next steps to make further advancements.

To facilitate AfL, teachers will incorporate the following strategies into their lessons:

- Clearly communicated learning objectives that students fully understand.
- The integration of ICT tools and resources to support curriculum learning and the development of related skills.
- Effective questioning techniques that engage all students, including encouraging students to ask their own questions.
- Timely, thorough marking, accompanied by meaningful feedback and "feed forward" (guidance on what students should do next to improve).
- Opportunities for students to select from a variety of activities and assessments that encourage critical thinking and creativity in demonstrating their understanding.

- Use of diverse formative assessments to provide insights that improve both learning and teaching.
- Methods that actively involve students in evaluating their own progress and performance.
- Ambitious and challenging targets for students to strive towards in their learning journey.
- Opportunities for students to reflect on their own achievements and growth, identify areas of difficulty or weakness, and determine next steps, while seeking support to better understand how to improve and advance their learning.

Reporting Student Progress:

The school will provide two reports per academic grade. At the end of each semester, a full report will be provided for each student, indicating his or her progress and performance for that period. In higher grades, the reports become less narrative and more symbolic, where at early grade levels, more indicators of progress are narrative. At least twice per grade, parents are invited to come and meet with their child's teachers to converse about their mutual interest in supporting that student's optimal success.

External Assessments:

The school is committed to utilizing appropriate external, standardized, and norm-referenced testing to understand the progress of its students in relation to others. Parents will be notified of any external assessment tool being utilized, with an explanation of its source, nature, application, and purpose. Results, whenever possible, will be shared with parents.

Reviewed On:

Next review