RGS ASSESSMENT POLICY 2025

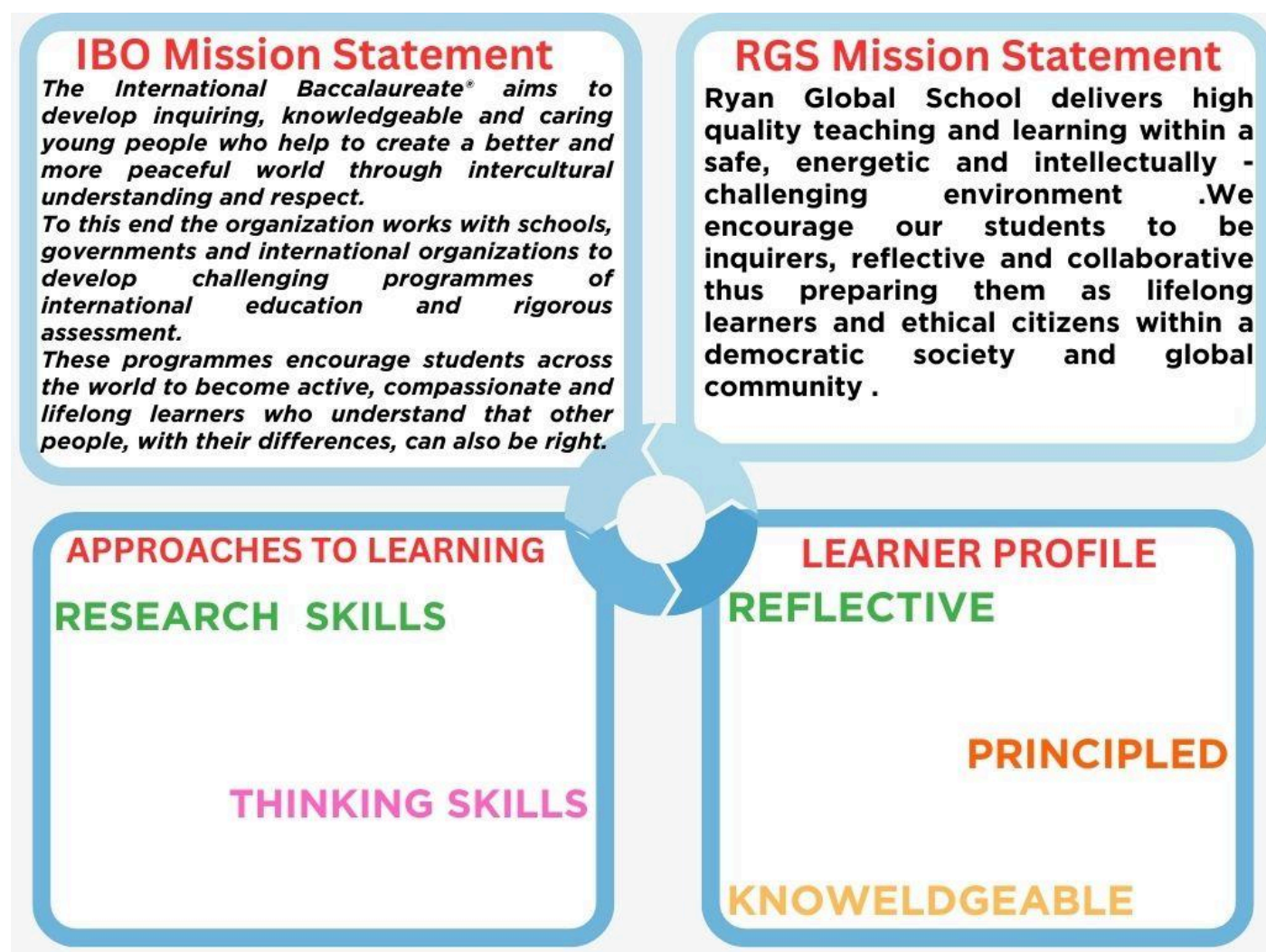# RGS ASSESSMENT POLICY 2025

INTRODUCTION:

"To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you're going so that you better understand where you are now, so that the steps you take are always in the right direction. "

Stephen R Covey (The Seven Habits of Highly Effective People)

RGS philosophy of Assessment

Assessment is an integral part of the teaching and learning process. We at RGS have aligned our mission statements with the IBO and our assessment philosophy directly relates to both the mission statements mentioned below:

IBO Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

RGS Mission Statement

Ryan Global School delivers high quality teaching and learning within a safe, energetic and intellectually - challenging environment .We encourage our students to be inquirers, reflective and collaborative thus preparing them as lifelong learners and ethical citizens within a democratic society and global community .

APPROACHES TO LEARNING

RESEARCH SKILLS

THINKING SKILLS

LEARNER PROFILE

REFLECTIVE

PRINCIPLED

KNOWELDGEABLE

We at RGS ensure that the assessment policy is implemented, understood and supported by the entire school community. Parents are informed about the policy through parent meetings, the school website, handbook, Toddle web portal, my class-board portal and Parent-Teacher conferences.

RGS ASSESSMENT POLICY 2025

APPROACHES TO LEARNING

APPROACHES TO LEARNING REPRESENTED AND REFLECTED IN ASSESSMENT APPROACH	
ATL	RATIONAL
THINKING SKILLS	**Thinking skills empower students to analyze, evaluate, and apply their learning**, forming the foundation for meaningful, concept-driven assessments. The assessment policy supports this by using diverse strategies to measure how students think, reflect, and transfer understanding across contexts.
RESEARCH SKILLS	**Research skills enable students to formulate questions, gather and analyze information, and draw conclusions** skills that are central to inquiry-based learning. The assessment policy supports this by evaluating not just outcomes, but the process of learning, promoting critical investigation and evidence-based reflection.

IBO LEARNER PROFILES

LEARNER PROFILES REPRESENTED AND REFLECTED IN ASSESSMENT APPROACH	
LEARNER PROFILE	RATIONAL
PRINCIPLED	At RGS, the learner profile attribute **Principled** is reflected in our assessment policy through a strong focus on honesty, fairness, and responsibility. Students are encouraged to act with integrity, take ownership of their learning, and reflect on their progress with sincerity and respect for the consequences of their actions.
KNOWLEDGEABLE	The learner profile attribute **Knowledgeable** aligns with the assessment policy at RGS by valuing deep understanding, conceptual connections, and the application of learning across disciplines. Assessments are designed to evaluate not just content recall, but meaningful engagement with ideas, promoting informed thinking and lifelong learning.
REFLECTIVE	The learner profile attribute **Reflective** is embedded in RGS's assessment policy by encouraging students to thoughtfully consider their learning, set goals, and identify areas for growth. Ongoing reflections are integral to the assessment process, promoting self-awareness and continuous improvement.

Purpose of Assessment

The purpose of this document is to provide clarity and shared understanding of the assessment process within the RGS school community. To enhance the effectiveness of each student's educational experience, a range of assessment techniques is used regularly. The key objectives of assessment at RGS are:

1. To offer meaningful feedback that supports student growth and progress.
2. To guide students through the five essential elements of learning: knowledge, concepts, skills, attributes, and action.
3. To communicate student progress clearly and consistently to parents.
4. To ensure alignment with IB assessment objectives and philosophy.
5. To empower all stakeholders to understand and engage effectively with assessment.
6. To ensure transparency regarding the purpose, criteria, and methods of assessment for students, teachers, parents, and administrators.

As an IB World School we commit to the following practices:

PROGRAMME STANDARDS AND PRACTICES	PRACTICE AT RGS
The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements. **Culture 5.2 -(0301-05-0200)**	Ryan Global School clearly identifies both local and IB requirements within its assessment policy. The policy outlines how the school aligns its assessment practices with these standards, ensuring compliance with national education regulations while adhering to the IB philosophy. It details the methods, frequency, and purpose of assessments, promoting transparency and consistency across the school community.
The school organizes time for learning and teaching that provides a broad, balanced and connected curriculum and serves the changing needs of its community. (0201-03) **The school implements a schedule that allows for the requirements of the programme(s) to be met. (0201-03-0100)** **The school articulates its schedule and curriculum to make it possible for students to make connections across their learning. (0401-01-0500)** **Teachers use collaborative planning and reflection to address the elements of an IB education. (0401-02-0400)**	**Resource - Time** Designing students' uninterrupted schedule to support inquiry. Designing and providing teachers with scheduled time in the timetable to plan, collaborate , document , assess , monitor , record , report , reflect on students' learning, and weekly planner.
The school funds and allocates resources that sustain and **further develop its IB programme(s). (0201-05)**	We at RGS align our school functioning with the requirements of the programme. We as a school community work and commit towards effective implementation of the programme meeting the requirements.All the following resources contribute in

The school identifies and allocates spaces and resources to support the social, emotional, and physical well-being of its students and teachers. (0202-03-0100) **The school demonstrates a commitment to make the most effective use of learning spaces and learning environments in ways that meet the needs of all students. (0202-02-0400)** **The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). (0202-01)** **The school provides adequate resources and facilities in accordance with programme documentation.(0202-01-0100)** **The school provides safe and effective learning spaces and learning environments. (0202-01-0300)** **The school provides technologies that facilitate effective communication with the IB community and ensure access to current resources that support engagement with local, national, international and global contexts. (0202-01-0400)** **The school identifies and uses a variety of human, virtual and physical resources in the wider community that aids and extends student learning. (0202-05-0100)**	effective teaching and learning practices covering all the key areas of assessing , monitoring , recording and reporting. **Resource - Spaces and Facilities**: RGS evaluates regular physical and virtual requirements of the effective implementation of the programme.We at RGS ensure that spaces and facilities are provided to support teaching and learning practices effectively. **Physical setup** like collaborative learning spaces like classrooms, specialists facilities , shared learning spaces like ground , laboratories , auditorium , library ICT lab, Music room, Dance room etc. **Virtual learning setup** involving laptops and tablets ,internet facility , LMS system, Learning platform to support learning , reading programmes and online resources to support learning, toddle, zoom. **Resources - learning resources** Resources in all forms virtual , intellectual , social , emotional , physical resources supporting learners like classroom resources , learning support resources , resources to support manipulatives, library and IT resources have been assessed , procured , and made available to support effective teaching learning practices meeting requirements of the IB Programme .All resources supporting social, emotional, and physical well-being of its students and teachers.
The school verifies that teachers meet the local and legal requirements for the roles to which they are appointed. (0202-01-0200)	At Ryan Global School (RGS), all teachers undergo a thorough verification process to ensure they meet the local and legal requirements for their designated roles. This includes validating educational qualifications, certifications, and teaching credentials as per regulatory guidelines. The school's HR and leadership teams work collaboratively to maintain compliance with statutory norms and uphold the high professional standards expected within the IB and Cambridge frameworks.

Coherent curriculum 1: The school plans and implements a coherent curriculum that organizes learning and teaching within and across the years of its IB programme(s). (0401-01) **Coherent curriculum 1.1: The school designs its curriculum in accordance with programme documentation. (0401-01-0100)** **The school plans and implements a coherent curriculum that organises learning and teaching within and across the year of its IB programme (0401-01)** **Learning, teaching, and assessment effectively inform and influence one another.** **The school provides students with opportunities to consolidate their learning through a variety of assessments. (0404-04-0100)**	At RGS, assessment is viewed holistically—not just as a means to evaluate what students have learned (*assessment of learning*), but also as a tool to *inform learning* and *empower learners*. **Assessment for learning** is embedded in daily practice through formative strategies like feedback, reflection, and peer/self-assessment, allowing teachers to adjust instruction and support student progress in real time. **Assessment as learning** is emphasized by encouraging students to reflect on their own understanding, set personal goals, and take ownership of their learning journey. Through student portfolios, goal-setting sessions, and student-led conferences, learners actively engage with their assessment data to build metacognitive awareness and responsibility. This balanced approach ensures that assessment at RGS is continuous, purposeful, and aligned with the principles of inquiry and lifelong learning. At RGS, assessment data is strategically used through platforms like Toddle, collaborative teacher meetings, student portfolios, and regular reporting to track and support student progress. Collaborative planning meetings—held at the start, middle, and end of each unit—ensure alignment with the PYP framework, integrating teaching, learning, assessing, monitoring, and reporting. Students are empowered as co-constructors and co-evaluators, actively participating in their learning journey. Parents remain well-informed through weekly newsletters, orientations, unit-related communication, and regular conferences, fostering a strong home-school partnership.
Culture 6.5: The school considers the Learner Profile in all of its IB-mandated policies. (0301-06-0500) **Culture 6.6: The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)** **The school builds relationships with the wider community that are a source of wisdom and expertise to strengthen the implementation of its IB programme(s). (0202-05)**	The school community at RGS nurtures internationally minded individuals who exemplify all attributes of the IB Learner Profile and ATL's by embedding the United Nations Sustainable Development Goals (SDGs) into both the curriculum and school culture. Through inquiry-driven learning and authentic global connections, students engage with pressing world issues, take meaningful action, and develop empathy, intercultural understanding, and a strong sense of social responsibility. Students are provided with diverse opportunities to showcase their learning across key areas including the acquisition of knowledge, development of Approaches to Learning (ATL), conceptual understanding, and demonstration of learner profile attributes. Emphasis is

The school community fosters internationally minded people who embody all attributes of the IB learner profile. (0101-03) The school ensures that the school community is aware of the IB learner profile and is committed to international-mindedness and its importance in embodying the IB mission. (0101-03-0100) Lifelong learners 2: Students demonstrate and reflect on their continued development of the IB learner profile attributes. (0402-02) Lifelong learners 2.1: Students understand the learner profile and can reflect on it effectively. (0402-02-0100) Lifelong learners 2.2: Teachers provide students with opportunities in the curriculum to reflect on the growth and demonstration of their learner profile attributes. (0402-02-0200) Lifelong learners 2.3: Students understand the connections between the IB learner profile and international mindedness. (0402-02-0300)	placed on ownership of learning, supported by tools such as SOLO taxonomy and strategies for monitoring progress, empowering students to reflect, assess, and act as agents of change in a globally interconnected world. We are committed to qualitatively assessing the IB Learner Profile to support students in developing key attributes and growing as lifelong learners. Learning engagements are designed with these attributes in mind and assessed regularly. Ongoing reporting on the Learner Profile encourages students to take ownership of their learning and strengthens their identity as active, reflective learners.
Ths school demonstrates that curriculum is influenced by students , prior knowledge, identities, backgrounds, needs and contexts. (0401-01-0600) Teachers focus on conceptual understanding to support students in developing their ideas. (0403-02) Teachers plan and facilitate learning experiences through which students can develop their own conceptual understandings. (0403-02-0200) Teachers use collaborative planning and reflection to address the elements of an IB education. (0401-02-0400) The school implements and reviews processes that actively engage students in their own learning. (0402-01-0200)	At RGS, every inquiry begins by mapping students' prior knowledge using the KUD framework (Know, Understand, Do), forming the foundation for meaningful learning. Goal setting is a collaborative and ongoing process involving students, parents, and teachers, with progress reviewed throughout the year during conferences and meetings. Teachers design learning engagements in response to students' needs, reflections, and assessment data, ensuring personalized and purposeful learning experiences. E-learning portfolios serve as a dynamic record of student growth over time, capturing evidence of understanding and progress. Planning documents, assessment tools, report cards, and student reflections all reflect the school's commitment to supporting growth from prior understanding. Teachers' questions, formative assessments, and reflection practices play a key role in providing opportunities for students to take ownership of their learning and evolve into thoughtful, independent learners.

Students and teachers engage in learning experiences that are designed to include opportunities for students to collaborate. (0402-03-0100) **PYP: Teachers use the PYP planner template(s) or otherwise document the way that they use the PYP planning process to collaboratively design, plan and deliver the programme. (0401-02-0111)**	
The school ensures the curriculum is up to date and clearly communicated to the school community. (0401-03-0500) **Culture 5: The school implements, communicates and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth. (0301-05)** **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)** **KINDLY REFER TO THE IMAGE BELOW IN SECTION** <u>**Stakeholders Roles and Responsibilities**</u>	**Teachers:** Teachers are central to the assessment process. They collaboratively plan, implement, design, and regularly review assessment practices to ensure alignment with the PYP framework. They monitor student progress through varied tools and strategies, adapting instruction to meet individual learning needs. **Parents:** Parents are engaged partners in the assessment journey. They are introduced to the school's assessment philosophy and practices during orientations and regular meetings. They contribute to documenting learning through reflections in student portfolios and journals, receive updates via newsletters, and are invited to serve as co-assessors during student-led conferences and exhibitions. They also access assessment tools and progress reports through platforms like Toddle. **Students:** Students are active participants in their own assessment process. They engage in self-assessment, goal-setting, and reflection. Through e-portfolios and learning journals, they document growth, identify next steps, and take ownership of their learning journey. **Leadership & Management:** The school leadership team plays a strategic role in overseeing assessment practices. They facilitate collaborative meetings, support teacher training, and ensure that assessment aligns with IB standards. Leadership is also responsible for ensuring that communication, monitoring, and reporting systems like Toddle are effectively used across the school. Together, all stakeholders contribute to a balanced, inclusive, and reflective assessment culture at RGS—one that supports student agency, promotes continuous growth, and upholds the integrity of the IB philosophy

Culture 6: The school implements, communicates and regularly reviews its IB mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06) **Culture 6.1: The school implements processes with consideration of the relationship between its IB mandated policies. (0301-06-0100)** **Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)** **The school promotes open communication based on understanding and respect. (0202-03-0400)** **The school implements and reviews systems and processes to identify the needs of students. 0202-02-0100)** **The school provides opportunities for students to directly apply their learning by taking action. (0402-05-0100)** **The school ensures that all teachers and pedagogical leadership teams have access to relevant communities that support the development of the programme(s). (0401-03-0200)** **Culture 6.7: The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. (0301-06-0700)**	At RGS, well-established systems and procedures ensure the effective implementation of the programme. All stakeholders—including teachers, leadership, the governing body, parents, and students—are actively involved in the school's decision-making processes. Collaborative planning and regular reflection help shape a supportive school culture. Input is gathered through surveys, meetings, and digital platforms like Toddle, allowing the community to contribute meaningfully to the ongoing development and success of the programme.
The school describes in its assessment policy the value of assessment for continuous learning and growth. Culture 5.5 - (0301-05-0500) **The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). (0202-01)**	At RGS, assessments are thoughtfully designed based on shared beliefs and essential agreements that promote the development of lifelong learners. All stakeholders—including the governing body, leadership team, teachers, students, and parents—collaborate to support student learning through a differentiated and inclusive approach. Assessments at RGS are varied and flexible, tailored to meet the diverse learning needs and styles of students. This empowers learners to demonstrate their understanding

The school provides safe and effective learning spaces and learning environments. (0202-01-0300) **The school identifies and provides appropriate learning support. (0202-02)** **The school implements and reviews systems and processes to identify the needs of students. (0202-02-0100)** **The school supports the identified needs of students, and evidences this support through planning, policy, and practice. (0202-02-0200)** **The school demonstrates a commitment to make the most effective use of learning spaces and learning environments in ways that meet the needs of all students. (0202-02-0400)** **The school provides staff, facilities and resources as outlined in their inclusion policy. (0202-02-0300)**	through their preferred modalities, ensuring every child has equitable opportunities to succeed. **Differentiation by Need** is a key principle, where students are assessed using a variety of tools and formats appropriate to their developmental phase and learning profile. Each classroom accommodates learners working at multiple levels, and assessments are carefully crafted to be age-appropriate, engaging, relevant, challenging, and meaningful. To further support individual learning needs, remedial sessions are provided by specialists in consultation with parents, ensuring targeted intervention and personalized attention. Parents are consistently kept informed through regular communication such as Toddle , newsletters, unit letters, weekly evaluation updates, report cards, conferences, and personal meetings. All assessment reports and reflections are documented and accessible on Toddle, allowing parents to stay engaged with their child's ongoing progress and growth.
The school administers assessment consistently, fairly, inclusively and transparently. **Approaches to assessment 3 - (0404-03)** **Students grow in their ability to make informed, reasoned, ethical judgments. (0402-04)** **Students and teachers comply with IB academic integrity guidelines. (0402-04-0100)** **Students and teachers acknowledge the intellectual property of others when producing work. (0402-04-0200)** **The school provides support and guidance for students on acknowledging the work of others, including guidance on citation and referencing. (0402-04-0300)** **Teachers discuss with students the significance and importance of producing authentic and original work. (0402-04-0400)**	Feedback and feedforward helps the RGS community to grow as reflective learners. Culture of reflection is strongly instilled in the school culture as it is embedded into day to day school functioning. Teachers not only assess and check students' work with the approach of supporting students to learn and grow with their feedback and giving them guidelines to feedforward. It has been a great practice which helps students to get guidance and mentoring from their teachers / parents / mentors this further helps students to present authentic work. Academic honesty is deeply practiced in school to ensure students are acknowledging and citing resources as a key requirement.

Approaches to assessment 3.4: The school implements, communicates and regularly reviews consistent and fair systems and processes for reporting student progress and handling appeals or challenges. (0404-03-0400)	At Ryan Global School (RGS), consistent and fair systems for reporting student progress are firmly embedded in practice. The school implements structured and transparent processes that ensure all stakeholders are well-informed about student learning and development. Progress is communicated through regular report cards, weekly updates on Toddle, parent-teacher conferences, and student-led conferences. These systems are designed to provide clear insights into academic growth, personal development, and goal achievement. Additionally, RGS has well-defined procedures in place for handling appeals or concerns related to assessments. Parents and students are encouraged to voice their queries through formal channels such as scheduled meetings, written communication, or through the school's digital platforms. All appeals are reviewed collaboratively by the academic team and leadership, ensuring a fair and supportive resolution process. These reporting and appeal mechanisms are regularly reviewed and refined in alignment with IB expectations and community feedback, reinforcing RGS's commitment to transparency, equity, and continuous improvement.
PYP: Students participate in the exhibition in the final year of the PYP, except in schools that exclusively offer the early years. (0402-06-0211	All stakeholders of the RGS community have grown by reflecting on regular bases. Teachers plan , assess , reflect regularly in the planners to document students progress and learning journeys . Various opportunities are provided for students and parents to reflect regularly which further inform teachers to plan their future learning opportunities. Prior assessments , teacher's questions ,KUD acts instrumental into an effective planning process for students to grow on students' understanding , knowledge leading to new learning.
Lifelong learners 6: Students take ownership of their learning by setting challenging goals and pursuing personal inquiries. (0402-06) **Lifelong learners 6.1: Students take opportunities to develop personal learning goals. (0402-06-0100)** **PYP 1: Students participate in the exhibition in the final year of the PYP, except in schools that exclusively offer the early years. (0402-06-0211)**	At RGS, the PYP Exhibition is a meaningful celebration of our students' learning journey and growth. As part of the process, students are empowered to pursue passion-driven inquiries, demonstrating voice, choice, and ownership. This reflects our ongoing commitment to evolving systems and practices that foster student agency and authentic learning. Our PYP Year 5 learners proudly present their inquiries, actions, and reflections—marking a significant milestone in their development as confident, compassionate, and globally minded individuals. For further details and a comprehensive overview of the process, structure, and purpose of the PYP Exhibition, kindly refer to the official **RGS PYP Exhibition Process**

	Document. This document outlines the evolving approach taken by RGS, highlighting the key processes, defined roles, timelines, and assessment criteria that guide this culminating learning experience. It captures how the Exhibition continues to reflect the essence of the IB Primary Years Programme—fostering student agency, inquiry, and action—while showcasing our progressive growth in implementing and refining the PYP Exhibition year after year.

Stakeholders Roles and Responsibilities

STUDENTS
- CO- CONSTRUCTING THEIR OWN ASSESSMENTS
- IDENTIFY SUCCESS CRITERIAS AND LEARNING GOALS
- BUILDING THE SKILLS TO IDENTIFY STRENGHTS AND AREAS OF IMPROVEMENT

TEACHERS
- TO PROVIDE REGULAR OPPORTUNITIES FOR STUDENTS TO REFLECT ON THEIR OWN LEARNING
- ENGAGING STUDENTS AS CO-CONSTRUCTORS IN THE ASSESSMENT.
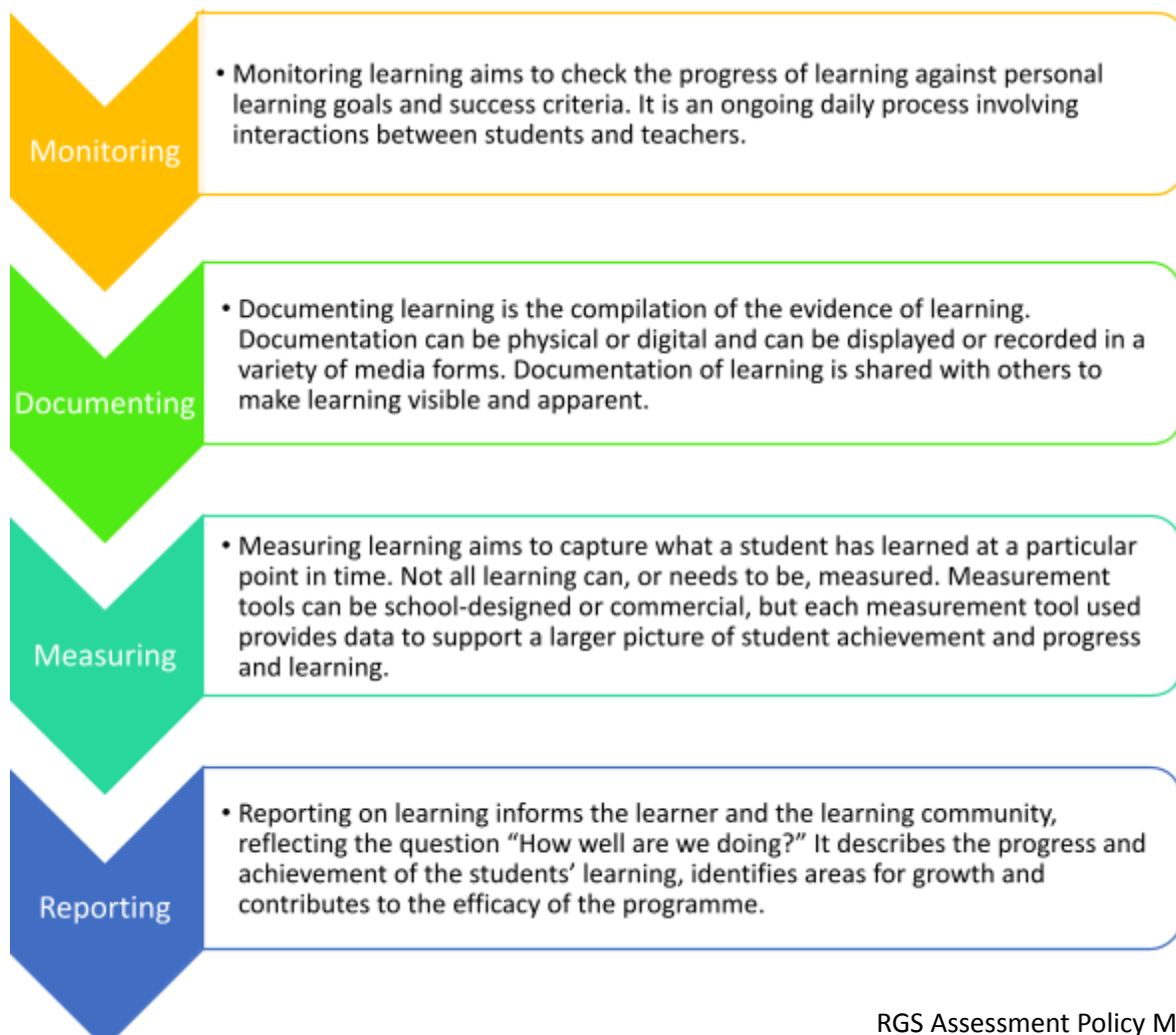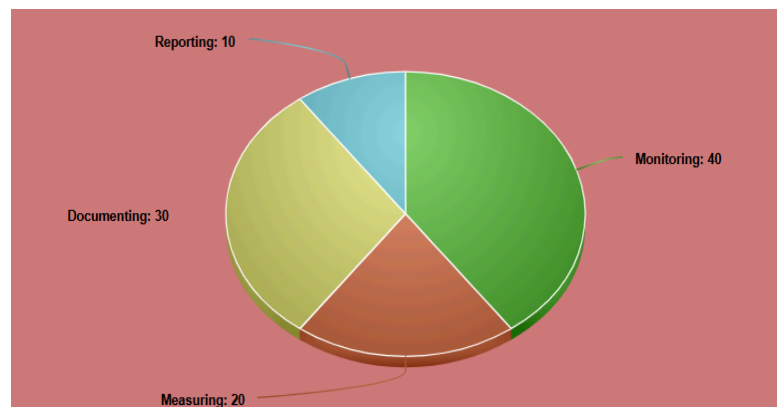- CREATIG LEARNING GOALS, SUCCESS CRITERIA AND PROVIDE STUDENTS WITH AUTHENTIC FEEDBACK AND FEEDFORWARD

PARENTS
- COLLABORATE WITH SCHOOL COMMUNITY TO IDENTIFY AREAS TO BE IMPROVED IN STUDENTS AND SETTING ACHIEVEABLE GOALS.
- SUPPORTING STUDENTS LEARNING AND HIGHLIGHTING THEIR PROGRESS OVERTIME.
- PROVIDING STUDENTS WITH CONSTRUCCTIVE FEEDBACK FOR ASSESMENTS.

Dimensions of Assessment

The PYP framework recognizes **four key dimensions of assessment—monitoring**, **documenting**, **measuring**, and **reporting**—each contributing uniquely to student growth and programme effectiveness. While not equally weighted, each dimension holds distinct value, with an intentional emphasis on **monitoring and documenting** as essential tools for providing timely, constructive, and actionable feedback.

At RGS, our approach to each dimension is outlined below:

Monitoring
- Monitoring learning aims to check the progress of learning against personal learning goals and success criteria. It is an ongoing daily process involving interactions between students and teachers.

Documenting
- Documenting learning is the compilation of the evidence of learning. Documentation can be physical or digital and can be displayed or recorded in a variety of media forms. Documentation of learning is shared with others to make learning visible and apparent.

Measuring
- Measuring learning aims to capture what a student has learned at a particular point in time. Not all learning can, or needs to be, measured. Measurement tools can be school-designed or commercial, but each measurement tool used provides data to support a larger picture of student achievement and progress and learning.

Reporting
- Reporting on learning informs the learner and the learning community, reflecting the question "How well are we doing?" It describes the progress and achievement of the students' learning, identifies areas for growth and contributes to the efficacy of the programme.

RGS ASSESSMENT POLICY 2025

At RGS, **monitoring of learning** is closely aligned with **SOLO Taxonomy**, which helps both students and teachers gauge the depth of understanding of the learning in a structured and progressive manner. Monitoring aims to assess student progress against personal learning goals and success criteria, with a focus on guiding learners through the SOLO levels—from pre-structural to extended abstract thinking.

Daily monitoring is embedded into teaching through strategies such as **observations, questioning, reflections, peer and teacher discussions**, and targeted feedback that encourages learners to take the next step in their thinking. Tools used include open-ended tasks, oral and written assessments, and the use of **learning portfolios**, where students document evidence of their progress through the SOLO levels. This approach enables teachers to differentiate support, personalize learning, and empower students to reflect meaningfully on their own development.

To ensure assessment standardization across different subjects , teachers and grades we ensure that teachers collaborate through regular meetings and professional development to align their teaching methods. Digital tools and curriculum mapping ensure uniformity in resources and instruction, while peer observations and instructional leadership provide ongoing support and feedback to maintain consistency.

No current understanding	Surface understanding		Deeper understanding	
Pre-structural (I need help to generate an idea)	**Uni-structural** (I have one idea)	**Multi-structural** (I have many ideas)	**Relational** (I can connect my ideas)	**Extended abstract** (I can take my ideas further)

What do we assess?

The five essential elements of the PYP:

ELEMENTS ASSESSED	OPPORTUNITIES PROVIDED
Acquisition of knowledge: **Pre-structural**	Learners demonstrating their knowledge inside and outside the programme of inquiry.
Development of Approaches to Learning: **Uni-structural**	Learners demonstrating and developing their skills while driving inquiry.
Conceptual Understanding (Understanding of concepts):**Multi-structural**	Learners self initiative and self driven learning to make connections with conceptual understanding.

Demonstration of Attributes: **Relational**	Learners demonstrate learner profile attributes by making connections with real life situations and subject knowledge.
Ownership of Learning: **Extended Abstract**	Learners are given opportunities to take ownership of their learning by voicing out their opinions, making responsible lifestyle choices and taking appropriate action through social justice, being an entrepreneur, advocating the cause towards making a difference in society and the environment.

 # This segment is further explained in detail in the measuring learning Segment.

Documenting Learning

At Ryan Global School (RGS), documenting learning is recognized as the systematic compilation of evidence that reflects the student's learning journey. It captures the growth, depth, and progress of understanding over time, aligned with the principles of the Primary Years Programme (PYP). The documentation serves as a valuable tool for informing teaching, supporting learner agency, and communicating progress to all stakeholders.

Purpose of Recording Learning

Recording learning at RGS is driven by the belief that assessment should be meaningful, engaging, and reflective of a variety of learning experiences. Teachers design assessments using multiple strategies to ensure a comprehensive and balanced understanding of each learner's development. These methods are selected intentionally to address different learning styles and provide a holistic view of the student's capabilities.

RGS employs a diverse range of assessment strategies, each aimed at capturing different aspects of student learning. The key strategies include:

1. Observations

Teachers at RGS regularly observe students using both wide-angle and close-up perspectives. Observations may be conducted as a non-participant (external observer) or as a participant (within the group). These observations are used to gather insights into student engagement, behaviours, skills application, and collaboration.

2. Performance-Based Assessments

These assessments offer authentic, real-world tasks that require students to apply a combination of knowledge and skills to solve problems or demonstrate understanding. These tasks are typically multimodal and open-ended, with no single correct answer. Documentation may include audio, video, and narrative records.

Examples include: Demonstrations (e.g., science experiments, dance, or sports) , Role plays , Designing and conducting investigations , Exhibitions (e.g., PYP Exhibition, class expos) , Community action projects , Story illustrations and oral presentations ,Model construction

3. Process-Focused Assessments

Process-focused assessments are based on regular observations that document behaviours and learning processes across different contexts. Evidence is collected using systems that are efficient yet thorough.
Common tools include: Checklists , Inventories , Learning logs , Narrative descriptions ,
Examples include: Graphic organizers post-learning engagements , Evidence of learning collected through visual or written work

4. Open-Ended Tasks

Students are provided with prompts that require them to respond creatively or critically. Responses may include written answers, drawings, diagrams, or solutions, encouraging original thinking.
Examples include: Anchor charts , Learning artifacts , Visual art pieces , Research presentations

5. Selected Response

These are typically one-dimensional tasks completed in a single sitting, used to assess specific knowledge or comprehension.
Examples include: Multiple-choice exercises (e.g., bingo) , Skimming and scanning activities , Quizzes (e.g., true/false, fill-in-the-blanks)

6. Constructed Response

Students construct their own responses using tools such as templates and graphic organizers. These assessments allow for deeper cognitive engagement and representation of conceptual understanding.
Examples include: Mind maps and concept map , Flowcharts , Data graphs , Venn diagrams , Visible thinking routines , Design thinking templates , Responses to question stems

Conclusion

All assessment strategies at RGS are used in combination to ensure a balanced, fair, and comprehensive understanding of student learning. By documenting learning across various formats and contexts, teachers are equipped to personalize instruction, support individual progress, and promote student agency. This ongoing process of recording and reflecting on learning ensures that assessment remains an integral part of the teaching and learning cycle at RGS.

Measuring Learning

When do we assess: At RGS, measuring learning captures what a student has learned at a specific point in time and informs future teaching. It helps identify individual and group needs by assessing prior knowledge, learning experiences, and progress through various ways and means as mentioned below

We at RGS assess the students on the following:

RGS ASSESSMENT POLICY 2025

Prior Assessments

- Goal is to get to know your student's strengths, weaknesses and the skills and knowledge the posses before taking the instruction.

Ongoing Assessments

- The goal is to monitor student learning to provide feedback. It helps in identifying the understanding of concepts and mastery of skills.Based on this feedback teachers know what to focus on for the next step of learning.

Integrated Assessments

- Integrated assessments are an interdisciplinary approach to assessments based on combining,interpreting and communicating knowledge from diverse scientific disciplines.

Summative Assessments

- Summative assessment is aimed at assessing the extent to which the most important outcomes at the end of the instruction have been reached. It measures the effectiveness of learning, reactions on the instruction and the benefits on a long-term base. We are able to assess and check whether and how they use the learned knowledge, skills and learner profiles in action.

Self Assessments

- Self assessment involves students to identify their strength and weaknesses,develop their own performances with respect to skills and artibutes and learn to self adjust their learning accordingly.
- Self-assessment requires students to reflect on their own work and judge how well they have performed in relation to the assessment criteria.

Peer Assessment

- Peer Assessments involves students taking responsibility for assessing the work of their peers against set assessment criterias.
- It encourages students to learn more deeply, build up their understanding, rather than just their knowledge of the facts, as well as gain an insight into their own approach to an assessment task in comparison to their peers.

Co Construction Assessment

- Co-construction of assessment is a collaborative process where teachers and students work together to design, refine, and implement assessment criteria, tools, and strategies.
- This approach aligns with IB's emphasis on **student agency, inquiry-based learning, and reflective practice**, ensuring that assessments are transparent, meaningful, and student-centered.

RGS ASSESSMENT POLICY 2025

Measuring students learning Journey using various tools

Single point Rubrics: A tool to show growth and achievable goals

Checklists: These are list of information, data, attributes or elements that should be present.

Exemplars: Samples of students work that serve as concrete standards against which other samples are judged

Rubrics: An established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in students' work and then how to rate that work on a predetermined scale.

Anecdotal records: Brief written notes based on observations of students

Artifacts: It serve as evidence of students growth, skills, and understanding. These artifacts are collected in various ways where students showcase their learning.

Differentiation: Student's learning journey is recorded through differentiation, which means tailoring teaching and assessment to meet diverse learning needs.

RGS ASSESSMENT POLICY 2025

At Ryan Global School (RGS), assessment reporting is a collaborative process that communicates what students know, understand, and can do. Reporting is designed to be informative, reflective, and developmental—offering insights into student progress while fostering a partnership between parents, students, and teachers.

Effective reporting at RGS:

- Involves students, parents, and teachers as active participants
- Reflects the values and priorities of the school community
- Is comprehensive, honest, fair, and credible
- Is clear and accessible to all stakeholders

Modes of Reporting

1. Parent-Teacher Conferences

RGS conducts three conferences throughout the academic year to inform parents of student progress.

Student-led conference (End of Term 1)
- Students take ownership of their learning by leading the discussion with parents, sharing selected work samples and reflecting on their learning journey. The teacher facilitates and documents the process through anecdotal notes and ensures meaningful dialogue between students and parents.

3 Way conference (End of Term 2):
This goal-setting conference includes the teacher, student, and parent. It focuses on identifying student strengths, areas for improvement, and collaboratively setting learning goals. From Grade 1 onwards, students are active participants in setting and reviewing their learning targets.

2 way conference (End of the year/Ongoing)
These conferences are designed to provide constructive feedback to students, enabling them to reflect and act on their learning. They occur informally throughout the year and formally at the end of the academic session to review the overall learning journey.

2. Report Cards:
Report cards provide a summary of learning for each unit, highlighting subject knowledge, ATL skills, learner profile attributes, strengths, areas for growth, and overall participation. Reports are shared digitally via the school's parent portal, **Toddle**.

3. E-Portfolio:
Each student maintains an E-Portfolio that serves as a living document of their learning progression. It includes written work, multimedia presentations, graphic organizers, and visible thinking routines. The portfolio supports goal-setting, self-reflection, and showcases the development of skills, attributes, and meaningful student actions. Teachers use it as an authentic tool to assess not just what students know, but how they learn.

RGS ASSESSMENT POLICY 2025

4. Student Self-Assessment and Peer Assessment

Self- and peer-assessment are integral to student agency and are embedded across grade levels. These practices empower students to:

- Reflect on their learning
- Set and monitor personal goals
- Evaluate their progress
- Identify next steps in learning

Goal-setting is revisited throughout the year and is supported by structured reflection tools and teacher facilitation.

5. The PYP Exhibition: encouraging in-depth, collaborative inquiry

In the final year of the PYP, students participate in the **PYP Exhibition**—a significant milestone that brings together all elements of the program. Students engage in an extended, collaborative inquiry into real-world issues. It serves as an authentic assessment of student understanding, skills, and learner profile development, and represents a celebration of their readiness to transition to the next phase of education. The exhibition is shared with the school community, reinforcing student voice and agency.

<u>**Assessment Policy Review:**</u>

The current policy was written in October 2010. The pre-work for this policy started in April 2010.

Inclusion policy steering committee was formed which included the academic leadership team (Head of School, PYP Coordinator, designated teachers, International curriculum Manager , Admission manager and SEN and Counsellor

The following key steps have been undertaken in the development of this policy:
1. Brainstorming with the school community about their beliefs regarding inclusion (SEN and Counselling)
2. Study of literature related to inclusion in and language learning by IBO, IGCSE, national education department and supportive general rules and regulations.
3. Designing and implementing procedures and process for inclusion (from identification till goals being met)
4. Preparation of the first draft of the policy.
5. Presentation of draft to the Academic leadership team.
6. Incorporating changes and finalizing the inclusion Policy.
7. Publishing the inclusion policy to all stakeholders.

<u>**Assessment Policy Revision**</u>
The Assessment policy will be reviewed after a period of 4 years. We have undergone 4 cycles of revision of the policy in 2012, 2016, 2020, 2025. **Next review will be done in 2029.**

ASSESSMENT POLICY TO BE READ IN CONJUNCTION WITH	
RGS Admission Policy	The Assessment Policy ensures that assessment practices consider students' prior learning and diverse backgrounds, supporting fair and informed admissions decisions.
RGS Inclusion Policy	The Assessment Policy aligns with the Inclusion Policy by providing flexible, differentiated, and accessible assessment opportunities to meet the varied needs of all learners.
RGS Language Policy	The Assessment Policy acknowledges the linguistic diversity of the school community by allowing language-appropriate support and accommodations during assessments for English language learners.
RGS Academic Integrity Policy	The Assessment Policy reinforces principles of academic honesty by embedding clear guidelines for ethical assessment practices and fostering a culture of integrity and responsible learning.

WE ARE COMMUNICATORS

At Ryan Global School, we believe clear, transparent, and consistent communication is essential. It is important for all stakeholders — especially parents — to be well-informed about the **Assessment Policy** and procedures.
We ensure this through:
- **Newsletters** and regular **updates on Toddle**
- **Orientation sessions and parent meetings** to familiarize families with the school's philosophy, policies, and practices

The Assessment Policy is readily accessible on Toddle, fostering a culture of openness and partnership within our school community.

Bibliography:
- IB PYP Standards and Practices -2020
- Making the PYP Happen, International Baccalaureate Organization 2009
- Making the PYP happen Pedagogical leadership in a PYP school, International Baccalaureate Organization 2009
- Murdoch Kath, Jeni Wilson. How to succeed with Learner-centred Assessment. Australia, Curriculum Corporation 2006. Print.
- MY IB PRC
- Microsite (Assessment policy)
- Solo taxonomy-
  https://resources.ibo.org/pyp/subject-group/Teacher-support-materials/works/pyp_11162-51664?root=1.6.2.2.7&lang=en&odd=ibo.odd&view=div

- Canva

APPENDIX

1. Teachers Survey - Google form - Questionnaire
https://docs.google.com/forms/d/e/1FAIpQLSd2dx38FY38xiXNna5_g6-7C58Vj5HrcrhoFXm6LGpBRlu73A/viewform?usp=sharing
2. Teachers Survey - Responses
https://drive.google.com/file/d/1kq8MlFRHFZlKwgxJgxptG8RU-G5KSJD7/view?usp=drive_link
3. Parents Survey - Google form - Questionnaire
https://docs.google.com/forms/d/e/1FAIpQLSdSBR8UntpD7Y0kFwi-0TbMo8nm-6-2WrkNBXx8uMWuHrGvuQ/viewform?usp=sharing
4. Parents Survey - Responses
https://drive.google.com/file/d/1Ltp4X7rQUARjtpJVS9miYJqpVMULbMPg/view?usp=drive_link
5. Students Survey - Google form - Questionnaire
https://docs.google.com/forms/d/e/1FAIpQLSdO-Cf1uqjKLNJqAXkHBR6a5Gtc-ZISISgaquGmJTAfqBircg/viewform?usp=sharing
6. Students Survey - Responses
https://drive.google.com/file/d/1FwTyyUoIB041GeT7gYpAekOZ8_t-L3I4/view?usp=drive_link