

ASSESSMENT POLICY

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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. The prime objective of assessment in the PYP is to provide feedback on the learning process. Assessment involves the gathering and analysis of information about student performance and is designed to inform practice. It identifies what students know, understand, can do, and feel at different stages in the learning process.

Students and teachers should be actively engaged in assessing the students’ progress as part of the development of their wider critical-thinking and self-assessment skills. The PYP approach to assessment recognizes the importance of assessing the process of inquiry as well as the product of inquiry, and aims to integrate and support both. (Making the PYP Happen, 2009).

We believe that assessment is ongoing, authentic, varied and purposeful. It is a collaborative and informative process that involves students, families, teachers and community. Instructional and curricular decisionmaking is driven by our assessments.

We have aligned our mission statements with the IBO and our assessment philosophy directly relates to both the mission statements mentioned below:





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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.

APPROACHES TO LEARNING

APPROACHES TO LEARNING REPRESENTED AND REFLECTED IN ASSESSMENT APPROACH	
ATL Skill Category	How It Connects to Assessment
Thinking Skills	Assessment tasks require critical and creative thinking, problem-solving, and ethical reasoning. Students reflect on their strategies and thinking processes.
Communication Skills	Students demonstrate learning through written, oral, visual, and digital communication, refining clarity and coherence through feedback.
Social Skills	Collaborative assessments and peer evaluations nurture teamwork, leadership, and empathy in group contexts.
Self-Management Skills	Continuous and formative assessments promote time management, organization, goal setting, and perseverance.
Research Skills	Inquiry-based assessments develop students' ability to gather, interpret, and evaluate information responsibly and ethically.

IBO LEARNER PROFILES

LEARNER PROFILES REPRESENTED AND REFLECTED IN ASSESSMENT APPROACH	
Learner Profile	Connection to Assessment Policy
Inquirers	Assessments encourage curiosity and investigation through inquiry-based tasks, open-ended questions, and authentic contexts.
Knowledgeable	Students demonstrate understanding across disciplines through varied assessment formats that reflect conceptual learning and application.
Thinkers	Assessments challenge learners to analyze, evaluate, and apply higher-order thinking skills to real-world problems.
Communicators	Oral presentations, reflections, and collaborative projects assess students' ability to express ideas effectively and respectfully.
Principled	Academic integrity and honest effort are reinforced through clear expectations, ethical guidelines, and self-reflection on responsible conduct.
Open-minded	Tasks encourage exploration of multiple perspectives, promoting cultural awareness and respect in assessment practices.
Caring	Peer and group assessments promote empathy, collaboration, and support for others' learning journeys.

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Risk-takers (Courageous)	Learners are encouraged to take intellectual risks, reflect on feedback, and view challenges as opportunities for growth.
Balanced	The assessment design includes opportunities to balance academic rigor with emotional well-being and personal growth.
Reflective	Reflection is integral to all assessment stages — before, during, and after learning — helping students identify strengths and next steps.

Characteristics of Assessments

- **Authentic:** It supports making connections to the real world to promote student engagement.
- **Clear and specific:** This includes desired learning goals, success criteria and the process students use to learn.
- **Varied:** It uses a wider range of tools and strategies that are fit for purpose in order to build a wellrounded picture of student learning.
- **Developmental:** It focuses on an individual student's progress rather than their performance in relation to others.
- **Collaborative:** It engages both teachers and students in the assessment development and evaluation process.
- **Interactive:** Assessment encompasses ongoing and iterative dialogues about learning.
- **Feedback to feedforward:** It provides feedback on current learning to inform what is needed to support future learning (Hattie, Timperley 2007) and raises students' motivation.

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.

THE ALL-SCHOOL ASSESSMENT PROCEDURES AT RGS

- Reflect the international nature of the school, curriculum and community
- Are consistent in the application of programme guidelines and assessment expectations
- Are transparent and clear, with criteria and expectations shared with parents, students and teachers
- Utilize a variety of authentic, relevant and challenging tasks, designed to suit a wide variety of learning styles and needs; as well as requiring learners to use critical and creative thinking skills
- Involve a range of assessment of learning, assessment for learning and assessment as learning
- Involve regular written and oral reporting and feedback systems, which are constructive and meaningful, and avoid unnecessary 'surprises'
- Contribute to development of life-long learners and the attributes of IB learner profile
- Promote and encourage active reflection, requiring students to habitually assess their own learning and progress

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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)	<u>Resource - Time</u> 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) 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)	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 effective teaching and learning practices covering all the key areas of assessing , monitoring , recording and reporting. <u>Resource - Spaces and Facilities:</u> 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.

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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)	<u>Resources - learning resources</u> 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 (<i>assessment of learning</i>), but also as a tool to <i>inform learning</i> and <i>empower learners</i>. 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.

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	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 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)	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 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.
This 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)	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

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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) 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)	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.
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	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.



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<u>Stakeholders Roles and Responsibilities</u>	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)	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

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The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). (0202-01) 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)	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 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	At Ryan Global School (RGS), consistent and fair systems for reporting student progress are firmly embedded in practice. The

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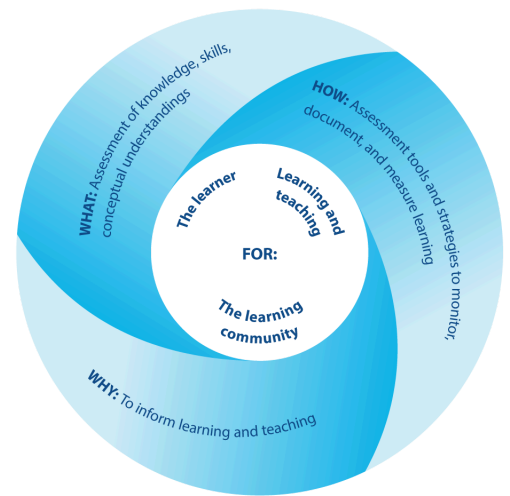
consistent and fair systems and processes for reporting student progress and handling appeals or challenges. (0404-03-0400)	school implements structured and transparent processes that ensure all stakeholders are well-informed about student learning and development. Progress is communicated through regular 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.

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“Assessment is central to the Primary Years Programme (PYP) goal of thoughtfully and effectively supporting students through the acquisition of subject-specific knowledge and skills, the understanding of concepts and the development of approaches to learning. The development of knowledge, conceptual understandings and skills requires that both teachers and students demonstrate assessment capability. PYP assessment informs the learner, learning and teaching, and the learning community through the monitoring, documenting and measuring of learning.

Establishing and fostering a school-wide culture around assessment begins by:

- developing assessment capability within the learning community
- developing a comprehensive assessment policy that emphasizes assessment integration
- creating opportunities for teachers to plan, reflect and moderate assessment collaboratively
- providing school-wide professional development opportunities around integrating effective assessment
- reinforcing the role assessment plays in finding out what students know and can do, and in identifying the next steps for their learning
- reinforcing the links between monitoring, documenting, measuring and reporting of learning.



In an assessment-capable learning community, everyone has a clear understanding of the reasons for assessment, what is being assessed, the criteria for success, and the methods by which the assessment is made. In so doing, the entire school community is involved in the inquiry regarding the efficacy of the programme implementation (Hipkins 2009). This could have a powerful effect on the development of knowledge, conceptual understandings and skills

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.**

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Teachers in a learning community ask the following questions.

- What awareness and understanding do we have of student learning?
- What is the evidence of what students can do, say, write, create and demonstrate?

How do we support students to understand what constitutes quality?

- What other contexts can we provide for students to practise their skills?
- What action needs to be taken to develop the learning further?
- How will we know that we have sufficiently supported student learning?
- How can we identify progression in learning across multiple contexts or units of inquiry?
- How do we use evidence of learning to plan the next learning steps with students?

Students develop assessment capability when teachers provide them with multiple supported experiences in reflecting on their learning and how to make improvements. Using specific language to describe, discuss and evaluate learning, students demonstrate their assessment capability by:

- partnering with teachers to design their learning goals and success criteria
- being able to self-assess and discuss their progress towards achieving learning goals
- selecting evidence, such as samples of their learning, that best demonstrate the intended learning goals
- developing the metacognitive skills to reflect on their learning and to plan next steps
- drawing on feedback and multiple strategies to adjust their learning and identify where and when to make improvements.

Assessment is a powerful tool to support students in becoming self-adjusting learners. As they reflect on their progress and set goals for future learning, they may consider the following questions.

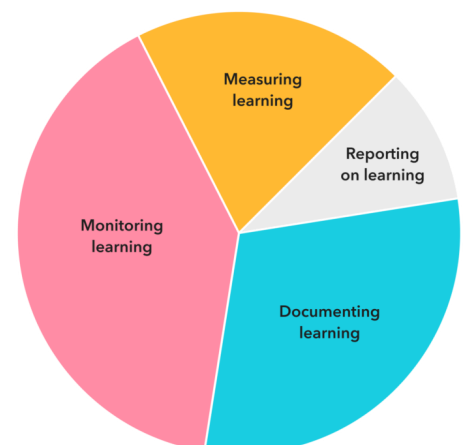
- What do I need to know?
- What knowledge and skills do I need to develop in order to answer my questions?
- What steps do I need to take to ensure that my learning exemplifies quality?
- What further possibilities do I see?
- How do I incorporate feedback to achieve my learning goals?

Students and teachers set and reset learning goals to answer the questions “Where am I going in my learning?” and “What do I need to get there?” These are personalized for each student and connect new learning to prior learning. Learning goals are revisited throughout the learning process to monitor progress. In PYP schools, personal learning goals support the creation of high expectations by:

- making learning transparent to the teacher, the student and their families
- building a shared understanding of what learning is to be achieved
- encouraging reflection and focused feedback
- inviting students to take ownership of their own learning.

Success criteria describe what quality and achievement will look like. They are specific and measurable. Students and teachers co-construct success criteria to answer the questions “What does successful learning look like?” and “What are we looking for during learning?” Co-constructed success criteria support learning by:

- building a common understanding of what constitutes quality
- allowing for specific feedback on learning and feed forward into next steps of learning
- providing the structure and language for reflection, self-assessment and peer feedback
- providing the criteria against which learning is measured.



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Dimensions of Assessment

The IB PYP Assessment Framework indeed defines four key dimensions: Monitoring, Documenting, Measuring, and Reporting of Learning, each serving a distinct yet interconnected purpose mapped with the Cambridge International assessment philosophy (as outlined in the *Cambridge Code of Practice, Handbook 2025*, and *School Evaluation Standards*).

The PYP framework recognises 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 Learning

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)
				

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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



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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.

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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:

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 attributes 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.

Prior Assessments

- Goal is to get to know your student's strengths, weaknesses and the skills and knowledge they possess 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.

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.

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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.

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Reporting Learning

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.

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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**.



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PYP Grading

Assessment criteria description

Achievement

Value	Abbreviation
Exemplary	EXMP
Excelling	EXCL
Exhibiting	EXB
Evolving	EVL
Emerging	EMR
Not Assessed	NA

Effort

Value	Abbreviation
Outstanding	O
Very Good	VG
Good	G
Satisfactory	S
Improving	I
Not Assessed	NA

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.

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.

CAMBRIDGE ASSESSMENT PRACTICES

At Ryan Global School (RGS), Cambridge assessment practices are designed to promote a balanced, rigorous, and learner-centered approach to evaluating student progress. Assessments aim to measure not only knowledge and understanding but also the ability to apply concepts, think critically, and solve real-world problems. Through a combination of formative and summative assessments, students are encouraged to reflect on their learning, demonstrate skills authentically, and take ownership of their academic growth in alignment with the Cambridge learner attributes.



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Cambridge Learner Attributes and Their Connection to the Assessment Policy

Cambridge Learner Attribute	Connection to Assessment Policy
Confident	Encourages students to present original work confidently during assessments; ensures oral and written tasks promote expression of independent thought. EXAMPLE: - Oral examinations and presentations where students justify ideas.- Self-assessment and peer feedback sessions to build confidence in performance.
Responsible	Promotes academic integrity —students must submit authentic work, acknowledge sources, and adhere to submission deadlines. EXAMPLE: - Academic honesty declaration attached to all assessments.- Clear guidelines on plagiarism and citation practices.
Reflective	Assessment policy includes reflection as part of formative and summative evaluation—students reflect on feedback to set goals. EXAMPLE: Reflection journals after projects or tests.- Rubric-based feedback with student response sections.
Innovative	Assessments include open-ended, inquiry-based, and problem-solving tasks to foster creativity and independent thought. EXAMPLE: Design thinking projects, investigations, or capstone tasks.- Choice boards encouraging multiple modes of demonstrating understanding.
Engaged	Assessment policy values active participation, collaboration, and global awareness through interdisciplinary and SDG-linked tasks. EXAMPLE - Group research projects connected to real-world issues.- Service-learning reflections and community-based assessments.

Cambridge International: Code of Practice (2024) – Sections 4–6, Integrity, Assessment Design, and Moderation
<https://www.cambridgeinternational.org/Images/416992-code-of-practice.pdf>

Distinctive Features of Cambridge Assessments

1. International Benchmarking

- Cambridge assessments are globally recognized and benchmarked against international standards, ensuring comparability and credibility across countries.
- They emphasize both academic rigor and global relevance, preparing learners for universities worldwide.

2. Focus on Application and Critical Thinking

- Assessments move beyond rote memorization, emphasizing understanding, analysis, and application of knowledge.
- Questions often test higher-order thinking skills — interpretation, evaluation, and problem-solving.

3. Balanced Assessment Design

- Incorporates both formative (ongoing classroom-based assessments) and summative (final exams or coursework) approaches.
- Encourages teachers to use assessment for learning — identifying progress and planning next steps effectively

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4. Subject Flexibility and Depth

- Offers a broad range of subjects with the flexibility to choose combinations that suit learners' interests, strengths, and future goals.
- Promotes depth of understanding within disciplines while allowing interdisciplinary connections.

5. Clear and Transparent Criteria

- Uses well-defined rubrics and marking schemes, ensuring consistency, fairness, and clarity in evaluation.
- Students receive detailed feedback to help them understand their performance and improve.

6. Emphasis on Skills Development

- Develops key Cambridge learner attributes — *confident, responsible, reflective, innovative, and engaged*.
- Strengthens skills in research, reasoning, communication, and collaboration — essential for lifelong learning.

7. Continuous Professional Support

- Teachers receive training and resources from Cambridge to ensure accurate assessment practices and effective moderation.
- Internal moderation and external validation ensure quality assurance and reliability.

8. Progressive Pathway

- Cambridge assessments are progressively structured from Lower Secondary (Grade 6–8) to IGCSE (Grade 9–10) and AS & A Levels (Grade 11–12).
- Each stage builds on the previous one, reinforcing conceptual understanding and skill mastery.

Distinctive Features of Cambridge Assessments (Focus: Types of Assessment)

Feature	Description	Key Takeaway / Practice
1. Range of Assessment Types	Cambridge uses a blend of formative and summative assessments, including written exams, coursework, practical work, oral tests, projects, and portfolios.	Encourages balanced development of knowledge, understanding, and skills — not only exam recall.
2. Criterion-Referenced Assessment	Assessments are judged against clearly defined criteria and learning objectives, not relative performance (no bell curve).	Focus on what learners know and can do, promoting transparency and fairness.
3. Multiple Paper Structure	Each subject is assessed through separate components (papers)—MCQs, structured questions, extended writing, and practicals—to assess a range of abilities.	Ensures depth and breadth of assessment, testing analysis, application, and evaluation skills.

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4. Application-Based Assessment	Emphasizes real-world application of knowledge, interpretation of data, and problem-solving rather than rote memorization.	Builds critical and analytical thinking aligned with global academic expectations.
5. Internal & External Assessment Blend	Combines school-based internal assessments (coursework, speaking tests) with externally set and marked exams by Cambridge.	Ensures local flexibility with global benchmarking and objective grading standards.
6. Progressive Assessment Structure	Cambridge assessments are designed progressively from Lower Secondary → IGCSE → AS & A Levels.	Enables a continuum of learning, where assessment complexity and independence increase with age.
7. Command Words and Cognitive Demand	Tasks use defined command words (describe, explain, evaluate, justify) linked to cognitive levels (AO1, AO2, AO3).	Promotes higher-order thinking and supports skills transfer from comprehension to evaluation.
8. Global Benchmarking and Standardisation	Assessments undergo rigorous moderation and statistical calibration to maintain international comparability.	Guarantees reliability and fairness for university and career recognition.
9. Emphasis on Authenticity and Integrity	Requires authentication of coursework, exam security, and candidate honesty under the <i>Cambridge Code of Practice</i> .	Reinforces academic integrity and ethical responsibility.
10. Constructive Feedback & Learner Attributes	Assessment outcomes link to learner profiles (confident, responsible, reflective, engaged, innovative).	Encourages feedback that builds metacognition and lifelong learning habits.

Cambridge assessments are: **“Valid, reliable, fair, and designed to support learning as well as measure it.”**
(Cambridge Code of Practice, Section 4.1 – Assessment Principles)

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Alignment: IB PYP “Approaches to Assessment (0404)” ↔ Cambridge Code of Practice / Code of Conduct

IB PYP Standard (0404) – Approaches to Assessment	Cambridge Equivalent (Code of Practice / Conduct)	Alignment Focus	Evidence / Practices
0404-01: The school uses a range of strategies and tools to assess student learning.	Cambridge Code of Practice Section 4.1: Assessment principles — fairness, validity, reliability.	Assessment design and diversity.	Assessment calendars, rubrics, moderation sheets, and task variety logs.
0404-02: Assessment supports learning and provides feedback on the learning process.	Cambridge Standard 4.2: “Assessment should support progress and provide meaningful feedback.”	Feedback for learning.	Feedback trackers, reflection journals, and student conferencing records.
0404-03: Students are involved in self- and peer-assessment.	Cambridge Learner Attributes / Teacher Standards: “Encourage learners to reflect on their progress and develop metacognitive skills.”	Student agency & reflection.	Reflection rubrics, peer review templates, and goal-setting sheets.
0404-04: Assessment is used to inform teaching and learning planning.	Cambridge Code of Practice Section 2.2: “Assessment data must inform teaching and curriculum planning.”	Data-informed instruction.	Data review meetings, progress analysis reports, teacher reflection logs.
0404-05: The school ensures that assessment aligns with the learning outcomes, approaches to learning (ATL), and learner profile.	Cambridge Principle 3: “Assessment must reflect intended learning outcomes and objectives.”	Curriculum–assessment alignment.	Scheme of work maps, curriculum-alignment tables, ATL-skill tracking sheets.
0404-06: Assessment practices are fair, transparent, and understood by the school community.	Cambridge Code of Practice Section 5: “Ensure transparency, equity, and consistency in assessment.”	Academic integrity & fairness.	Assessment policy handbook, student orientation slides, parent circulars.

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0404-07: The school uses moderation to ensure consistency and reliability in assessment judgments.	Cambridge Code of Practice 5.3: “Implement internal moderation and verification to ensure reliability.”	Standardisation & moderation.	Moderation meeting minutes, annotated scripts, comparative grade analysis.
0404-08: The school records, analyses, and reports assessment data effectively.	Cambridge Evaluation Framework 4.4: “Schools must record and monitor student progress over time.”	Data management & reporting.	Gradebooks, report templates, progression dashboards, and assessment audits.
0404-09: Assessment practices promote academic integrity and authenticity of student work.	Cambridge Code of Practice Section 6.1: “Maintain the security and integrity of assessment materials; authenticate learner work.”	Academic integrity & authenticity.	Academic Integrity Policy, authentication forms, invigilation protocols.
0404-10: The school reflects on and improves its assessment practices regularly.	Cambridge School Evaluation Standard 7: Continuous review and improvement of teaching and assessment quality.	Reflective practice & QA.	Annual review reports, CPD logs, teacher feedback surveys.

- **Cambridge Handbook 2025: Administration & Assessment Conduct Regulations**
<https://www.cambridgeinternational.org/Images/723185-cambridge-handbook-2025.pdf>
- **IBO (2020) – PYP: From Principles into Practice – Assessment Chapter**
<https://www.ibo.org/programmes/primary-years-programme/curriculum/assessment/>

Cambridge International (2024) – Code of Practice & Handbook 2025

<https://www.cambridgeinternational.org/Images/416992-code-of-practice.pdf>

<https://www.cambridgeinternational.org/Images/723185-cambridge-handbook-2025.pdf>

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Whole-School Alignment: IB PYP Dimensions of Assessment ↔ Cambridge International Code of Practice

IB PYP Dimension of Assessment	Definition (IBO 2020)	Cambridge Equivalent Principle / Practice	Whole-School Connection & Alignment Focus	School-Level Implementation Examples
1. Monitoring Learning	<i>Ongoing process of observing, listening, and gathering evidence of learning to inform next steps.</i> It includes informal checks, reflections, and questioning.	Cambridge “Assessment for Learning” (AfL): Teachers continuously monitor progress to adjust teaching. (<i>Cambridge Code of Practice Section 4.2</i>)	Both frameworks emphasise <i>formative, real-time feedback</i> and adaptive instruction. Monitoring builds a continuum from inquiry (PYP) to skill mastery (Cambridge).	Teacher anecdotal notes Exit tickets Class quizzes and concept maps Real-time feedback in lesson observations
2. Documenting Learning	<i>Systematic collection of evidence showing student thinking, growth, and achievements over time.</i> It may include portfolios, journals, reflections, and exemplars.	Cambridge “Assessment Record & Evidence Management” — schools must maintain <i>authentic and traceable records</i> of student progress and coursework. (<i>Code of Practice 5.1–5.4</i>)	Both stress authentic documentation — not only test scores but visible thinking, reflections, and artifacts of learning.	PYP student e-portfolios Cambridge coursework folders Learning journals Teacher annotations on student work
3. Measuring Learning	<i>Judging the level of student achievement based on criteria and learning outcomes.</i> It includes both formative and summative judgments.	Cambridge “Validity, Reliability, and Standards Maintenance” — ensuring assessment measures what it intends and judgments are consistent. (<i>Code of Practice 4.1–4.4</i>)	Both aim for <i>rigorous, criteria-based evaluation</i> with moderation to ensure fairness and accuracy.	Rubric-based assessments Cambridge past paper benchmarking Moderation meetings Data-driven analysis of achievement
4. Reporting Learning	<i>Communicating progress, achievement, and next steps to students, parents, and the school community.</i> It values narrative feedback and reflection.	Cambridge “Results Reporting and Feedback Framework” — communicating outcomes transparently to learners and guardians, with guidance for improvement. (<i>Cambridge Evaluation Standard 4.5</i>)	Both emphasise <i>clear, timely, and meaningful reporting</i> — celebrating progress, not just grades.	PYP student-led conferences Cambridge progress reports Parent reflection meetings Digital report cards with narrative comments

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Whole-School Implementation at Ryan Global School

Purpose: Create one unified framework from PYP to Cambridge that ensures continuity, consistency, and academic integrity.

Level	Focus Area	Assessment Culture
PYP (Grades 1–5)	Inquiry, formative reflection, documentation	Assessment <i>for learning</i> — student agency and portfolios.
Cambridge Lower Secondary (Grades 6–8)	Skill benchmarking, feedback, formative cycles	Assessment <i>as learning</i> — reflection and skill mastery tracking.
Cambridge IGCSE / AS / A Level (Grades 9–12)	Summative performance, coursework, and integrity	Assessment <i>of learning</i> — evidence-based grading and moderation.

They focus on developing learners who can **think critically, apply knowledge creatively, and perform with academic integrity in diverse contexts.**

Cambridge Assessments – Grading System (Summary)

Programme / Level	Grade Scale	Description	Key Notes
Cambridge Lower Secondary (Checkpoint)	0–6	Diagnostic scale assessing performance against curriculum standards.	6 = Excellent, 3–4 = Expected level, 0–2 = Below expected.
Cambridge IGCSE	A*, A, B, C, D, E, F, G, U	Criterion-referenced grades reflecting achievement of syllabus objectives.	A* = Outstanding; C = Minimum university entry benchmark; U = Ungraded.
IGCSE Core Curriculum	C–G	Simplified level of assessment for foundational learners.	Core candidates cannot achieve above grade C.
IGCSE Extended Curriculum	A*–E	Higher level of challenge for advanced learners.	Covers broader and deeper syllabus content.
Cambridge AS Level	A, B, C, D, E, U	Measures achievement in half the A Level course.	No A* at AS Level; E = minimum pass.
Cambridge A Level	A*, A, B, C, D, E, U	Assesses full subject mastery over two years.	A* = Exceptional performance; E = Pass; U = Ungraded.

Key Principles



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- **Criterion-Referenced:** Grades reflect *achievement against fixed standards*, not comparison between candidates.
- **Grade Thresholds:** Determined after each exam series to ensure fairness and consistency worldwide.
- **Academic Integrity:** Only **authentic, verified work** is eligible for grading; malpractice may result in *cancellation of results*.

Mock Examinations

Mock examinations are held under formal Cambridge-style conditions to provide students with authentic exam practice and to assess their readiness for external assessments. These exams mirror the official paper structure, command words, and marking schemes. Results from mock exams help students identify strengths and improvement areas while enabling teachers to refine instruction, exam strategies, and learning interventions. All mock papers are securely stored, conducted with integrity, and evaluated using Cambridge mark schemes and moderation practices.

Predicted Grades

Predicted grades reflect the grade a student is most likely to achieve in their final Cambridge examination based on consistent evidence of performance, including mock results, class assessments, and coursework. Teachers determine predicted grades through professional judgment and internal moderation to ensure fairness and accuracy. These grades are used for internal reporting, university applications, and Cambridge registration, maintaining transparency and reliability in the grading process.

Managing Assessment Tasks

All assessment tasks at the school are carefully designed and implemented to align with the learning outcomes and command words outlined in Cambridge syllabuses. Tasks are balanced across formative and summative purposes, ensuring that assessment supports learning while measuring achievement. Clear rubrics, marking criteria, and deadlines are communicated to students in advance to ensure transparency. Teachers ensure that assessment workloads are manageable and that students have adequate time to demonstrate their knowledge, understanding, and application skills.

Moderation and Quality Assurance

Moderation is an integral part of the school's assessment quality assurance process. Teachers collaboratively review and cross-mark student work to ensure consistent application of standards and reliability of results. Departmental moderation meetings are conducted for mock papers, coursework, and internal assessments, referencing Cambridge mark schemes and examiner reports. This process promotes professional dialogue, consistency in marking, and equitable assessment across all classes and subjects.

Inclusion, Access Arrangements, and Special Considerations

The school is committed to inclusive assessment practices that ensure equal opportunities for all learners. Students with documented learning needs or disabilities receive approved **access arrangements**—such as extra time, reader or scribe assistance, rest breaks, or modified papers—based on Cambridge guidelines. In cases of illness, bereavement, or other exceptional circumstances, **special consideration** may be applied to ensure fairness without compromising academic integrity. All such provisions are confidential, evidence-based, and designed to uphold the principles of equity and compassion in line with Cambridge's Code of Practice.



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Assessment Policy Revision

The Assessment policy will be reviewed after a period of 4 years collectively by the Pedagogical Leadership Team, Exam Officers, Teacher Representatives, Teacher Librarian, and ICT teacher

However, it can be reviewed in the wake of an unforeseen development, if the need arises.

The review process considers the current or emerging issues that have been faced since the last period of review. All the desired and approved changes are then incorporated through consensus in the Policy.

Any new procedures, measures or technical requirements are introduced/ included

This policy was reviewed in March 2025

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. Academic integrity is the foundation of all Cambridge assessments. It ensures that every learner's results are a true reflection of their own knowledge and ability. Upholding integrity means that all work must be authentic, honestly produced, and completed under approved conditions. Cambridge requires schools to maintain strict procedures for the authentication of coursework, secure handling of examination materials, and reporting of any suspected malpractice. Teachers play a critical role in guiding students to understand plagiarism, proper referencing, and ethical collaboration. By fostering a culture of honesty, fairness, and responsibility, schools protect the value of Cambridge qualifications and nurture lifelong ethical learners.

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.



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<https://www.ibo.org/globalassets/new-structure/become-an-ib-school/pdfs/programme-standards-and-practices-2020-en.pdf>
- 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/1kq8MIFRHFZIKwgxJgxptG8RU-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_tL3l4/view?usp=drive_link