ASSESSMENT POLICY

NO	TITLES	PAGE NUMBERS

Policy is reviewed in 2020 , Next Policy review is in 2022

Assessment at RGS

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

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

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

As advocated by IBO 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.

Purpose of Assessment

The purpose of this document is to clarify and bring understanding to the school community of the assessment process. To ensure the effectiveness of a student's educational experience, it is important that varied assessment techniques be used at regular intervals. RGS has defined the following objectives for assessment:

1. To provide quality feedback to students so as to ensure growth in learning of students.

2. to effectively guide students through the five essential elements of learning: the acquisition of knowledge, the understanding of concepts, the mastering of skills, the development of attributes and the decision to take action.

3. To provide feedback to parents regarding students' progress through grades.

4. To ensure that the assessment process is aligned with IB assessment objectives.

5. To make each stakeholder assessment capable.

6. To ensure that everyone concerned with assessment, including students, teachers, parents and administrators, have a clear understanding of the reason for the assessment, what is being assessed, the criteria for success, and the method by which the assessment is done.

This policy is in conjunction to the other policies drafted

- Admission policy
- Enrollment policy
- Collaboration policy
- SEN policy

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

PROGRAMME STANDARDS AND PRACTICES 2014	PROGRAMME STANDARDS AND PRACTICES - 2018	PRACTICE AT RGS
Assessment at the school aligns with the requirements of the programme(s). **Standard and Practice C4: 1**	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 effective teaching and learning practices covering all the key areas of assessing , monitoring , recording and reporting.
The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy. **Standard and Practice A : 2**	The school funds adequate resources to implement the programme(s) and meet programme requirements. (0201-05-0100)	
C2:1-The written curriculum is comprehensive and aligns with the requirements of the programme(s). **Standard and Practice C2: 1**	The school demonstrates that all applicable IB curriculum frameworks are fully integrated with the requirements for school, local, state or provincial and national education authorities. (0401-01-0300)	**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

C1:1C- Collaborative planning and reflection addresses the requirements of the programme(s). **Standard and Practice C1:1c**

The school community demonstrates an understanding of, and commitment to, the programme(s). **Standard and Practice A3**

The values of the PYP as indicated in the curriculum documents have an explicit impact on decision-making and functioning of the school. **Standard and Practice A3a**

The school as a community of learners is committed to a collaborative approach to curriculum development. **Standard and Practice A3b**

e. The school demonstrates a commitment to transdisciplinary learning. **Standard and Practice A3e** | 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)

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 in its systems, processes and policies attention to the social, emotional, and physical well-being of its students and teachers. (0202-03-0200)

The pedagogical leadership team and teachers support students' social, emotional and physical well-being. (0202-03-0300)

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 verifies that teachers meet the local and legal requirements for the roles to which they are appointed. (0202-01-0200)

The school provides safe and effective learning spaces and learning environments. (0202-01-0300) | 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 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.

SCHEDULE
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.

RESOURCES
Resources in all forms virtual , intellectual , social , emotional , physical resources supporting learners like classroom resources , learning support resources , resources to support play, 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.

TEACHERS : Qualified staff to support learners.

SCHOOL PHILOSOPHY : We at school have various systems and procedures in place to meet the requirement of the programme. (*All stakeholders are provided with opportunities to contribute to the school decision making and policies for smooth and effective functioning of the programme in collaboration. Teachers and leadership along with the Governing body works closely in collaboration to design , develop and create the culture of a school to support the programme. Regular reflection in various forms like |

	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) Teachers use collaborative planning and reflection to address the elements of an IB education. (0401-02-0400) The school designs its curriculum in accordance with programme documentation (0401-01-0100)	surveys , meetings , reflection on toddle etc. are provided to the parents and students to reflect and contribute to the culture of the school.
Assessment at the school is integral with planning, teaching and learning. **Standard and Practice C4:1a** The school is committed to the PYP as the framework for all planning, teaching and learning across the curriculum. **Standard and Practice A:3d** C3:14-Teaching and learning fosters a stimulating learning environment based on understanding and respect. C3:14a-Teaching and learning fosters a stimulating learning environment based on understanding and respect. PYP requirements - The school provides environments in which students work both independently and collaboratively.	**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)	We at RGS understand , commit and ensure that planning , teaching , learning , monitoring , measuring , are integral part of the curriculum. Our curriculum planning , learning culture of the school revolves around these core practices. Assessment is integral part planning , teaching and learning practices. Regular planning and collaborative meetings empower teachers to plan, reflect along with students evidences which further informs teachers to plan for assessments and engagements to inform planning for further learning opportunities (Assessment as learning , Assessment of Learning , Assessment for learning) Collaborative meetings scheduled at the start , middle and end of every unit helps the school community to be committed to the PYP framework involving all key aspects teaching , learning , assessing , monitoring , planning , recording , reporting. Various opportunities are planned for students to be co-constructors , co evaluators and active members in the process of planning , teaching and learning. Parents are regularly informed through weekly newsletters , parents orientation,start and end of the unit of inquiry letters , regular meetings , conferences.

Assessment addresses all the essential elements of the programme. **Standard and Practice C4: 1b** C3:12-Teaching and learning develops student attitudes and skills that allow for meaningful student action in response to students' own needs and the needs of others. C3:13-Teaching and learning engages students in reflecting on how, what and why they are learning. C3:14b-Teaching and learning fosters a stimulating learning environment based on understanding and respect. PYP requirements : Teaching and learning empowers students to take self- initiated action as a result of the learning. C3-2-Students actively develop thinking, research, communication, social and self - management skills. C2:1d: There is documented evidence that the curriculum developed addresses the five essential elements of the PYP. C2:4 The written curriculum identifies the knowledge , concepts , skills and attitudes to be developed over time	**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 identifies and uses a variety of human, virtual and physical resources in the wider community that aids and extends student learning. (0202-05-0100) 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)	Assessments are embedded into teaching and learning practices. Assessments are a productive process which assimilates a comprehensive process of learning and teaching. Assessments are ongoing in nature which is planned not only to assess the content of learning but also to assess the context of learning. Students are given various opportunity to present their understanding of learning in addressing the following areas ● Acquisition of knowledge ● Development of Approaches to Learning. ● Conceptual Understanding (Understanding of concepts) ● Demonstration of Attributes ● Ownership of Learning.
The school provides evidence of student learning over time across the curriculum. **Standard and Practice C4: 1c** C2:6a The written curriculum provides opportunities for students learning that is significant, relevant, engaging and challenging C1:4-Collaborative planning and reflection ensures that all teachers have an overview of students' learning experiences.	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)	Planning for every inquiry starts on students prior knowledge in form of mapping KUD Goal setting is a regular practice in RGS wherein students, parents and teachers collaborate in the beginning of the year, during conferences and meetings to review and revisit the progress and milestones achieved by students during the year. Teachers plan opportunities and engagements for students based on the

C1:5- Collaborative planning and reflection is based on agreed expectations for student's learning. C2:3 The written curriculum builds on students' previous learning experiences. C2:6 The written curriculum incorporates relevant experiences for students	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)	students responses to the engagements and assessment. E learning portfolios evidently record students learning over time. Teachers planners , assessments , report cards , reflections evidently records the opportunity given to the students to grow on their own learning and prior understanding. Teachers questions , Prior assessments , reflections are instrumental in providing students opportunities to grow in their own learning and develop overtime.
The school communicates its assessment philosophy, policy and procedures to the school community. **Standard and Practice C4: 2** C2:2 The written curriculum is available to the school community. **Standard and Practice C2:2** A : 6 The school promotes open communication based on understanding and respect. **Standards and Practice A: 6** The school develops and implements policies and procedures that support the programme(s). **Standards and Practice B1: 5** The school has developed and implements an assessment policy that is consistent with IB expectations. **Standard and Practice : B1: 5B** Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue. **Standard and Practice : C3: 7**	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) **Culture 6**: The school implements, communicates and regularly reviews its IB mandated policies to ensure they are	**TEACHERS** Teachers are involved in planning , implementation , designing , communication and reviewing assessment practices @RGS **PARENTS** Parents at regular intervals have been introduced to the aspects of assessments through Parents orientation **RECORDING :** ● Parents are encouraged to reflect in the portfolios / students journals. ● Newsletters **MEASURING :** Sharing the Evaluation tool sheets on Toddle **ASSESSING :** Parents are invited to be co assessors **REPORTING :** Through Conferences **MANAGEMENT / LEADERSHIP :** School leadership and Management is regularly informed through collaborative meetings , Toddle platforms.

C2:10-The written curriculum integrates the policies developed by the school to support the programme(s). C2:5 The written curriculum allows for meaningful student action in response to students' own needs and the needs of others.	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)	
The school uses a range of strategies and tools to assess student learning. **Standard and Practice C4: 3** The school provides support for its students with learning and/or special educational needs and support for their teachers. **Standards and Practice :B2: 8** The school has systems in place to guide and counsel students through the programme(s). **Standards and Practice :B2: 9**	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)	Assessments at RGS is designed an common belief and essential agreements of supporting students to become life long learner All stakeholders involving the governing body , leadership team , teachers , students , parents work towards supporting students with their learning through differentiation. All assessments at RGS supports learners through varied assessments meeting students requirements of learning . Various strategies and tools are used to support students' learning needs and styles . This empowers

Teaching and learning uses a range and variety of strategies. **Standards and Practice :C3:9** Teaching and learning demonstrates that all teachers are responsible for language development of students. **Standards and Practice :C3:8** Teaching and learning differentiates instruction to meet students' learning needs and styles. **Standards and Practice :C3:10** Teaching and learning differentiated instruction to meet students' learning needs and styles. **Standards and Practice :C3:10a** **PYP requirement:** The school provides for grouping and regrouping of students for a variety of learning purposes. C3:11-Teaching and learning incorporates a range of resources, including information technologies. **Standards and Practice :C3:11** C3:15-Teaching and learning encourages students to demonstrate their learning in a variety of ways. C1:6-Collaborative planning and reflection incorporates differentiation for students learning needs and styles. The school supports access for students to the IB programme(s) and philosophy. PYP requirement a. The school implements the PYP as an inclusive programme for all students. **Standard and Practice A:9a**	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) PYP: The school demonstrates a commitment to transdisciplinary learning by ensuring that the programme of inquiry is collaboratively designed, planned and facilitated between the classroom teacher and specialist teachers to deliver the subjects included in each unit of inquiry. (0401-02-0112)	students to present their understanding through their preferred mode (modality). DIFFERENTIATION BY NEED : Students are assessed with a variety of medium and levels of assessments suiting students learning needs. Every assessment design gives students an opportunity to present their understanding at their relevant phase level . Each class group works on 2 - 3 levels, teachers design assessment being mindful of age level assessments , learning level , learning style , challenging , relevant , significant and engaging for every student. Further to support one on one learning needs remedial sessions are organised for students to extend the support by remedial specialist in consent with the parents. Parents are equally informed regularly through newsletters , unit letters , evaluations shared weekly , report cards, conferences, personal meetings.
The school provides students with feedback to inform and improve their learning. **Standard and Practice C4: 4** C1:7-Collaborative planning and reflection is informed by	C3-4 -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)	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 attitude of

assessment of students' work and learning.	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)	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.
The school has systems for recording student progress aligned with the assessment philosophy of the programme(s). **Standard and Practice C4: 5**	**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)	Assessing and recording students @RGS is done through TODDLE . Students' evidence of learning and growth is maintained in a student journal accessible to all stakeholders.
The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s). **Standard and Practice C4: 6**		Monitoring and reporting students' learning is maintained at RGS hand in hand. While students are enriching their portfolio as a strong assessment evidence assessment tool sheets shared regularly with parents and report cards presented at the end of each UOI and conferences help all stakeholders to come together andexcersis the goal setting to support students learning
The school analyses assessment data to inform teaching and learning. Student learning and development related to all attributes of the IB learner profile are assessed and reported. **Standard and Practice C4: 6a** C3:16-Teaching and learning develops the IB learner profile attributes. **Standard and Practice C3:16** C2:11-The written curriculum fosters development of the IB learner profile attributes. C1:9-Collaborative planning and reflection addresses the IB learner profile attributes.	**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)	Learner profile is engraved in school culture and students profile and it not only informs teaching and learning but also has strongly helped in moulding learner's profile and schools culture. We at RGS strongly work towards qualitatively assessing learner profile to support students in developing attributes and grow as a lifelong learners Learning engagement assessments are planned keeping learner profile attributes in mind and are assessed regularly. Reporting on the learner profile regularly (ongoing) strengthens students' profile as an engaging learner taking ownership of their own learning.
The school provides opportunities for students to participate in, and reflect on, the assessment of their work.	PYP: Students participate in the exhibition in the final year of the PYP, except in	All stakeholders of the RGS community have grown by reflecting on regular bases.

Standard and Practice C4:7 a. The school ensures that students' knowledge and understanding are assessed prior to new learning. **Standard and Practice C4: 7/ 7a**	schools that exclusively offer the early years. (0402-06-0211	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.
The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 or 4), the DP extended essay and the CP reflective project, depending on the programme(s) offered. **Standard and Practice C4:8** The school allocates resources to implement the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 to 4), the DP extended essay and the IBCC reflective project for all students, depending on the programme(s) offered. **Standard and Practice B2 : 12** C2:1c The PYP exhibition is one of the six transdisciplinary units of inquiry in the final year of the programme.	**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)	We at RGS have grown on our learning with students at the PYP Exhibition. Students have been given the opportunity to pursue their passion projects for 2 last years. This is evident that we are upgrading our systems and procedures to support students learning regularly to celebrate their learning journey called PYP EXHIBITION.

Stakeholders Roles and Responsibilities

|	
Students	• Co-constructing their own assessments. • Identifying success criterias and learning goals. • Building the skill to Identify strengths and areas of improvement.
Teachers	• To provide regular opportunities for students to reflect on their own learning • Engaging students as co-constructers in the assesments. • Creating learning goals,success criterias and providing students with authentic feedback and feedforward.
Parents	• Collaboration with the school community to identify areas to be improved in students and setting achievable goals • Supporting students learning and highlighting their progress over time. • Providing students with constructive feedback on assessment

Dimensions of Assessment

In the past (before the PYP enhancement), there were three parts of assessment components – Assessing, Recording and Reporting. Now, based on the latest PYP: from Principles into Practice document, assessment in the ___PYP is divided into 4 dimensions – monitoring, documenting, measuring and reporting.___
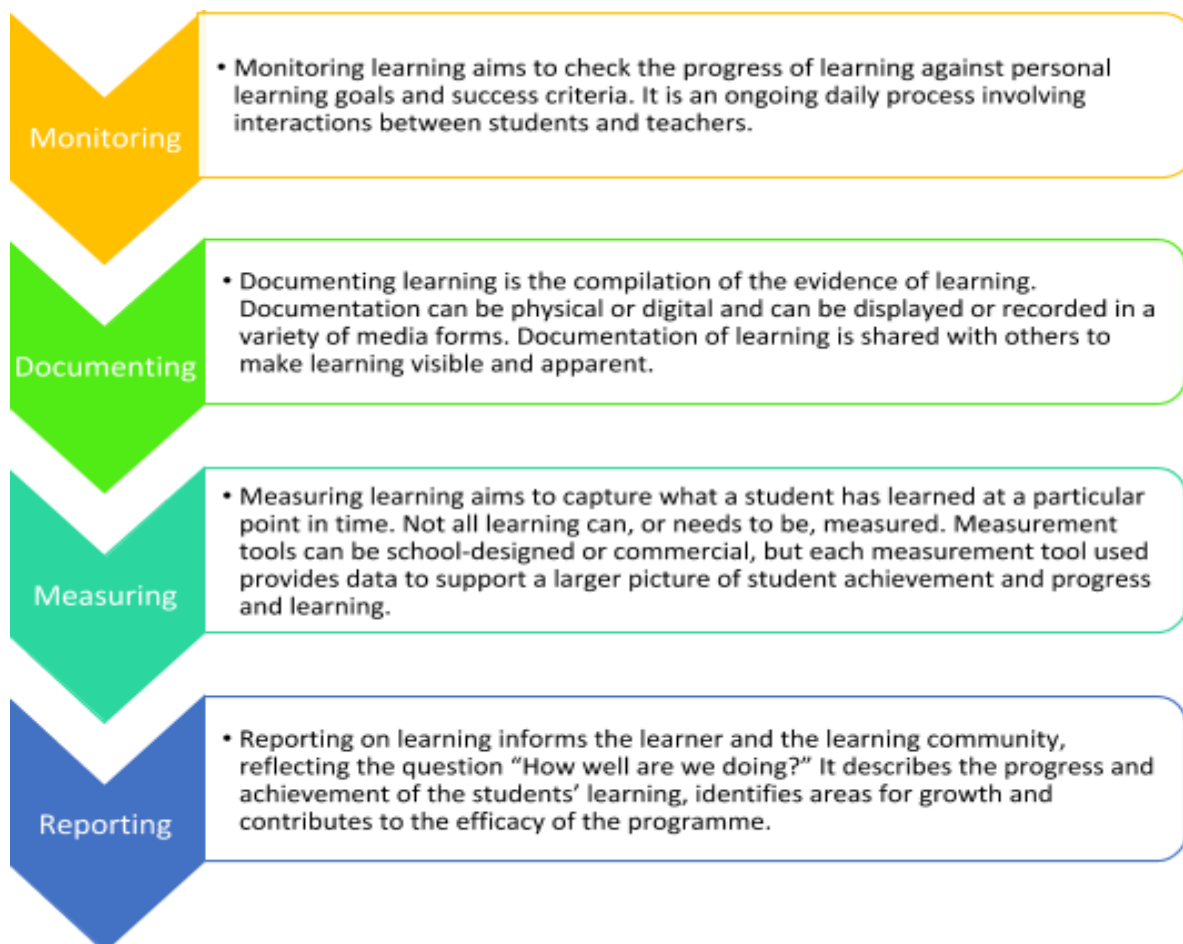
Although the four dimensions of assessment are not weighted the same; each dimension has its own importance and value. The PYP chooses to put emphasis on monitoring and documenting learning as these dimensions are critical in providing actionable feedback for the learner......

.Source: PYP: from Principles into Practice – Learning and Teaching – Assessment – How to Assess pg 7

4 Dimesions at RGS

- 10%
- 40%
- 30%
- 20%
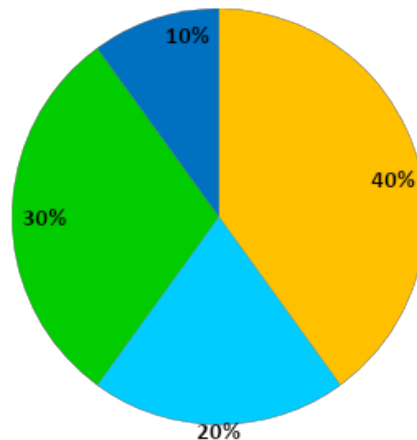
Legend: ■ Monitoring ■ Measuring ■ Documenting ■ Reporting

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.

<u>Monitoring Learning</u>

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.

What do we assess?
The five essential elements of the PYP:

ELEMENTS ASSESSED	OPPORTUNITIES PROVIDED
Acquisition of knowledge	Students demonstrating their knowledge inside and outside the programme of inquiry.
Development of Approaches to Learning.	Students demonstrating and developing their skills while driving inquiry.
Conceptual Understanding (Understanding of concepts)	Students self initiative and self driven learning to make connections with conceptual understanding.
Demonstration of Attributes	Students demonstrate learner profile attributes by making connections with real life situations and subject knowledge.
Ownership of Learning.	Students 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.

Student progress and performance in the following subject areas:

1. Languages: (English, Hindi, Marathi and French)
2. Mathematics, Social Studies, Science, Personal, Social and Physical education
3. Arts: Visual Arts, Performing arts (Music, Dance & Drama)
4. Information Literacy

Work habits & Behaviour: Behaviour and ethics in the school premises

Documenting Learning

Documenting learning is the compilation of the evidence of learning.

What do we record?

Assessment at RGS is designed by teachers to incorporate a variety of methods/strategies which are relevant and motivating for the students. It is essential that they be seen as a package since they have been selected in order to provide a range of approaches and therefore to provide a balanced view of the student.

Assessment strategies

Observations

All students are observed often and regularly, with the teacher taking a focus varying from a wide angle (Eg. focusing on the whole class) to close up (focusing on one student or one activity), and from not being a non-participant (outside the group) to being a participant (within the group)

Performance Based Assessments:

Performance based Assessment provides authentic and significant challenges and problems. In these tasks, there are numerous approaches to the problem and rarely only one correct response. They are usually multimodal and require the use of many skills. Audio, video and narrative records are often useful for this kind of assessment. In broad terms, there are three types of performance-based assessments: performances, Portfolios, and projects.

Some examples of performance based assessments are;

1. Demonstrations (Science, sports, dance etc.)
2. Role plays
3. Designing & conducting experiments
4. Expos- Exhibiting work to others
5. Community action
6. Story illustrations
7. Model construction
8. Oral reports

Process-Focused Assessment:

Students are observed often and regularly, and the observations are recorded by noting the behaviours, collecting multiple observations to enhance reliability, and synthesizing evidence from different contexts to increase validity. A system of note taking and record keeping is created that minimizes writing and recording time. Checklists, inventories and narrative descriptions (such as learning logs) are common methods of collecting observations.

Some examples of process focused assessments are;

1. Reflection Journals
2. Graphic organizers after different learning engagements

Open-ended tasks:

These are situations in which children are asked to communicate an original response to a given stimulus. The answer might be a brief written answer, a drawing, a diagram or a solution.

Some examples of open ended tasks are;

1. Class charts
2. Model constructions

3. Photographs & video presentations
4. Illustrations, comic strips

Selected Response:

Single occasion, one-dimensional exercises. Tests and quizzes are the most familiar examples of this form of assessment.

Some examples of selected response assessments are;

1. Multiple choice tests
2. Cloze Passages
3. Tests & quizzes like true-false, multiple choice & fill in the blanks

Constructed response assessments:

Graphic organizers, mind-maps, templates, etc.

Some examples of constructed response assessments are;

1. Data graphs
2. Flow charts
3. Visible Thinking Routines
4. Design Thinking.
5. Concept maps
6. Venn diagrams

In a particular grade, it is recommended that a variety and range of assessment strategies and methods are used.

How do we record?

- Single Point Rubrics: A tool to show growth and achievable goals.
- Checklists- These are lists 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.

Measuring Learning

When do we assess:

Measuring learning aims to capture what a student has learned at a particular point in time. Student learning is promoted through planning and refining the teaching & learning process to meet the individual or group needs. Assessing a student's prior knowledge, their experiences during the teaching period enables the teachers to plan & refine their teaching accordingly.

We at RGS assess the students on the following:

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.

Reporting Learning

Reporting on assessment is about communicating what students know, understand and can do. Reporting may take many forms including conferences and E-reports. Effective reporting should:
- involve parents, students and teachers as partners
- reflect what the school community values
- be comprehensive, honest, fair and credible
- be clear and understandable to all the parties

When do we report?

RGS has 3 parent teacher conferences in a year to inform parents about the progress of each student. These conferences are 15 minutes face to face conference amongst the homeroom teacher, the student and the parents. These conferences take place in the following forms:

3 Way conference (End of Term 1):

A three way goal setting conference at the end of first term where the parent, the student and the homeroom teacher confer to understand expectations and set broad goals for the student. The student, parents and the teacher collaborate to establish learning goals, identifying student's strengths and areas of improvement which are reviewed in the later conferences. From Grade 1 onward, students are also involved in the goal setting process.

Student-led conference (End of Term 2)

A student-led conference is held at the end of 2_{nd} term. Here the students are responsible for leading the Conference and also take the responsibility of their learning by sharing the process with their parents. During a Student-led conference, the teacher ensures that;
- The students follow the road map for the SLC
- The students discuss and reflect upon the samples of work they have previously chosen to share with their parents. These samples can be part of the Portfolio or Gallery walk
- The teacher helps the students out whenever they need prompting
- Hear the conversation between the parents and students
- Parents and students get an opportunity to reflect on the SLC process
- The teacher writes anecdotes on students' performance and their contribution.

2 way conference (End of the year/Ongoing)

Assessment without feedback is merely judgment; feedback is the component of assessment that let us Interpret the judgment and improve our work. (Making the PYP Happen; A curriculum framework for international primary education)

According to C4.4 the school provides students with feedback to inform and improve their learning (Programmes Standards and Practice 2011)

Based on the above two references, the student-teacher conferences are designed to give students feedback so they can reflect on their work and further refine and develop their skills. These conferences happen frequently in an informal setting on appointments taken by either Parent or teacher.

However at the end of the year a formal set up of this conference is scheduled to discuss Child's yearly learning journey in the academic year.

E-Reporting:

E-reports include the summary of each unit along with the Skills and learner Profiles to be reported to the parents. Reports clearly indicate the areas of strengths, areas for improvement, participation and overall progress of the student in the school.
E-report is uploaded on "Toddle" , our web portal for parents.

E-Portfolio:

At RGS, a student E-Portfolio is maintained for each student which is a progressive in nature. It is a collection of sample student work, demonstrations, and artifacts that showcase student's learning progression, achievement, and evidence of what students can do. The collection includes essays and papers (text-based), multimedia (recordings of demonstrations, interviews, presentations, etc.), graphic organisers and visible thinking routines expressed by the students.This portfolio helps teachers organize, sample, and assess what students gained out of the program. Portfolios enable Teachers to not only observe what students know and can do, but also learn how students learn through student reflections. The portfolio showcases development of attributes, skills and meaningful actions taken by students.

The PYP Exhibition: encouraging in-depth, collaborative inquiry

In the final year of the PYP, students carry out an extended, in-depth, collaborative project known as the PYP exhibition. This involves students working collaboratively to conduct an in-depth inquiry into real life issues or problems. Students collectively synthesise all of the essential elements of the PYP in ways that can be shared with the whole school community.

It also provides teachers with a powerful and authentic process for assessing student understanding. The exhibition represents a unique and significant opportunity for students to exhibit the attributes of the IB learner profile developed throughout their engagement with the PYP. It also provides schools and students with a wonderful opportunity to celebrate the transition of learners to the next phase of their education.

Assessment Review:
- Procedure for review of this policy is as follows:
- The Assessment Policy is reviewed once in 2 years
- For the purpose of review, a copy of the last reviewed policy is shared with the teaching community for their considerations & suggestions wherever required.
- The Academic leadership team is the core team for the review. Taking into consideration the suggestions given by the teaching staff the core team makes essential amendments that are further incorporated in the policy.
- The next review is scheduled in September 2022

Communicating Policy

It is important for all stakeholders to be knowledgeable about the Assessment Policy and Procedures in PYP.
  Parents, being one of our stakeholders, will receive communication regarding in the following forms:
- Newsletters
- Start of unit and End of unit letters.
- Policy and Procedures uploaded on Toddle
- Regular parent meeting sessions to familiarize parents with the philosophy
- Involving parents in the process of assessment
- Inviting parents to see students' summative assessments (presentations, exhibitions, etc.) at the end of every unit.
- Handbooks

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