



**Date**

22.11.2023

**Location**

Chesières, Switzerland

## Primary Assessment Policy

La Garenne International School

### Introduction

Assessment plays a key role in learning at La Garenne, helping the students to understand themselves as learners. Our teachers use a range of assessment techniques to provide valuable feedback to the student. These techniques also provide feedback to the teacher, allowing them to differentiate their teaching according to the needs within the class and to inform their planning.

We place an emphasis on ensuring that our students acquire the skills to become life-long learners. Empowering our learners to strive to be the best they can be and helping them to gain a clear understanding of their individual targets and personal goals is imperative. Self and peer assessment allows students to begin to take personal responsibility for their learning, to reflect on it and identify areas of strength and development.

### Assessment for Learning

The IPC Assessment for Learning (AfL) programme focuses on children's learning and their next steps. AfL engages the child in their personal learning journey and keeps them at the centre. Reflective practices and self-awareness offer students the chance to set their own personal goals and be advocates for their own learning.

The IPC AfL programme supports teachers in assessing, and children in self-assessing their progress with key skills from the IPC Learning Goals.

It provides:

- specific skills assessment for Mileposts 1, 2 and 3;
- a system that provides learning advice;
- a rubric (success criteria) for teachers and children;
- tracking through beginning, developing and mastering.



## Key vocabulary:

**Teachers' rubrics:** these are essentially, success criteria. They help teachers observe and record the stage at which children are learning in terms of beginning, developing and mastering (across the different mileposts).

**Children's rubrics:** child-friendly versions of the above, in age-appropriate language, for children to use when self- and peer-assessing.

**Learning advice:** specific learning activities and advice which can be used in class and shared with parents, which help children move from one learning stage to the next. This forms the final part of the feedback loop, feeding forwards to next steps and improvement.

**“Formative assessment is intended to inform teaching and learning. There is no intrinsic value in recording formative assessment; what matters is that it is acted on.”**

*Primary Assessment Commission Report, Sept 2015*

At La Garenne, formative assessment is a continuous process and part of the teaching and learning cycle. The purpose is to inform teachers of what children have learned and the gaps in their knowledge, therefore informing future planning. All assessments should be **sensitive, constructive and foster motivation**. Children should be active partners in the process, understanding what they need to do to improve.

The most common forms of formative assessment used at La Garenne are:

- **Questions and answers** in class to evaluate student understanding and identify gaps or misconceptions
- **Observing** children at work and intervening where appropriate
- **Quick fire quizzes** or recall of facts (at the start of the lesson to assess prior knowledge or in the plenary to assess learning during the lesson), with answers on a white board shown to the teacher
- **Mini plenaries** to determine understanding at regular intervals.
- **'What I know / want to find out'** which are used at the beginning of many new units and revisited at the end.
- **The Knowledge Harvest** and **Exit Points**.
- **Marking** which may comprise scanning of work through to in-depth marking with responses required from the children.
- **Recording** assessment against objectives taught within each curriculum area.
- **Self and/or peer assessment** based on individual learning objectives and Success Criteria.
- **1:1 or group** discussions with students.
- **Next steps / targets** and feedback
- **Termly student progress meetings:** progress of the whole class, vulnerable groups and individuals is reviewed and actions agreed for underachieving students.

## Assessment of Learning

Assessment of Learning or Standardised Assessment is important to measure, record and report on a student's growth and level of achievement in regards to specific learning expectations. The following assessments are given throughout the year:



## Years 1 - 6

- **Rising Stars Progress Tests** in Reading and Grammar, Punctuation and Spelling (GPS). These tests give a good indication of whether students are working below expectations, working towards expectations (Beginning), meeting expectations (Developing) or exceeding expectations (Mastering).
- **White Rose Mathematics End of Term Assessments Tests & End of Block Tests:** Each child takes two End of Term Assessment in November, March and May, one for Arithmetic and one for Reasoning. Each new child does these assessments in September (i.e. a new Year 4 student would take the Year 3 Summer Term Arithmetic and Reasoning Assessments). Results are tracked. All children take an End of Block Test once they have completed the learning for that unit (approximately every 2-5 weeks, depending on the unit).
- **Unaided termly writing assessment:** 4 pieces of writing annually, marked and moderated. Results are tracked.
- **IPC:** Skills are assessed by the teacher and children throughout the year. Results are tracked. Knowledge is recorded (quiz, tests, multiple choice).
- **Science:** Termly end of unit quiz (knowledge). Teachers track students' progress throughout the unit and use 'focus group' investigation observations to help decide 'next steps'.

## English Language Provision

With students joining La Garenne, our teachers ensure that all students are equipped with the necessary language tools to enable them to make the most of their time here. Students are fully integrated into the mainstream classes but may require support in specific areas of the curriculum to reach their full potential. In Primary school, this level of support comes in the form of in-class support. The lessons students receive target their individual needs with the main focus being academic language.

## EAL Assessment in Primary

When EAL pupils join our Primary School, they complete a baseline assessment to determine their level of proficiency and our lessons are tailored according to each individual's needs.

We use The Bell Foundation's "EAL Assessment Framework for Schools: Primary", which allows us to provide pupils and teachers with the highest level of support and accessibility. The framework supports us in assessing our students' progress over time in the four key skills of: Listening, Speaking, Reading & Viewing and Writing. Years 5 and 6 take a CAT4 test once a year which provides the teachers, students and parents with information about how the children learn and what their academic potential is.



## Reporting to parents

### Years 1 - 6

Parents receive an academic report in October, December, March and June. New children to the school receive a settling in report after 3 weeks. Core subject areas are reported in reference to two aspects: Effort and Attainment. The report provides the parents with an indication of their child's achievement up to that point in the year.

### Academic Attainment

Core subject areas are reported in reference to two aspects: Effort and Attainment. The report provides parents with an indication of their child's achievements at that point in the year in relation to what they have learned so far. Four categories are used to report on levels of attainment. All children are unique and their abilities differ, as do the rates at which they learn.

#### Attainment

<b>Beginning</b>	<i>I am working towards meeting expectations with support.</i>
<b>Developing</b>	<i>I am working towards meeting expectations independently.</i>
<b>Meeting</b>	<i>I am meeting expectations independently.</i>
<b>Exceeding</b>	<i>I am exceeding expectations and taking independent initiative to extend my learning.</i>

#### Effort

The students will be evaluated and assigned one of the following, relating to their level of application during the third term.

<b>Excellent</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>
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The values we promote and celebrate here at La Garenne Primary School are at the forefront of our mission. Developing the personal and social skills of our students is fundamental to their happiness and self-confidence. The students are awarded points through the Class Dojo app and each week we celebrate the School Values in our Primary Assemblies.

***Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded,  
Caring, Risk-takers, Balanced, Reflective***



## **Special Educational Needs and Disabilities (SEND)**

We recognise that children learn at different rates and that there are many factors influencing achievement including ability, mental health, age and maturity. Students assessed as requiring SEND support should be set targets that reflect their individual needs. Students who are entitled to extra time will receive this during all assessment opportunities throughout the year. Children are assessed using criteria that are appropriate to their needs at an ability level that suits them. High quality teaching is available to all children, including those with additional needs.