

ASSESSMENT POLICY

Navigate your own journeys of learning and self-discovery in an exciting future.

The school's mission is to provide high level educational experience, by encouraging creativity, critical thinking, collaboration and discovery.

Our aim is to ensure that all students will make progress in their period of study at FRAM School, in all areas of their school experience. In order to achieve this goal, a special attention needs to be given to regular and relevant assessment, which will provide teachers with comprehensive data regarding the progress of each student, guiding the process of teaching and learning, offering directions for learning support as well as for stretch and challenge.

Targets

The students' progress is illustrated by the concept of "**flight paths**", describing the evolution of each individual student from the baseline assessment through regular assessments to the reach of the end of the year **targets**.

The targets are set in **target-setting meetings** at the beginning of the academic year after the analysis of the results in the baseline assessments. The students are working towards those target grades and their progress is directly monitored by the subject teachers and form tutors.

Parents are informed about these targets and the students' progress is analyzed by the student, parents and form tutors in the student-led conferences, organized once / year, in HT4 of each academic year.

Principles:

1. Assessments are meant to support students' progress, helping them to improve and develop their skills and knowledge.
2. Assessments offer teachers relevant data, guiding them to better support the students, understanding their real levels and offering them clear indicators for differentiation, learning support and challenge.
3. There should be logical and realistic progression in the assessment programme within and between years, including the progression from primary to secondary level.
4. Assessments must be adapted to the right age and academic stage of the students.
5. Assessments are regular, coherent, consistent and in line with the contents introduced to the students.
6. Assessments should evaluate the medium+ level, thus identifying the students who need support and intervention, as well as the students that can be further challenged.
7. Students must be involved in the process of assessment, thus increasing their understanding of their own progress and learning process.

8. Assessment should be carried out in a variety of styles (formal / informal, written / verbal, individual / group, self, peer, etc.) in accordance with the specified aims of the specific course.
9. Assessment should ensure that individual learning is clearly targeted and that shortcomings are quickly identified and remedied, thus contributing towards higher standards.
10. Clear success criteria should be established by each academic department. They must be communicated to the students, so that they are aware of them, guiding them in their preparation and learning process.
11. Clear, positive, constructive, and developmental feed-back must be given to students by the teachers as result of assessments – see the FeedBack and Marking Policy.
12. Assessments should help the school and the teachers in the evaluation of teaching programmes.

Types of assessment

Baseline assessments

The purpose of baseline assessments is to evaluate the level of skills and knowledge of the students at the beginning of the academic year.

They are organized in the first 3 weeks of HT1.

They offer information for the teachers and students about the areas that need to be developed.

Target grades are set starting from the results of the baseline assessments – minimum 2 points higher – targets to be reached by the end of the year (see Annex 1 for reference). The targets are set together with the students.

The results of the baseline assessments are not recorded in the Gradebook.

The results are communicated to the parents, but a further conversation is organized only in the case of the underperforming students.

The Kindergarten will also apply the baseline assessments in the first 2 weeks of HT1.

If a student scores bellow C = 60% (international line) / -B (Romanian Line primary) / 7 (Romanian Line secondary), an intervention plan is put in place and communicated to the parents. – link with the FeedBack and Marking Policy.

If a student scores bellow E = 40% (international line) / S (Romanian Line Primary) / 4 (Romanian Line secondary), individual support is put in place.

Predictive assessments

The purpose of these assessments is to help the teachers and parents understand the real potential of the students.

The school implements **CAT4 tests** (Cognitive Abilities Test Fourth Edition) – **GL Assessments**. CAT4 reveals the hidden potential of the students, by assessing the main types of reasoning ability known to make a difference to learning and achievement, providing the teachers and parents with a rounded profile of the whole child: verbal, non-verbal, spatial, and quantitative. It also offers predictions for the end of the stage results / levels in English, Maths and Science – for KS2 and KS3; respectively, predictions for the IGCSE and AS and A2 results in the high-school.

CAT4 tests will be implemented starting from Year 4 / Grade III & Year 5 / Grade IV; Year 6 / Grade V – before the entry in the Middle School / first year in the Middle School on the Romanian Line; Year 9 / Grade VIII before the start of the high-school experience.

They are used as well in the admissions process, in order to assess more effectively the potential of the students who want to join our school.

CAT4 assessments offer valuable information for the process of choosing the academic paths in the high school as well for the career guidance process.

In Year 9 / Grade VIII, this process will be supported also by the results offered by the **CASCAID**, a programme that offers centralized data to drive students' careers development / choice strategy.

Diagnostic Assessment

The purpose of these assessments is to provide information about possible learning difficulties of certain students; these difficulties may be scrutinized and classified so that appropriate remedial help and guidance can be provided.

When concerns arise regarding a student's learning or wellbeing, an initial, school-based assessment will be conducted. This process may include:

- Talking with the student to understand their perspective.
- Gathering information from teachers, parents, and other relevant parties (with the student's consent, where appropriate).
- Reviewing the student's academic records and attendance data.
- Using relevant screening questionnaires or assessment tools.

If further, more formal evaluation is considered necessary, members of the SEN department may recommend that parents arrange diagnostic assessments through external, specialized, and certified centres. The outcomes of such assessments will be used to identify appropriate strategies of support for the student, in alignment with the SEN Policy and the Wellbeing Policy.

Formative assessments

Formative assessment is expected to be used on a regular basis, in all lessons, so that the positive achievements of the student may be recognized and discussed, and the appropriate next steps may be planned.

Formative assessment is understood in its interpretation as “**assessment for learning**” and “**assessment as learning**” – See Dylan William – *Embedded formative assessment*.

Formative assessment is one of the fundamental elements that describe the FRAM School standard for a good / outstanding lesson – see the Teaching & Learning Policy. The expectation is that formative assessment is used in all lessons, not only in the plenary, but throughout the lessons.

Formative assessment is used to give teachers and students relevant information regarding the progress made by the students during lessons. It offers guidance for the teachers for their planning, intervention plans, differentiation, stretch and challenge.

The results of formative assessment represent a form of feed-back for the teachers, for the effectiveness of their teaching activity.

The results of formative assessments are not recorded in the school data management platform, nor in the Romanian line catalogues or in the official report documents for the parents. They can be discussed by the teachers with the students, in order to help them better understand their levels and what they need to do to make further progress. It is an effective instrument for developmental feedback. See the Feedback & Marking Policy.

All teachers (Core & Subject teachers) will keep track of students’ progress in the Department Folder (See Assessment folder within the Academics drive) using various formative assessment methods. As a guidance for formative assessment for Cambridge related subjects, see Assessment Guidelines for each subject within the [Cambridge Primary Support Hub link \(click here to access the link\)](#).

The teachers are encouraged to use a variety of formative assessment methods.

E.g. the contribution of David Wees:

<https://docs.google.com/presentation/d/1nzhdneyMQmio5INT75ITB45rHyLISHEEHZiHTWJRqLmQ/pu b?slide=id.p>

Kindergarten will also use formative assessment through observations, discussions and feedback. Regular observations will be written in the teacher’s observation notebook for each child.

Summative assessments

The purpose of summative assessments is to record the overall achievement of a student in a systematic way. They are organized at the end of each half-term / module, thus ensuring a rhythm of 5 internal summative assessments / year. At the end of the year, the students will sit in the end of the year assessment – which is generally external.

For Primary, the **summative assessments are done for the core subjects** (English, Romanian, Mathematics, Science). The following subjects will also be graded in the official gradebook, considering the Curriculum Framework for Primary School given by the Ministry of Education in

Romania (Teachers may use a variety of assessment methods from class work to project work or homework):

Y1 / Grade preg.	No grades in the gradebook
Y2 / Grade I	Core subjects + Music, Arts, PE
Y3 / Grade II	Core subjects + Music, Arts, PE
Y4 / Grade III	Core subjects + Music, Arts, PE, Civic Education
Y5 / Grade IV	Core subjects + Music, Arts, PE, Civic Education, History, Geography

The end of half-term assessments are organized by the teachers, who can use different sources to assess the curriculum – e.g. the use of HeadStart / Rising Stars / White Rose assessments for the international primary. These assessments must be progressive and “in spiral”, always including aspects from the previous learning.

The summative assessments are organized according to a calendar that is communicated by the class teachers / form tutors to the students and parents. The students in primary and middle school should not sit in two summative assessments in the same day.

Teachers always set revision tasks for classwork and/or homework before a summative assessment task.

The students are informed about the grading criteria and the success criteria, and the teachers make sure that the students understand them. The assessments must be fair.

The tasks are in line with the curriculum taught and according to the medium+ level of the students.

The results are communicated to the students and parents, are included in the Progress Report cards / End of the Year Progress Test / School Data Management System and Romanian Line catalogues.

The results of the summative assessments are rigorously monitored by the teachers and Heads of Departments. Tracking documents are used regularly, and intervention is put in place when needed – See Annexes 1 & 2.

The Kindergarten will also use summative assessment at the end of each learning unit through observations, evaluation forms/sheets, games, role play etc. Observations for each child will be recorded in the observation notebook and their work will be kept in their personal file.

End of the Year Summative Assessments

Division	Year / Grade	Line of study	Assessment type	Subjects
Kindergarten		Romanian	Internal	Romanian, Maths, cognitive Phonics Screening
Lower Primary	Grades Prep & I	Romanian	Internal	Romanian, Maths, English
Lower Primary	Years 1-2	International	Internal	English, Maths, Science, Romanian
Upper Primary	Grades II-IV	Romanian	National Evaluation for Grades II and IV	Romanian, Maths
			Internal for Grade III	Romanian, Maths
			GL Progress test for Gr. II-IV	English
Upper Primary	Years 3-6	International	GL Progress tests	English, Maths, Science
Middle School	Grades V-VIII	Romanian	National Evaluation Grade VI	Romanian, Maths, Science
			National Evaluation Grade VIII	Romanian, Maths
			GL Progress test for Gr. V-VIII	English
			Internal for Gr. V and VII	Romanian, Maths, Science
Middle School	Years 7-9	International	GL Progress tests	English, Maths, Science
			Checkpoint Exams – Year 9	English, Maths, Science
High-School	Grades IX - XII	Romanian	National Baccalaureate IELTS (optional) ECDL (optional)	On profiles English ICT
High-School	Years 10-13	International	IGCSE (Year 10-11) AS (Year 12-13)	Options pathways

			A2 (Y13)	
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Other summative, externally marked assessments, offered to students at the school include:

- GL Assessment
- PT English 9

Self-assessment

Students should become fully involved in their own assessment. Teaching staff should ensure that there are regular and frequent opportunities for student self-assessment. This will result in students being more aware of their own strengths and weaknesses and in the strategies for their improvement.

As a regular expectation, students will self-assess for the tasks set during lessons as well as for homework.

Students' understanding of the assessment criteria is a key component of successful self-assessment.

In kindergarten, children will be encouraged to engage in self-evaluation through guided communication and reflective questions.

Peer-assessment

Peer assessment describes a range of activities in which students evaluate and provide feedback on the work of their peers.

Peer Assessment is a student-centred assessment approach that allows students to develop a deeper insight into the quality of their own work through the assessment of peers' work. Students take responsibility for assessing the work of their peers using the assessment criteria. Students' understanding of the assessment criteria is a key component of successful peer assessment.

They use teacher's benchmarks. They are trained by the teachers and given practice on how to assess and provide feedback, which must follow the structure of the school recommended feed-back. See the [Feedback and Marking policy](#).

It is a regular expectation for the tasks set during lessons as well as for homework.

In kindergarten, peer assessment will be encouraged through guided feedback using simple, age-appropriate questions and collaborative pair activities.

Reporting to parents / caregivers

Regular reports are given to parents and caregivers on the targets and the progress of the students.

1. The results of the baseline assessments are communicated to parents. Meetings are set only in the situation where IIPs (Individual Intervention Plan - See Annex 2) or individual support need to be put in place.
2. The new students in school (starting the study in school in the current academic year) will benefit from a Settling-In Report – Annex 3.
3. Progress Report Cards will be sent out to parents / caregivers at the end of Term 1 – December with the grades from the summative assessments from HT 1 and HT 2; and Term 2 – April, with the grades from the summative assessments from HT3 and HT 4. They are accompanied by an evaluation of the behaviour, the interaction with the peers, the level of engagement in lessons, as well as the quality of the student's work in class and at home.
4. End of the Year Report – issued in June, at the end of the academic year, reflects the end of the year general grades for each subject and an evaluation of the progress made by the student in all pillars of the school: Academic level, Effort, Attitude in class, Behaviour, Attitude towards learning, Relationships, participation in extracurricular activities, leadership and teamwork.
5. Around HT4 in each academic year, parents and caregivers have the opportunity to review the students targets and progress in the student-led conferences – led by the student, in the presence of her/his parents / caregivers and supported by the class teacher / form tutor.
6. At request, parents / caregivers can ask for individual meetings with the subject teachers, class teachers or form tutors to discuss the student's progress.
7. When needed, the subject teachers, class teachers and form tutors can call individual meetings with the parents / caregivers of the students who are not making the expected progress.

Annex 1

GRADING SYSTEM

Grade on the international line	Percentage %	Equivalent on the Romanian Line	Romanian Line Primary	Level of intervention
A*	90 – 100	10	FB*	Extension & challenge
A	80 – 89	9	FB	Extension & challenge
B	70 – 79	8	FB-	On track for progress
C	60 – 69	7	B	On track for progress
D	50 – 59	6	B-	IIP in place
E	40 – 49	5	S	IIP in place
F	30 – 39	4	I	IIP in place Learning support can be discussed if available
U	Below 30	Below 4		Learning support needed

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Note: the assessment starts from 0 points. We do not start the marking from 4, or 30% - so, if a student on the Romanian Line scores a 4, she/he actually succeeded in completing some of the tasks.

U – means “ungraded” – we do not issue grades like 2, 3, or G ... there is no point to that.

Learning support means: ESL; individual support; 1 : 1 lessons.

IIP means: Individual Intervention Plans.

Annex 2

INDIVIDUAL INTERVENTION PLAN

STAGE:

Student:	Grade / Year:
Subject:	Teacher:
Date of issue:	Estimated Date of completion: Deadline for the current stage of the IIP:
Current grade // Behaviour observed (method used: test / class work / etc.):	Target grade:
Intended outcomes: • • •	

Tasks:

Instructions to fill in the IIP

This document is meant to help you fill in an **Individual Intervention Plan**.

Please remember that an IIP is to be created for the students who are in the following situations:

1. They scored a grade below C / 60% - international line; 7 - on the international line, but not below 30% / F - international line; 4 - on the Romanian line - those situations require a learning support programme.
2. They scored 2 points below their expected level - e.g. - you expect an A and he/she scored a C; a 9 and scored a 7.

The other situations will be solved through differentiation.

At the rubric: date of issue - you write the date the IIP is meant to start.

At the rubric: estimated date of completion - you write the date when you think that the whole process of catching up will be completed and the student will be at the right level - e.g.: if you start an IIP on the 1st of October, the date of completion could be the end of December.

At the rubric: deadline for the current stage of the IIP - you write the date of the phase you are at the moment.

The stages should not be longer than 2 weeks - otherwise they forget. E.g.: for a 3-month IIP, the stage that starts on the 1st of October will be Stage 1; for the stage starting on the 15th of October, you write Stage 2 ... and so on ...

At the rubric: current grade - you write the grade that made you decide the IIP - the grade at the baseline assessment, or the grade at the future assessment that made you take this decision.

At the rubric: target grade - you write the grade targeted for the end of the year - the grade you have already put / established with the student in September, for the end of the year.

At the rubric: intended outcomes - you write the elements / contents / competences you want to solve through the current stage of the IIP - e.g. - in Maths that could be multiplication; or something specific in geometry, or calculus ... etc

You decide how many outcomes you want to pursue: the three bullet-points example in the form is just orientative - you can have 1 or 2, or 3 or even more - even though, more than 3 is not realistic any more.

At the rubric: tasks - you put in details the exercises, problems, essays, research, etc...

These instructions have to be crystal clear: e.g. - exercises 7 - 15 from page 24 from the book Whatever; or - exercises from the link below - and you put there the link; or ... read the text from page 13 from the book X and answer the questions, or make a comment etc ...

These exercises are to be made in class or at home ... Specify which of them can be done in class and which are to be done at home. ...

Note:

At the end of the stage, you need to evaluate the level of completion of the IIP - if the student did the job, you move to the next stage of the IIP; if not, a message to the parents is needed, with me attached, and the students receives a new shorter deadline to do the work. Parents are called in a meeting as well.

Note:

Once the stage 1 of the IIP is done, the student is to be informed and an email goes to the parents stating the following:

1. At the most recent assessment, the grade of the student is X
2. The student's target is Y
3. Because the student needs to catch up on specific items in order to be back on track with his/her target, you have made this IIP - which will help him/her to catch up until the specified deadline ...
4. You will follow through the evolution of the student and how he/she is following the IIP.
5. If needed, you will call the parents in for a discussion on the progress.

OK ... have fun!

For Romanian lines (especially for the subjects taught in Romanian like *Comunicare în limba română* and *Matematică și explorarea mediului*)

PLAN INDIVIDUALIZAT DE ÎNVĂȚARE

DISCIPLINA: _____

ELEV: _____

NR. CRT .	MODALITATE DE EVALUARE (OBSERVARE) (scris: testare inițială, evaluare periodică, testare finală; oral: observarea directă)	DEFICIENȚE(MERITE) (competențe și nivel de performanță)	STRATEGII/ACȚIUNI (de învățare remedială sau de stimulare a elevilor capabili de performanță)	MODALITAT E DE REALIZARE (ore suplimentare în afara școlii, activitate diferențiată în timpul orelor de curs, tutorat între elevi)

Annex 3

SETTLING-IN REPORT

Date:

Student's name:

Year / Grade:

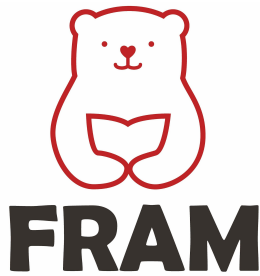
	Behaviour	Effort	Observations
English			
Maths			
Romanian			
Science			
Form Tutor			Relations with the colleagues: Behaviour:
Parents' comment			

Instructions to fill in:

Behaviour column: a grade with the following scale

- 4 – excellent
- 3 – good
- 2 – satisfactory
- 1 – poor

Effort column: a grade with the following scale



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- 4 – excellent
- 3 – good
- 2 – satisfactory
- 1 – poor

Observations: a comment on the general progress / understanding / need for an intervention plan

The Form Tutor / Class Teacher row: observations on the behaviour and the relationship with the colleagues.

Parents' comment: the parents are asked to write a few words on their perspective over how the student integrated in the school.

Document outlined by: Issued on:			
Reviewed by			
Approved by		Next Review	