



Assessment Policy

Mission Statement

Pestalozzi Education Centre aims to develop children into well-balanced and responsible adults through holistic approach of “Head, Heart and Hands”. We prepare our students to become the architects of their own future, make a significant impact to the world through our international curriculums.

Our Ethos

Educating the Head

With a high academic achievement, Pestalozzi is always positioned in the top 10 private schools for ECZ examinations. With specialized and developed laboratories, an equipped library and computer lab, Pestalozzi Education Center promotes excellence through the introduction of the International Baccalaureate (IB) and the Cambridge IGCSE.

Educating the Heart

We are training the future citizens of the world who grow their passion by being caring and creating a safe and sustainable environment. Through our diversity, we develop great relationships and understanding of cultures and perspectives in the world.

Educating the Hands

We offer diverse options for sports, clubs and other extracurricular activities that teach life skills and promote students’ engagement. Our students are constantly engaging with meaningful matters that affect both their community and the world.

Our Values

Integrity

We are trustworthy. We are reliable, authentic, and loyal. We do what we say we will do. We have the courage to do the right thing and always act in the best interests of the children.

Results Focused

We focus on achieving measurable results to ensure the mission is successful.

Family/Team

We work as a team and a family, achieving more collectively than individually.

Unity from Diversity

We respect and value people from all backgrounds and believe differences should be celebrated as we focus on our shared mission and how much we have in common.

Creativity

We are open to new ideas and take considered risks to develop sustainable solutions.

Accountability

We are careful stewards of our resources, being sure they are used responsibly and efficiently, and hold ourselves accountable to our supporters and partners, especially the children.

Compassion

We empathize with, help and care for those around us.

Philosophy

As stated in the Enko Education Vision statement:

“We offer [students] an inclusive education, of outstanding quality, so that they can access the world’s elite universities and achieve success in extraordinary careers. We build up our students’ confidence. We give them the tools to help them become the architects of their own future, make a significant and lasting impact to the world of today and tomorrow.”

In support of these goals, we at Pestalozzi Education Centre believe that assessment plays a major role in how students learn, their motivation to learn, and how teachers teach.

Assessment is used for various purposes at Pestalozzi Education Centre:

- Assessment **for** learning: helping teachers to gain insight into students’ understanding in order to plan and guide instruction, and to provide helpful feedback to students.
- Assessment **as** learning: students developing awareness of how they are learning and using that to take an increased responsibility for their learning.
- Assessment **of** learning: assessment informing students, teachers and parents, as well as the broader educational community, of achievement at certain points in time in order to celebrate success, plan interventions and support continued progress.

All of this requires assessment to be planned with purpose in mind and to link it tightly to both the curriculum and the way that teachers manage learning. Assessment should also be differentiated according to the students’ learning needs.

Functions of assessment

Based on the above, assessment at Pestalozzi Education Centre is developed in ways that will allow:

(a) students to...

- ✓ demonstrate a broad range of conceptual understanding and skills
- ✓ demonstrate critical thinking abilities
- ✓ utilise a variety of learning styles and intelligences
- ✓ analyse their own learning and perform self-reflection on their strengths and areas for improvement
- ✓ set goals for their own learning

(b) parents to...

- ✓ monitor evidence of student learning
- ✓ provide opportunities of support for students and teachers

(c) teachers to...

- ✓ engage in self-reflection on their own practice
- ✓ use assessments to inform and improve instruction
- ✓ provide for a variety of assessments
- ✓ recognise students’ different learning styles and develop assessments to utilise these styles
- ✓ recognise students’ level of language competency and consider this when developing assessments
- ✓ make students aware in advance of the subject assessment criteria
- ✓ assess in a context that is meaningful, relevant, consistent, and motivating to students
- ✓ analyse data to identify patterns in student performance and needs

- ✓ provide timely and clear feedback that is constructive towards future learning
- ✓ undertake assessments in accordance with the assessment requirements of the IB subject guide
- ✓ maintain detailed assessment records

(d) administration to...

- ✓ support teachers in maintaining assessment skills
- ✓ provide time for teachers to plan and reflect
- ✓ provide training on data analysis
- ✓ use student achievement data to set school and individual goals
- ✓ maintain detailed assessment records and use these to provide achievement information to students and parents in a timely and ongoing manner.

Guidelines for assessment practice

1. Assessment *as* and *for* learning at Pestalozzi Education Centre should be criterion-related, measuring student performance against specific criteria. As such, criterion-referenced scores may be used to:
 - a. determine whether students have learned expected knowledge and skills
 - b. determine if students have learning gaps that need to be addressed
 - c. evaluate the effectiveness of the course or the learning experience
 - d. measure progress towards goals in adapted/modified assessments
2. Each assessment activity should allow students access to the criteria in advance of assessment.
3. Course outlines/schemes of work should include the assessment tasks and parents should be provided with information on the main summative assessment tasks at the start of the year.
4. Assessment tasks may include the following:
 - a. worksheets and written classwork
 - b. questions and answers in class
 - c. essays, projects and other written assignments
 - d. graded tests
 - e. graded presentations
 - f. oral tests
 - g. practical work
 - h. examinations
5. Teachers should develop rubrics for the summative assessment tasks and, if at all possible, include students in the development process.
6. IB Diploma students must be informed of the criteria to be used to evaluate their work for both internal assessment [IA] and external examination.
7. Feedback to students must be prompt.
8. Clear records of all assessment tasks must be kept and assessment of all three [*as*, *for*, and *of* learning] should be evidenced in each semester.
9. IB Diploma teachers should consult subject guides, mark schemes and Examiners' Reports in the Programme Resource Centre for recent grade boundaries and criteria.
10. Programme Coordinators and members of the Pedagogical leadership team must monitor the suitability of major assessment tasks (especially examinations) and the quality of teachers' marking and feedback.
11. If a student is suspected of academic dishonesty, the teacher must refer to the school's academic honesty policy and report the incident to the school's Programme Coordinator (e.g. Diploma Programme Coordinator). The Coordinator will investigate the matter and inform the student of the concerns of the teacher, giving the student the chance to reply to the accusations. If it can be shown that inappropriate work has been submitted, the Coordinator will determine whether or not the case is one of

academic dishonesty, or an academic infringement. In line with IB's policy and practice, the determining between the two possibilities will be one of intent. In serious or contested circumstances, the Head of School will decide the outcome of the case.

Assessment of attitude and organisation

A student's performance (achievement) is derived from her/his abilities and attitudes. There are students who are very gifted, but who under-achieve because of poor attitude and/or organisation. There are other students who are virtually flawless in their approach, but limited in their abilities in that subject.

It is essential that Pestalozzi Education Centre reports on student *performance*. But, it is also essential to report on *attitudes* (and/or approaches to learning).

This reporting on attitude and organisation may include reference to:

- attendance and punctuality
- social attributes (how well s/he mixes with the other students)
- general appearance (especially in relation to uniform, hair and jewellery regulations of the school)
- ideas/initiatives
- completion of homework tasks
- contributions in class
- approach to group work
- bringing correct equipment / resources

Some of these are recognised as being general (e.g. attendance, social attributes, general appearance and initiatives) and will be reported on by Class Tutors.

Others may vary across classes (e.g. punctuality, completion of tasks, class contributions, approaches to group work and bringing correct equipment) and will be reported on by Subject Teachers.

Guidelines for reporting

The Enko School Model Project includes the following Practices:

- C7b.1 Parents are regularly informed about their children's progress and development (at least once every six weeks)
- C7b.2 Parents are given detailed reports on their children's progress at least twice in an academic year
- C7b.3 Parents are able to discuss their children's progress with teachers and, if needed, with the Head of School at least twice in an academic year
- C7b.4 Wherever possible, students are involved in discussions on their progress

In accordance with this, Pestalozzi Education Centre adopts the following:

- Parents receive termly progress reports per year on their children's progress.
- After receiving each of the progress reports, parents are encouraged to discuss their children's performance. These meetings involve the student as well as her/his parents and the teachers.

Reporting includes grades and comments. The latter are designed to provide effective feedback that guides future learning.

Academic Reports*

Report Key		
Achievement levels used academic report against “outcomes in each subject”		
O	Outstanding	Learner demonstrates advanced proficiency in the knowledge and skills necessary at this grade level of learning. The student <i>is well prepared</i> for the next stage of learning.
C	Consistent	Learner demonstrates proficiency in the knowledge and skills necessary at this grade level of learning. The student <i>is prepared</i> for the next stage of learning.
D	Developing	Learner demonstrates partial proficiency in the knowledge and skills necessary at this grade level of learning. The student <i>needs additional academic support</i> to ensure success in the next stage of learning.
E	Emergent	Learner has not yet demonstrated proficiency in the knowledge and skills necessary at this grade level of learning. The student <i>needs substantial academic support</i> to be prepared for the next stage of learning.
N/A	Not Applicable	Student was not assessed for this learning outcome.

Effort grades used throughout the academic report	
Effort grades provide a snapshot of how teachers assess the effort a student is putting into each subject on a scale from 1 (high) to 4 (low). A detailed description of the criteria for awarding each grade can be found below.	
Effort Grade 1	<ul style="list-style-type: none"> The student has a very positive attitude towards learning and participates enthusiastically in all aspects of work. The student cooperates fully with the class teacher and actively supports the learning of others. The student always has the appropriate books and equipment expected of him/her at any time. The student is willing and able to take responsibility for his/her own behaviour. The student make a significant contribution towards the establishment of a positive ethos in the classroom.
Effort Grade 2	<ul style="list-style-type: none"> The student has a positive attitude towards learning and participates in all aspects of work. The student cooperates with the class teacher and, as directed, supports the learning of others. The student usually has the books and equipment expected of him/her at any time. The student is polite and respectful towards all adults and fellow students. The student responds positively to correction in response to isolated incidents of inadequate behaviour.

Effort Grade 3	<ul style="list-style-type: none"> The student's attitude towards learning occasionally dips below expectations and at times there are aspects of work where you fail to participate fully. The student can cooperate with the class teacher and, with supervision, can work effectively with others in the group. At times, the student does not have the books and equipment needed to support his/her learning. The student is, at times, impolite or disrespectful towards others. The student responds appropriately to correction in response to incidents of inadequate behaviour.
Effort Grade 4	<ul style="list-style-type: none"> The student's attitude towards learning is often below expectations and he/she consistently fails to participate in aspects of his/her work as fully as possible. At times, the student can be uncooperative with the class teacher and can often fail to work effectively with others in the group. The student often does not have the books and equipment needed to support his/her learning. The student can be impolite, disrespectful or challenging towards others. The student can respond inappropriately to correction in response to incidents of inadequate behaviour.

**Grade reference for
Foundation/DPI/DP2**

Overall grades are based upon formative assessments and summative assessments conducted during the term. Overall grade provides a letter grade from 7 to 1 as per following percentage range.

7	6	5	4	3	2	1
90-100	80-89	70-79	60-69	50-59	40-49	0-39

Grade reference for Foundation/DPI/DP2

Overall grades are based upon formative assessments and summative assessments conducted during the term. Overall grade provides a letter grade from 7 to 1 as per following percentage range. Grade descriptors are explained

7	6	5	4	3	2	1
percentage boundary is dynamic and will be declared at the time of reporting						

IB Grade Descriptor

IB Grade	Description
7	Demonstrates excellent understanding
6	Demonstrates very good understanding
5	Demonstrates good understanding
4	Demonstrates adequate knowledge and understanding
3	Demonstrates some knowledge and some understanding
2	Demonstrates superficial knowledge and understanding
1	Demonstrates very rudimentary knowledge and understanding

Grade reference for IGCSE								
Overall grades are based upon formative assessments and summative assessments conducted during the term. Overall grade provides a letter grade from A* to U as per following percentage range.								
A*	A	B	C	D	E	F	G	U
90-100	80-89	70-79	60-69	50-59	40-49	30-39	20-29	0-19

Grade reference for Junior Secondary- National Programme (ECZ)				
Overall grades are based upon formative assessments and summative assessments conducted during the term. Overall grade provides a letter grade from A* to U as per following percentage range.				
1	2	3	4	Fail
90-100	80-89	70-79	60-69	50-59

Grade reference for Senior Secondary- National Programme (ECZ)								
Overall grades are based upon formative assessments and summative assessments conducted during the term. Overall grade provides a letter grade from A* to U as per following percentage range.								
1	2	3	4	5	6	7	8	9
85-100	80-84	75-79	70-74	65-69	60-64	55-59	40-54	0-39

**Academic report template for national curriculum is different from that of proposed IBDP and IGCSE reports.*

Comments written by teachers

The following guidelines apply:

1. All the report comments must be based on evidence.
2. Comments must show that the subject/homeroom teacher knows the student.
3. Comments should build on information in the grading – and certainly not contradict it.
4. Comments should be succinct, but informative.
5. Comments should be written in the language of instruction for that class.
6. Each comment should have the following structure:
 - a. **Opening:** Comment on the overall impression of the student’s performance over the relevant reporting period.
 - b. **Performance and progress:** Make observations on the student’s progress over the term (including reference to ATLs for IB courses). Justify the Engagement and Term Grade with reference to noteworthy summative assessments. Refer to the IA, the EOY exam or Trial/Mock Exam if applicable.
 - c. **Closing:** Highlight areas to focus on with concrete actions to achieve these and end with a positive final comment.

Reflections on assessments

Students and their teachers should continuously reflect on assessment outcomes. This will be a natural dialogue in the classroom and include self-evaluation, peer-assessment and teacher-assessment.

After formal assessments (examinations, etc.) both students and teachers must reflect on the outcomes. For teachers, this reflection could lead to modification of their classroom

strategies and unit plans. For students, the aim is for them to better understand their learning and how it may improve.

Programme coordinators must also monitor assessment data so that they understand student progress and can engage with cases that indicate inadequate progress.

Final examination grades awarded by external bodies (including the IB and CIE) will be analyzed carefully to look for, amongst other things, weaknesses within component data and misalignment of predictions with final grades.

Professional development related to assessment

Pestalozzi Education Centre is committed to training teachers and class tutors on assessment and reporting. Training will include sessions on:

- The different functions of assessment
- Criterion-based assessment
- Aligning with assessment policies and procedures of the IB
- Designing valid assessments
- The conduct of formal assessments (examinations etc.)
- Commenting on student performance

Implementation

All teachers are responsible for incorporating the most appropriate assessment strategies into their unit plans and for ensuring that appropriate reflection of learning occurs as a result.

The Pedagogical leadership team is responsible for ensuring that appropriate training related to effective assessment practices is in place.

The Pedagogical leadership team is also responsible for monitoring the quality of assessment.

Programme Coordinators (including the DPC) are responsible for providing timely analyses of assessment data – both from in-school examinations and those for external bodies (e.g. CIE or IB).

Responsibilities and Review

The Head of school, in concert with the Pedagogical leadership team is responsible for the overall implementation of this policy.

The Head of school is also responsible for review of the policy from time to time in keeping with demands of curricular offering.

Reviewed on: June , 2020

Next proposed Review: June 2022