



Lancers International School

Assessment Policy

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LIS Vision and Mission

Vision

Nature is the best educator. It is universal, absolute and constant. We believe Lancerians will inherit its completeness. They will be humanitarian in their approach, deft at adaptation, innovative and resourceful in times of crisis and international in their outlook, capable of carving a home for themselves in any global grid.

Mission

Our mission is to provide an environment in which all Lancerians will become lifelong learners, who are responsible, disciplined, and ethical young men and women. Lancerians are understanding and tolerant towards peoples of all races and cultures.

Objectives

1. To develop healthy, sensible, well rounded and complete human beings through academic, aesthetic and athletic activities.
2. To encourage a social climate in the school that creates international understanding amongst those represented within the school community.
3. To develop through community service respect for the environment and concern for the society.
4. To build self-esteem and leadership qualities.
5. To uphold an uncompromising commitment towards excellence.
6. To provide a safe and nurturing community where diversity is celebrated and mutual respect among children and adults is practiced.
7. To create an environment where children are exposed to challenging, educational opportunities.
8. To create a platform where teachers, parents and children evolve together to create a new social awakening.

Rationale

The Assessment Policy of Lancers International School (LIS) is designed to be a statement of intent and action describing principles and practices for achieving educational goals relating to all aspects of assessment.

It includes:

- What is the philosophy of the school in terms of assessment?
- What do we want to assess?
- Who will assess?
- How will we assess?

What is Assessment?

Assessment is the process by which information is gathered about a student's learning. It is broader than testing and measurement because it includes all possible ways to observe and sample a student's skills, knowledge and abilities. It is a process that defines the learning achievements and makes decisions based on all the information that has been collected through the various assessment tools and strategies.

Philosophy

At LIS we believe that assessment is an integral part of the teaching and learning process. It is embedded in everyday activities, it is ongoing and provides information about the whole student.

School assessment aims at evaluating student performance regularly so as to allow teachers/educators to support and enhance student learning and progress in an environment that establishes life-long learning along with encouraging critical thinking.

LIS believes in continuous improvement of student achievement through self-reflection and skill acquisition leading the student to self-attainment. Teachers at LIS create, administer and interpret assessment without any bias and communicate assessment reports to students, parents and the school community regularly.

Assessment data is gathered and analyzed using formal and informal work, using standardized or non-standardized criteria.

Purpose

We believe that the purpose of assessment is:

- To establish previous knowledge and the students' readiness to learn new topics
- To gain insight into the students' skills and knowledge.
- To focus on the learning process as well as learning outcomes
- To evaluate the students' understanding of a topic that has been taught in class
- To identify strengths and weaknesses and set targets for progress
- To motivate students by actively involving them in reflection and review
- To place a child developmentally
- To identify students who may have special needs or require individualized attention
- To help teachers sort out the higher order concepts from those that are easily acquired
- To establish the need and level of differentiation in class
- To form the basis for dialogue between teachers, students and parents
- To inform planning
- To judge the efficacy of the teaching style, material and strategies
- To provide evidence to evaluate the curriculum, teaching and learning

Assessment Types

Gathering information about the students and how they acquire knowledge and skills is the most important area of Assessment. Assessment is usually of two types: Formative and Summative.

Formative assessment

This is continuous assessment throughout each lesson, and more formally at the end of each topic and sub topic in all subjects. The purpose of this assessment is to give continuous feedback to teachers and students enabling the teachers to adjust their teaching strategies according to the strengths and weaknesses of the students and to help the students achieve their potential. It aims at “identifying the learning needs of students and forming part of the learning process itself” as the Diploma Assessment Practices suggest.

A variety of tools allowing direct interaction with the students would be used in order to ensure that all learning styles are addressed equally. These would include oral questioning, written class work and homework, presentations, quizzes, role-play etc. and activities like matching, sorting and others.

Summative assessment

This can be done during and at the completion of each unit whereby students will be given a series of summative tasks in order to assess how much they have assimilated from the topic, how has previous learning changed, what connections are students able to make between old and new learning and what are the attributes of the Learner Profile that have developed over the length of the inquiry. This, as also quoted in the IB Diploma Assessment Principles and Practices, provides “information about student achievement, certification and selection of students, an accountability mechanism to evaluate teachers and schools, and a driving force for reform of curriculum”.

Assessments in the Primary School

Assessment at the Primary School is designed to address the essential elements of the PYP such as acquisition of knowledge, understanding of concepts, mastering of skills, development of attitudes and decision to take appropriate action. Assessment practices in the school are developmentally appropriate and promote holistic development of learning.

Teachers utilize a variety of tools and strategies to collect and record assessment data.

Assessment strategies include:

Process focused assessment/Observation is a direct means for learning about students, including what they do or do not know and can or cannot do. It is one of the most efficient and informative techniques used to evaluate behavior in the classroom, if done systematically. This information makes it possible for the teacher to plan ways to encourage students' strengths and to work on their weaknesses. Observation is the planned viewing and analysis of students'

behaviors and skills, their work environment, and their interactions with other students, and their teachers. Observations provide an opportunity for teachers to see how students solve problems and to learn what factors may affect their ability to learn, complete work, and interact in a positive way with others.

Performance assessments are goal directed with well-established criteria for measurement. These are designed around challenging problem solving and authentic situations. Students are aware that there is no right answer and that there are several ways of arriving at solutions. Students use multiple modes of solving as well as presenting their solutions.

Selected responses are those exercises or tests that we give out to students to gauge their specific understandings of ‘topics’ and ‘concepts’. These are one-dimensional, have specific answers often right or wrong. They may be given as multiple choices, rating scales, question and answer formats, spelling and math tests.

Open-ended tasks- These are situations where the students are provided stimuli and are asked to respond with original answers. These take the form of writing, drawing or as a solution to a problem

Assessment tools include:

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. Rubrics are developed by students as well as by teachers.

Exemplars a concrete sample of example that serves as a standard of work against which other work can be judged. At LIS teachers are creating benchmarks for each level of work and are identifying exemplars for single subjects and for trans disciplinary work.

Checklists usually offer a yes/no format in relation to student demonstration of specific criteria. They simply put forth the documentation of whether a student displays a certain skill, knowledge or behavior or not. They may be used to record observations of an individual, a group or a whole class. Checklists are helpful in devising ways of conducting an assessment over time and in tracking student progress as well.

Anecdotal records are used for the inquiry-based units and for reading. These are based on frequent and regular observations. Teachers use these as tools for reflection on the teaching-learning process and these later assist in giving a direction to the curriculum.

Assessments in the Middle and Senior School

In the middle and senior school (for MYP, IGCSE and DP) the subject teachers give achievement and effort grades at the end of every quarter using Managebac Reports.

The achievement in the subject is based on the various assessments taking place through the term. This could happen in the form of weekly tests and term end examination. Timely, detailed and constructive feedback is given after each assessment task. The feedback aims at addressing the ‘gap’ between student attainment and the expected achievement for the student.

Marking of all graded tasks is done against agreed mark schemes or appropriate subject specific assessment criteria. Wherever possible, students are encouraged to undertake self-assessment and set targets for future achievement. Grades are **not** given to work that has extensive formative feedback, however, students are guided on how to use the feedback to improve the assessment and return for grading. Grades are awarded on demonstrated performance and progress, **not** on potential, attendance or behavior.

Cambridge Programme [IGCSE]

For IGCSE, Marks obtained from the various pieces of work are retained as numbers and contribute towards a total of 100. Several pieces of the student’s assessed work are weighted differently to form the total score of the quarter. The weight given to the different components could vary as per the nature of the subject. IGCSE students get a final grade at the end of the year, which constitutes 35% of each semester (there are two semesters in one academic year) and 30% of the mark in the final exam.

Middle Years Programme

MYP Students are assessed using descriptors within grade/phase specific criterion for each subject group. The ‘Best-Fit’ approach is used to determine their achievement (0-8) against command terms within those descriptors. Quarterly grades are reported to parents to show the progress that each student has made rather than a mean score and an end of year final grade (0-7) is determined using IB grade boundaries. It is expected that moderation and eAssessment of students will take place from 2016.

Diploma Programme

The summative assessments (examples: weekly tests, term-end exams or mock exams) will focus more on IB external exam paper pattern. DP grade descriptors and grade boundaries specific to each subject group will be used for reporting student progress at the end of each quarter. The schedule for these tests will be available on Managebac. Quarterly report will provide feedback to inform and improve students’ learning. The report will also include the progress made in TOK, Extended Essay and CAS by students attempting full diploma.

The formative assessments (examples: open book tests, objective type tests, presentations, research work, collaborative projects, role plays, orals,

performances, home work and other activities within and outside classrooms) focuses more on building skills and learner profile attributes amongst students. These assessments will also focus on integrating TOK and CAS links. Effort grades will be given as per the performance in the formative assessments during the quarter. A pupil who has a '4' for attainment in summative can still achieve an 'Excellent' for effort. Similarly, a high achiever may be awarded only 'Satisfactory' for effort. Comments in the reports and on written work always indicate how a student can improve.

All the assessment marks are accessible to the parents and an accumulative report is shared with the parent at the end of the each quarter on Managebac.

Predicted Grades - DP

- Predicted Grades of the students are required by the IBO. Teachers teaching grade 12 will be required to submit the predicted grades by the third week of March.
- The Predicted grades for Grade12 for university application will be released by first week of January, teachers will submit the same to the DP Coordinator
- Predicated grade should be an accurate representation of students final Grade as far as possible and the confidentiality of the same should be kept by all concerned.

Internal Assessments - DP

- Students must abide by the internal school deadline calendar and work backward. The internal assessment deadlines published on Managebac cannot be changed. Late submission will not be accepted.
- In case a student is progressing slowly and the teacher feels that he/she will not be able to meet the internal school deadlines for assessments, the matter should be brought to the notice of the IBDP Coordinator at least one month before in writing and immediate corrective measures should be taken so that the deadlines are not breached.
- If the deadline has not been met due to the negligence on the part of the student, the teacher will call for a meeting with the parent in the presence of the DP coordinator. The minutes of the meeting should be acknowledged by the student and the parent, and the same to be given to the DP Coordinator for the record.
- Formative assessments will be used to develop necessary skills to support internal assessments.
- The internal standardisation procedure will be followed wherever two or more teachers are teaching the same subject at the same level.

Internal and External Examinations

In the Middle School the Head of School together with the Coordinator and MYP/DP& ADP Coordinator are responsible for organizing examination timetables and invigilation for both internal and external examinations in Grades 6-12.

Entries for IGCSE, MYP and DP Examinations are/will be made by the HOS together with the IBDP, IBMYP and CIE coordinators. Teachers in charge of subject areas supply them with all necessary data for their subject entries.

Heads of Department and teachers in charge of the relevant curriculum areas subject to the requirements of the school's internal syllabuses, the content and nature of the external examination syllabus and the school's assessment practices determine the Structure and Content of Internal Examinations.

The answer papers have to be collected on the same day of the assessment from the exam room. The marking should be according to the mark scheme and assessment criteria specific to each subject.

The Academic Head is responsible for moderating the marking done by the teachers examining before any marks are entered on Managebac. The internal standardisation procedure will be followed wherever two or more teachers are teaching the same subject at the same level.

Students should be shown the marked examination papers in a timely manner and teachers should discuss the mark scheme with the class. Papers can then be taken home by students.

Conduct of Examinations:

Conduct of the external examinations will be governed in accordance with the IBO and Cambridge guidelines. The CIE/IBMYP/IBDP Coordinators ensure that these are available to invigilators, who share this responsibility for the smooth and efficient conduct of subject examinations.

- It is the responsibility of Coordinators to ensure that all question papers and support materials are received according to the deadlines set for a particular examination period.
 - A Cover Sheet has to be completed for every examination.
 - Subject teachers have to check with the Examination Coordinator that their papers have been correctly printed and that the required support material is available.
 - All papers are required to be submitted with a marking scheme.
 - The Examination Coordinator ensures that after printing, papers should be sealed and kept safely. The seal should be opened in the examination room in the presence of the invigilators and students.
- All the invigilators should be given a copy of the CIE/IB conduct of the examinations, which they will carry to the examination hall.
 - The sitting arrangements are made according to CIE/IB norms.
 - Strict and ceaseless vigilance is a must.
 - It is mandatory for the students to carry only transparent zip lock bags/pencil cases into the examination hall.
 - Unless suitable arrangements are made for supervision, no student is allowed to leave before the end of the examination.
- Any suspicious circumstance has to be challenged and investigated. Any material used for cheating is to be immediately confiscated and an immediate action should be taken for malpractice.

- Any student detected or even suspected of cheating or disobeying instructions is liable to have his paper cancelled. A full report of such incidents will be submitted as soon as the exam is over.
- In cases where unfair means are suspected students will usually be allowed to complete their papers and the invigilator will deal with the situation in a way that causes minimum disturbance in the exam.

Missed Assessments

If a student misses any summative examination and his absence is marked excused as per the attendance policy, the DP Coordinator after discussion with the HOS may at his/ her discretion conduct a re-exam provided the reasons for absence are verified.

Assessment & Academic honesty

Teachers should ensure that the assignments/work submitted is the original work of the child. In case of a academic misconduct during any assessments, the procedure as mentioned in the academic honesty policy will be followed.

Assessment Procedure

At the beginning of each learning engagement, teachers assess children's prior knowledge and experiences before embarking on new learning journey.

Teachers and students continue to build upon what they already know and can do as they progress throughout their journey. The success criterion for each assessment task is a shared responsibility and is managed by both teachers and students.

Continuous reflection and alignment towards the written and taught curriculum is an integral part of assessment in the school. It informs our teaching and learning practices and academic excellence.

Homework Policy

Homework is set for all students in all the subjects periodically. The tutor period enables Primary School Students to complete most of their home work. MYP 1-5 and IGCSE students have two homework periods embedded in their timetable from 15:00 – 16:00 on Tuesdays and Thursdays. Students in these grades may bring reading assignments, topics for research or revision. Middle School students can expect to take home about one and a half hours worth of work per day during the week and about two hours at the weekend.

The following are kept in mind while setting homework.

Homework is:

- an integral part of the curriculum and is necessary in order to cover the syllabus
- an extension of class work
- of special help to students who are working in a language other than their mother tongue
- appropriate to the age, ability and developmental stage of the individual student
- set on the day allocated in the homework timetable for a particular subject.

Homework may take a range of forms including:

- the completion of class work
- reading
- writing
- research
- practice problems in mathematics
- memorising spellings and tables

Differentiation Policy

LIS believes in equal opportunities for all students. All students are included in the programme.

There could be students with a variety of learning support needs. There may be provision for assessment, classroom modification and dispensation during examinations for all such cases depending on need, diagnosis and sanctions by the IB/CIE.

Since no two students are alike and have different learning styles and intelligences the LIS programme in Primary, Middle and Senior School caters to a wide range through scaffolding and differentiation in the classroom. This may be at the level of content, process or product.

Having recognized that students have different abilities and learn in different ways, formal assessments are carried out with the following purpose:

- to place students appropriately in the correct grades and levels
- to ascertain their cognitive and academic functioning
- to determine their levels in terms of language, reading, writing, mathematical skills
- to determine their support requirements
- to plan an effective programme that challenges and extends those students who are identified as being 'gifted'
- to write to the Examination Board to make concessions and considerations (dispensations) available for students during examinations

Students with assessment access requirements

The school inclusive education department together with HOS, Coordinators and subject teachers are responsible for making suitable arrangements for teaching and assessment for students with learning support requirements.

The following steps are followed in case of a special needs student:

- teachers make a referral after observations
- teachers meet with the inclusive education department to discuss the areas of concern.
- the inclusive education team conducts a series of observations/assessments
- a formal report is prepared and shared with the parents
- an action plan is formed to help the student- in terms of support work with the LIS teacher and the considerations/strategies for the classroom
- a working IEP is made
- frequent reviews are held

The inclusive assessment arrangements provided for a student will be carefully individualized, planned, evaluated and monitored. They will be based on current, and not past, requirements.

Decisions on the type of inclusive assessment arrangements to be provided for a student will be based on individual requirements.

The student will be made familiar with any assistive equipment, including a computer and any software authorized for use in an examination. If support from a scribe, reader, prompter, practical assistant/aide or communicator is required, the necessary practise with the person acting in this capacity in advance of the examination will be provided.

All requests for inclusive assessment arrangements submitted by the DP Coordinator will be approved by the head of school.

Consent from the student and from the candidate's parent(s) or legal guardian will be obtained before proceeding with the application for inclusive arrangements with IBO.

The school will make all arrangements for approving and appointing a scribe, reader, prompter, practical assistant/aide or communicator. The person providing support cannot be another candidate, a relative of the candidate, or a representative from an advisory service where a conflict of interest may be apparent or perceived.

In the primary school the students work within the classroom in different ability groups - a shadow teacher may work with a child with SPLDs in the mainstream classroom with targets being set up with the team of professionals that work with him/her outside of school, for example.

In the Middle School students are time tabled with the learning support teacher, either in or out of the class dependant on need.

In the Senior School when students are taking school assessments, they are provided with the sanctions received from the IBO.

Reporting

The objective of preparing report of assessment is to give formal feedback about the student's progress to the teachers, the student and parents, the Senior Management team and the Board of Directors. The LIS reporting system is designed to give such information on a regular and systematic basis. In addition teachers are expected to inform parents immediately if there is an urgent concern or a student has performed exceptionally well. In the case of the former, information to parents should outline the issue and suggest a solution. All this ensures transparency of the programme and maintains healthy communication within the school community.

Both formative and summative assessment is done regularly. All assignments, oral work, presentations, projects and periodic tests are graded though not all grades will be reflected individually for reporting. Teachers ensure that they use a mix of these ways of assessing in each assessment period. Instructions to students when given an assignment include the descriptors on which they will be marked.

The grades given in the reports for Grades 6 to 10 relate directly to the grading system for the International General Certificate of Secondary Education.

Reporting in the Primary School

An essential aspect of assessment is the reporting of student progress. Reporting at LIS is done to communicate what the students understand, what they know, how do they know and express their knowledge.

Reporting is shared between parents, teachers and student and takes the following forms:

Assessment Record Over Time

At the beginning of each school year, all homeroom teachers receive progress folders from the previous teacher/grade level for reference. The progress folder is a collection of all subject continuum phases and a record of how the child progressed throughout his/her journey in the PYP.

These progress folders follow the child as he/she moves through the PYP. Teachers are expected to refer to the progress folders every time.

Class Subjects Continuum

Teachers plot the class progress on the subject continuum display. The subject continuum is displayed in every classroom for quick reference by all Teachers and Coordinators whenever necessary.

The purpose of the subjects continuum display is to plot where each child is at the continuum and identify the overall achievement of the class to inform academic targets. The subjects continuum display is not shared to students and parents as it may invite unnecessary comparison.

Student Portfolios

To show evidence of learning, the school maintains a student portfolio. The student portfolio is a collection of students' involvement in learning which is designed to demonstrate success, growth, higher-order thinking, creativity, assessment strategies and reflection.

Both the students and the teachers take responsibility in organizing the student portfolios. The school agrees to:

- Provide assessment samples for all the subjects per unit of inquiry
- Provide formative and summative assessment samples per unit of inquiry
- Document reflection on the essential elements of the programme per unit of inquiry
- Document reflection on the attributes of the learner profile
- Document parent, teacher and student reflections throughout the process

The portfolio enables students to reflect with teachers, parents and peers in order to identify their strengths and growth as well as areas for improvement, and then to set individual goals and establish teaching and learning plans.

The student online portfolios are shared to parents in real time. The student shares the printed portfolio with their parents at the end of each quarter.

Note taking

As part of collecting data, students are encouraged to take important note of their learning journey. Students maintain different notebooks throughout the year. Examples are reflection notebooks, reading logs, writing journals, additional language notebooks, number practice, UOI field notes, art book, etc. Teachers and parents are invited to reflect upon the student notebooks when possible.

Ongoing Conferencing (Feedback and Reflection)

The success of assessments is based on timely feedback and reflection. Teachers are expected to provide ongoing feedback and reflection to students as often as possible. Parents are also provided timely feedback and reflection each week through daily/weekly updates.

PYP Teachers and the school's Pedagogical Leadership team access assessment information through the school's google drive. Subject leaders and teachers use the assessment data to analyse areas of improvement and enhancement.

Teachers and students are expected to celebrate learning as often as possible.

PYP Exhibition

In the final year of the PYP, students participate in a culminating project, the PYP exhibition. This requires that each student demonstrate engagement with the five essential elements of the programme: knowledge, concepts, skills, attitudes and action. It is a transdisciplinary inquiry conducted in the spirit of personal and shared responsibility, as well as a summative assessment activity that is a celebration as students move from the PYP into the middle years of schooling.

The exhibition represents a significant event in the life of a PYP school and student, synthesizing the essential elements of the PYP, and sharing them with the whole school community. It is an opportunity for students to exhibit the attributes of the learner profile that have been developing throughout their engagement with the PYP.

In Grade 5 at Lancers International School, there are five units of inquiry and the exhibition. The exhibition unit takes place under any transdisciplinary theme at the discretion of the students and teachers. This undergoes a year-long reflection process.

Students are required to engage in a collaborative, transdisciplinary inquiry process that involves them in identifying, investigating and offering solutions to real-life issues or problems. The central idea selected must be of sufficient scope and significance to warrant a detailed investigation by all students.

The PYP exhibition has a number of key purposes including the following.

- For students to engage in an in-depth, collaborative inquiry
- To provide students with an opportunity to demonstrate independence and responsibility for their own learning
- To provide students with an opportunity to explore multiple perspectives
- For students to synthesize and apply their learning of previous years, and to reflect on their journey through the PYP
- To provide an authentic process for assessing student understanding
- To demonstrate how students can take action as a result of their learning
- To unite the students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP
- To celebrate the transition of learners from primary to middle/secondary education

As the culminating PYP experience, the exhibition reflects all the major features of the programme. It includes regular and carefully planned assessment that take two forms: firstly, ongoing assessment of each individual student's contribution to and understanding of the exhibition; secondly, a summative assessment and reflection on the event itself.

Essential Agreements

- All teachers are involved in the assessment process.
- All teachers use a variety of strategies and tools to carry out assessments

- Teachers conduct assessments at various points in their teaching learning experiences
- Teachers clearly establish relationships between lines of Inquiry, Central Ideas through appropriate assessment procedures
- Recording is done with tools agreed upon by all teachers
- Teachers maintain assessment folders about their students where information pertaining to assessment is readily available
- Portfolios are maintained for all students and are used as running record of student work and is passed on from one grade to the next
- Clear criteria is established for the selection of samples of work for the portfolios
- Students use reflections books to record their understandings and personal connections as often as possible and no less than two-three times a week
- Teachers work with students to develop rubrics from time to time for self and peer assessments
- Teachers establish essential agreements in class with the students regarding self, peer and teacher assessments
- All teachers establish clear communication channels with the parents to keep them informed about the PYP and its implementation.
- Parent reporting is done through weekly notes, unit curriculum newsletters, quarterly reports, formative and summative assessments
- Teachers pull feedback from stakeholders on the school's assessment processes
- Teachers prepare written reports incorporating IB vocabulary and the Lancerian Way
- Teachers inform and explain the concept of parent conferences through letters, website and meetings
- Stakeholders will actively participate in the assessing, recording and reporting practices of the school.

Reporting in the Middle and Senior School

IGCSE, MYP and DP assessments and examinations are criterion referenced. Both boards publish precise and detailed descriptions of the grading requirements for each subject. Teachers are required to study the grade descriptors for their subject and to ensure that the students understand them.

Detailed school reports are issued for the Middle School at the end of each quarter and parents receive a formal progress report in a prescheduled Parent/Teacher meeting as indicated in the semester Calendar. Comprehensive deadlines are given for each stage of the process. All subject teachers are required to calculate the grade based on all the assessments of the quarter along with a subject specific comment indicating both strengths and the weaknesses of the students in a positive manner. The subject reports are skill specific and suggest how to improve performance in that particular subject. The subject teacher is responsible for reporting on the performance of the student with regard to his/her subject. All subject assessments aim towards ensuring that student's work conforms to the requirements for the subject and level.

The Class Teacher is responsible for the compilation and production of reports for his/her class, for ensuring that errors and omissions are corrected and for meeting the deadlines. The Head of School keeps an overall check on standards of accuracy and acceptability and is the final authority of Assessment and Reporting of each student. Reports are computer based and can be accessed through the reporting software. The reports can be sent to parents either by email or as hard copies on request by the parent.

Creativity, Activity and Service (CAS) is reported at the end of every quarter using Managebac reports.

Students appearing for the IGCSE and DP exam do a Pre Mock Examinations in December and a Mock Examination in March preceding their Board Examination. Parents are informed of the outcome after the respective exam.

Conferences

The conferences at LIS are designed to achieve one or more of the following goals:

- to help students demonstrate evidence of learning
- to teach students the process of reflection and self-evaluation
- to facilitate the development of students' organisational and oral communication skills and to increase their self-confidence
- to encourage students, parents, and teachers to engage in open and honest dialogue
- to encourage students to accept personal responsibility for their learning
- to increase parent understanding of their child's learning through improving attendance at and satisfaction with the reporting process.

Student-Teacher conferences happen very often and are embedded in teaching and learning. Formal parent conferences occur following the schedule below however, teachers and/or parents arrange to meet whenever necessary outside this schedule.

- First quarter – Three-Way Conference in the Primary School, Parent Teacher Meeting with Written Report in the Middle and Senior School
- Second quarter – Parent Teacher Meeting with Written Report
- Third quarter – Student-Led Conference in the Primary School, Parent Teacher Meeting with Written Report in the Middle and Senior School
- Fourth quarter – Parent Teacher Meeting with Written Report

Three-Way Conferences

Three-way conferencing allows all three parties – student, parents and the teacher to sit together and talk about the student's learning, with the student taking an equal role. Normally this involves some form of learning journal, portfolio or e-portfolio that shows a range of evidence of learning that the student has selected.

Parent-Teacher Conferences

These are meetings held between parents and teachers to discuss the progress being made by the students. The teachers inform parents about the skills and concepts taught as well as assessed at the time of reporting. Teachers and parents share the

teaching-learning experiences and discuss the strengths and weaknesses. Teachers display the work done by the students. These meetings are held 4 times a year, at the end of each quarter.

Student Led Conferences

Students led conferences are held between students and their parents with teachers facilitating them. As the name suggests, these conferences are planned and led by students informing their parents about their learning. The purpose of these conferences is to allow the students to present their learning and acquisition of skills in front of their parents. The students go over the process of choosing the samples of work that best represented their journey of learning with the help of the teachers. Teachers work with students individually to draw out their reflections and their thinking about their own learning. Students spend time with their class teachers as well as specialist teachers to reflect on their achievements and set their goals for improvement.

Written Reports

A professional and universally understood means of reporting student progress is through written reports, which are a formal document. At LIS, reports are used to inform parents about student achievements and areas of development. The ratings in the reports are based on a continuum and descriptors.

Written reports are seen as a summative record for students, parents and the school itself of a student's progress and are provided to parents at the end of each semester.

Written reports are organized using an online platform (i.e. Managebac and google docs). All teachers are provided opportunity to reflect upon student progress throughout the semester in a form of anecdotal reflections.

Teachers are highly recommended to reflect upon the attributes of the learner profile and the essential elements of the PYP in the written reports.

Policy Review

Lancers International School commits to policy review at least once a year, at the beginning of each academic session.

Whole School Policy Published: July 2014

MYP Review

Reviewed on: July 2015

Reviewed by: Head of School, MYP Coordinator, MYP Staff

DP Review

Reviewed on: August 2016

Reviewed by: Head of School, DP Coordinator, DP Staff

PYP Review

Reviewed on: October 2016

Reviewed by: Head of School, Primary Principal, PYP Coordinator, PYP Staff

Next Review Date: July 2017

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