# THE BRITISH SCHOOL OF BAHRAIN



# Assessment & Reporting Policy

| DOCUMENT CONTROL | |
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| **Policy Reference** | BSB - Assessment & Reporting - 003 |
| **Date Adopted** | June 2019 |
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| **Next Scheduled Revision (yearly)** | May 2023 |

# Table of Contents

## 1.0 Rationale

1.1. Assessment is the process of gathering, reviewing and evaluating evidence of students' learning. This information enables students, parents, teachers, Heads of Department and Heads of Year to check on progress and achievements, and to improve learning by providing feedback that identifies the next steps needed in the learning process. The purpose of these policies is to make clear to BSB teachers the school's philosophy of assessment and feedback, and to provide a framework for individual, departmental assessment and feedback policies. It is expected that all teachers will be familiar with this policy, and implement it fully.

1.2. Core to the British School of Bahrain's assessment philosophy is the acknowledgement that "Feedback is one of the most powerful influences on learning and achievement" (Hattie & Timperley, 2007). At the BSB, teachers should provide constructive feedback to every learner, focusing on success and improvement against learning objectives. It should also help children become reflective learners, able to narrow the gap between current and desired performance. Ultimately, "Feedback should cause thinking and should be more work for the recipient than the giver" (Wiliam, 2011).

1.3. This policy does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

## 2.0 Assessment Aims

2.1. The British School of Bahrain employs a balanced assessment system for both summative and formative purposes:

2.2. **Baseline Assessments**

    2.2.1. Baseline Assessments are carried out in the first few weeks of each new academic year. These assessments provide teachers with an understanding of students' levels of attainment, and allows for the early identification of areas for development and overall gaps in students' knowledge and understanding. Information from baseline assessments is used to inform planning to ensure all identified gaps and areas for development are addressed.

2.3. **Summative Assessment**

    2.3.1. Assessment is used to determine what a student does and does not know. It is generally used to measure student performance and attainment after teaching has taken place. It takes place at regular intervals at the end of a period of learning in order to evaluate the extent to which students have succeeded. Summative assessment does not always take the form of written tests but takes a variety of forms that takes into account the maturity and age of the student. The purpose of this assessment is to:

        2.3.1.1. Prove that learning has taken place

        2.3.1.2. Assists in measuring the extent of the learning

        2.3.1.3. Is externally referenced

2.3.1.4. Is focussed on the outcome

2.3.1.5. Is an accountability mechanism

**2.4. Formative purposes (Assessment for Learning)**

2.4.1. Assessment provides information for both students and teachers during the teaching and learning process. It allows timely adjustments to be made to planning,  teaching and learning. Feedback should be given in line with each school's Marking & Feedback Policy and should ensure the following:

2.4.1.1. Is age and maturity appropriate

2.4.1.2. Gives clear strategies on how to improve work

2.4.1.3. Targets are tailored directly to individual student's needs.

2.4.1.4. Scaffolds learning for the students

## 3.0 Methods of Assessment

3.1. **All Key Stages**

3.1.1. A wide range of methods of assessment, both formal and informal are used for summative and formative purposes and may include, but are not limited to:

3.1.1.1. Student self-assessment

3.1.1.2. Peer assessment

3.1.1.3. Teacher and student interactions/verbal feedback

3.1.1.4. Written feedback

3.1.1.5. Homework and coursework

3.1.1.6. End of topic/unit tests

3.1.1.7. Practical performances

3.1.1.8. Formal internal assessments and examinations

3.1.1.9. Student led conferencing

3.1.1.10. CEM InCAS online assessment

3.1.1.11. Star Reading

3.1.1.12. Seesaw online ePortfolios

3.1.1.13. Cycle testing

3.2. **Key stages 3 & 4**

3.2.1. Standardised tests

3.2.2. Controlled assessments

3.2.3. Formal externally set examinations

3.3. It is the responsibility of each Headteacher to ensure that there is an Assessment and Reporting, and Marking & Feedback Policy for their school. If you would like to view one of the below policies, please contact the PA of the relevant School.

| Infant School | **Infant School Assessment & Reporting Policy** | **Marking & Feedback Policy** |
|---|---|---|
| Junior School | **Junior School Assessment & Reporting Policy** | **Marking & Feedback Policy** |
| Senior School | **Senior School Assessment & Reporting Policy** | **See Assessment & Reporting Policy** |

## 4.0 Reporting to Parents

4.1. **Child led Conferences/Parents Evenings**

4.1.1. This gives students and parents the opportunity to meet with the teacher to discuss progress and attainment.  Parents will also be given clear information on their child's progress targets. Please check the schools' calendar for dates for each school phase.

4.2. **Formal Reports**

4.2.1. The school provides formal written reports to parents in December and June.  Each report provides parents with current information on progress and levels of attainment and pastoral matters including attendance and punctuality.

4.2.2. However where there are specific concerns, parents will be contacted by the school as and when the need arises.