

ASSESSMENT POLICY

POLICY ASSESSMENT GUIDELINES

Monnet International School: International Paddington Bear Kindergarten and Private Primary School state that assessment is an integral part of teaching and learning process. Students, teachers, parents and administrators have to come to clear understanding in terms of reasons for assessing, what is assessed as well as the criteria for success and methods by which the assessment is made. Students and teachers are actively engaged in the assessment of the students' progress.

In our kindergarten students aged 3-6 are assessed in accordance with the following documents:

- "Core curriculum for preschool education for kindergartens and pre-school classes in primary schools and other forms of pre-school education and care". (Regulation by the Minister of National Education of 27 August 2012 Dz.U. z 2012 r. Nr 0, poz. 977).
- Standard C4 included in IBO "Programme standards and practices".

While in our Primary School students aged 6-13 are assessed in accordance with the following documents:

- Regulation by the Minister of National Education on Core Curriculum for General Education (Regulation by the Minister of National Education of 27 August 2012 Dz.U. z 2012 r. Nr 0, poz. 977).
- Regulation by the Minister of National Education of 30 April 2007 on the conditions and method of assessing, classifying and promoting pupils and students and conducting tests and examinations in public schools (Dz.U. z 2007 r. Nr 83, poz. 562).
- Standard C4 included in IBO "Programme standards and practices".

REASONS FOR ASSESSING:

- Promoting student learning,
- Promoting information about student learning,
- Contributing to the evaluation of the programme,
- Contributing to the planning process and design of learning experiences,
- Providing teachers, students and parents with feedback.

STANDARDS OF EFFECTIVE ASSESSMENT:

- Assessment is driven regularly, it means properly for each Unit of Inquiry as well as with accordance with standards of MEN,
- Assessment tools and methods are adequate to the age of a student,
- Assessment promotes teachers', students', parents' and administrators' reflection.

ASSESSMENT PRACTICES

Taking all these into account, the kindergarten and primary school accept the following assessment practices:

- According to Minister of National Education's decisions:
 - preparing an analysis of a child's readiness for undertaking school education (pre-school diagnosis),
 - preparing information of a child's readiness for undertaking school education,
 - using an internal assessment system (wewnętrzny system oceniania) implemented by the primary school,
 - using the periodical (semester) and annual assessment which includes information concerning student's emotional, physical and cognitive spheres as well as their talents, achievements and difficulties. A teacher creates a descriptive assessment on the basis of the continual observation and student's pieces of work (workbooks, worksheets, art pieces of work, etc.). It has a few advantages. It shows progress made by a student, provides a student and their parents with information

and motivates a student to work further. The assessment can have different forms, e.g. rubrics, a letter to a student or a brief note.

- According to IBO standards:
 - using types of assessment described below:

Prior assessment enables to assess prior knowledge and experiences of students in relation to the topic or the task. It provides an opportunity to refine the teaching and learning programme or meet individual or group needs.

Formative assessment aims to provide information useful for planning further educational experiences. It helps both a teacher and a student to gain information concerning students knowledge and skills.

Summative assessment occurs at the end of the teaching and learning process at each stage. It provides students with an opportunity to present what they learnt.

Peer assessment happens during and at the end of learning. It provides students with feedback.

Self assessment encourages students to reflect on learning and its results. Students assess transdisciplinary skills, attitudes and attributes of the learner profile.

- striving for deepening students' awareness of the IB learner profile.

Classroom teachers as well as subject ones are responsible for assessment, while every two years assessment practices are revised and modified if necessary.

The kindergarten and primary school are obliged to document the teaching and learning process. One of the method of collecting and storing information is PORTFOLIO. The Portfolio presents student's progress and development in the period of time. It enables teachers, students and peers to reflect on strengths and weaknesses of a student as well as set their next educational goals. Portfolios are stored in the primary school and they are given to students at the end of the educational stage. Students are given unlimited access to look through their portfolios.

In order to provide parents with information concerning knowledge and skills of a student the primary school and the kindergarten give REPORTS to parents. Reports are made on the basis of the requirements for each subject area created by the Monnet International School. Parents are given reports twice a year during semester meetings.

To promote information exchange between teachers, students and parents the kindergarten and the primary school organize CONFERENCES.

TEACHER- STUDENT CONFERENCE aims to provide a student with feedback in a way that they are able to reflect on their work and develop their skills. Such a conference occurs individually and frequently.

TEACHER-PARENT(S) CONFERENCE is designed to give parents information about the student's progress, development and needs as well as about the school's programme. Teacher is able to gather background information, answer parent's questions and help define their role in the learning process. Parents should provide a teacher with a cultural context of the student's learning.

THREE-WAY CONFERENCE engages a student, parents and a teacher. During the three-way conference students present their level of understanding and reflect on pieces of work made by them.

STUDENT-LED CONFERENCE engages a parent and a student. A teacher and a parent should show support during and after the conference so that a student is able to draw conclusions.

In the final year of the PYP, students participate in a culminating project, the PYP EXHIBITION. This requires student's demonstrating their engagement with the five essential elements of the programme: knowledge, concepts, skills, attitudes and action. The exhibition is a significant event for a student and a PYP school community. It is an opportunity to present the attributes of the learner profile which have been developed throughout their engagement with the PYP.