



BOGAERTS
INTERNATIONAL SCHOOL

Bogaerts International School North Campus

Assessment Policy

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1. Mission Statement

Bogaerts International School North Campus' (BISN) mission is to combine passionate, student-centred approaches to teaching and learning with shared community values, in order to stimulate student agency, a love of inquiry and a dedication to positive action around the world. Such aspiration calls for approaches to assessment that reflect the institution's values, beliefs and practices.

2. Assessment in a Concept Inquiry-Based learning environment

BISN strongly believes in the power of assessment practices that allow us to collect evidence of learning. As such, the definition of assessment that BISN has embraced goes beyond papers, exams and tests, and focuses on every performance task that reveal how students are acquiring knowledge, developing skills and mastering conceptual understandings.

Assessment practices at BISN value quality of work, engagement, active participation, optimal response to feedback, and accountability for one's work. This means that levels of achievement are determined by the work students produce. Lacking evidence of work/learning results in our inability to award a grade.

BISN believes in the intimate relationship between assessment and feedback as elements that shape students' learning habits. For this reason, we deeply value formative assessment and consider summative or culminating assessments as more challenging tasks that take place after continuous formative assessment and actionable feedback is given.

3. Assessment Philosophy Statement

BISN's assessment philosophy is directly aligned with the principles of concept-based curriculum and instruction and observes:

- Factual knowledge (content)
- Skills
- Conceptual understandings

We view assessment as a medium to reflect on the effectiveness of our teaching and learning practices, as well as on students' acquisition, development and mastery of skills and understandings. BISN does not support punitive, unplanned, or spontaneous assessment practices that do not take into consideration the teaching and learning pathways, the target audience, and the moment of assessment.

We value assessment practices that

- Inform teaching practices
 - Support students' monitoring of learning
 - Empower parents, teachers and students to collaboratively set targets
 - Reflect the pedagogical values of concept-based curriculum and instruction
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- Provide data that can be used to analyse our assessment practices

4. Whole School Assessment Practices

While assessment strategies, length, and approaches may vary from year to year due to students' biological age, the BISN team embraces the following assessment practices across the school.

- Culminating (summative) assessment takes place at the end of a unit of inquiry.
- Culminating (summative) assessment can only be calendarised when students have received sufficient, relevant feedback on their learning.
- Culminating (summative) assessment can recycle understandings from previous units.
- Culminating (summative) assessment is valid and reliable when it assesses content, skills, and understandings.
- Performance-based assessment tasks which are not guided must always be accompanied by a task-specific rubric.
- Rubrics for all forms of performance-based assessment tasks need to be shared and discussed with students before calendarising the engagement.

4.1 Early years and primary school assessment practices

What we assess

At BISN Early Years and Primary school, educators collaboratively devise assessment strategies that respond to the programme of Inquiry. Each unit requires educators to focus on specific aspects of learning considering whether information is newly introduced, reviewed, recycled, or extended.

Some of the aspects of learning that educators assess are:

- Concept-attainment
- Connections with other subject-related concepts
- Connections across concepts
- Skill-development
- Ability to generalise upon investigating examples
- Ability to solve problems using different methods
- Ability to walk audiences through their work
- Quality of questions
- Quality of responses

How we assess

BISN uses a plethora of both physical and digital tools. Teachers and students assess the whole process of assessment, starting from inception, leading to implementation and concluding with reflection. These tools assess knowledge, skills and conceptual understanding.

These can include but are not limited to:

- performance tasks (written and spoken),
- checklists and rubrics,
- class charts and posters,
- student reflections and self-assessment (both written and spoken),
- individual conference (teacher/student),
- Splash Learn (Math),
- SeeSaw for student reflections and submissions,
- Epic/Reading Eggs,
- Gizmos
- Google Drive,
- Quizlet and Kahoot,
- Journals.

4.2 Secondary assessment practices

What we assess

At BISN Secondary School, educators devise assessment strategies that respond to the different strands of their written curriculum maps. Each unit requires educators to focus on specific aspects of learning considering whether information is newly introduced, reviewed, recycled, or extended.

Some of the aspects of learning that educators assess are:

- content-retrieval
 - concept-attainment
 - connections across subject-relevant concepts
 - connections across concepts
 - ability to use different modes of language to craft responses
 - accurate use of subject-specific terminology
 - accurate response to protocols and instructions (following formats given)
 - effective use of sources to construct an opinion
 - accurate use of facts and procedures
 - effective communication skills
 - purposeful collaboration
 - organisation
 - reflection
 - sustained consistency in performance
 - class work (entry tickets, exit tickets, learning experiences that concretely showcase students' work)
 - performance in assessment under examination conditions
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How we assess

BISN uses a plethora of both physical and digital tools. Teachers and students assess the whole process of assessment, starting from inception, leading to implementation and concluding with reflection. These tools assess knowledge, skills and conceptual understanding.

These can include but are not limited to:

- checklists
- task-specific clarifications
- student reflections and self-assessment (written and/or spoken),
- individual conference (teacher/student),
- journals
- portfolios

5. Rights and responsibilities of the members of our Community

Stakeholders	Rights	Responsibilities
Teachers	• Make informed decisions about times when assessment must take place • Decide assessment strategy to implement	• Design valid and reliable assessment experiences • Standardised assessment tools • Moderate student performance • Ensure students' readiness for assessment • Monitor assessment calendar to support a balanced school life • Explicit teaching and training of all assessment-related elements • Produce task-specific clarifications • Timely announce summative assessments (a week in advance) - Clarify if this is for summative only? • Implement differentiation practices to provide students with access to learning and assessment • Provide feedback • Consult assessment, language and inclusion policies
Students	• Receive explanation of complex tasks • Receive specific training on concrete skills needed for assessments • Become familiar	• Actively Engage in all tasks that produce evidence of learning • Produce work of quality, not just quantity • Submit work on the deadline and in the format requested • Take action on feedback given • Follow guidelines during different types

	with assessment models • Receive feedback	of assessment • Act with integrity
Parents	• Learn about the school's assessment practices • Consult teachers regarding assessment practices • Use assessment policy as a source for reflection and discussion when in disagreement with grades awarded • Receive access to the assessments used in class	• Become familiar with the school's policies • Abide by the principles described in the school's policies • Play an active role in students' learning process (this is demonstrated through engagement in PTS conferences) • Discuss both qualitative and quantitative feedback with their children to cultivate their growth mindset. • Have access to the feedback given to understand their child's progress and enable dialogue. • Take action on teachers' feedback on students' performance when needed
School leadership	• Reach decisions using the information available • Mediate assessment disputes	• Provides communication and planning platforms to teachers and families. • Facilitates dissemination of information on assessment and feedback.

6. Assessment methods

The BISN teaching staff employs a wider variety of assessment strategies across all programmes. The team employs a diverse set of strategies with an intentional purpose.

- Pre-assessment tasks are applied:
 - when a new student enrolls, to determine their level of language acquisition and mathematical skill development
 - At the beginning of a Unit of inquiry to assess existing knowledge and level of skill development.
- Self-assessment is implemented to provide students with opportunities for self evaluation and reflection, using our concept-based assessment rubrics..
- Peer and group assessment engagements are considered when there is a need to provide students with opportunities to evaluate each other's work and provide targeted feedback.
- Formative assessment is at the core of BISN assessment principles and is continuous, on-going, and taken action upon. This type of assessment occurs both formally and

informally and aims to train students in certain practices, to investigate readiness and, most importantly, to inform and improve teaching and learning. This practice assists teachers in gauging individual progress and to provide meaningful and timely feedback.

- Summative assessment is a culminating task that may be cumulative and that occurs at the end of a learning journey. This type of assessment is broad, rigorous, challenging, and requires students to demonstrate knowledge retrieval, to showcase a set of skills, and to use content to demonstrate conceptual understanding. Summative assessments follow prescribed rubrics and assessment criteria as developed following the concept-based curriculum and instruction principles.

At BISN, we view home-learning tasks as opportunities to solidify learning, but not as assessment. As such, home-learning does not receive priority consideration and is left to teachers' discretion considering their relationships with students, and their knowledge of students' capabilities.

7. Work submission, assessment, feedback and logical consequences as of PY4

As stated in point 5, students have the responsibility to actively engage in all tasks that produce evidence of learning, to produce work of quality, and to act ethically. Likewise, this point describes the teachers' responsibilities.

Teachers, parents and students work collaboratively towards collection of evidence of learning. Missing assessment days whether formative or summative translates into missing opportunities to demonstrate learning and receive feedback. When summative assessments conducted under examination conditions have been entered on managebac, students and parents are responsible for observing those days and avoid absences. In the case of sickness on the day of a summative assessment conducted under examination conditions, a doctor certificate will be required in order for students to have the opportunity to take the assessments within the next 48 hrs. (working days?)

The following table showcases a list of instances that may violate the assessment principles valued at BISN.

Incident	Consequences		
	1st instance	2nd instance	3rd instance
Missing a deadline (This is incident should be explored by each individual subject and not across all subjects)	Teachers lock submissions on managebac. Work can be considered for feedback purposes only.	Teachers lock submissions on managebac. Teacher logs incident on managebac alongside student (behaviour).	Teachers lock submissions on managebac. Teacher logs 3rd incident on managebac alongside student (behaviour), and parents will be notified

	No level of achievement will be awarded but feedback will be entered stating the reason why there is no level of achievement.	Work can be considered for feedback purposes only. No level of achievement will be awarded but feedback will be entered stating the reason why there is no level of achievement.	Work will not be considered.
Absence on a summative assessment day (non sickness incident)	Assessment will be conducted within 48 hrs. Assessment will be awarded a level of achievement. Teachers will record behaviour on managebac.	Assessment will be conducted within 48 hrs. Assessment will be graded for feedback purposes only. No level of achievement will be awarded but it will be mentioned in the feedback given. Teachers will record behaviour re-incidence on managebac.	Assessment will not be conducted. Teachers will record behaviour re-incidence on managebac. A meeting with parents will be organised to discuss the way forward.
Submission of ghost work (This is incident should be explored by each individual subject and not across all subjects)	Teachers have an individual meeting with students. Students will produce work again for feedback purposes only. No level of achievement will be awarded but feedback will be entered stating the reason why there is no level of achievement.	Teachers have an individual meeting with students and homeroom advisors. Incident is recorded on managebac as an academic dishonesty case. Students will not be allowed to produce work.	Incident is recorded on managebac as an academic dishonesty case (2nd incident). Follow academic integrity policy.
Work that is not submitted (This is incident should be explored by each	Teachers lock submissions on managebac.	Teachers lock submissions on managebac.	Teachers lock submissions on managebac.

individual subject and not across all subjects)	Teachers to have an individual meeting with students. Work can be considered for feedback purposes only. N/A will be entered as a level of achievement as there is no evidence of work. Feedback will be entered stating the reason why there is no level of achievement.	Teachers have an individual meeting with students and homeroom advisor. Work can be considered for feedback purposes only. N/A will be entered as a level of achievement as there is no evidence of work. Feedback will be entered stating the reason why there is no level of achievement.	Work will not be considered for feedback. Teachers have an individual meeting with students, homeroom advisor and parents. Incident is recorded on managebac with a concrete target.
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8 Assessment Recording and Reporting

Recording

The BISN teaching team records skill development progress, levels or achievement, final grades and goals on managebac. Educators record data that contributes to understanding how students are acquiring knowledge, developing insights, mastering skills, and constructing conceptual understandings.

The data entered on managebac is classified as ‘formative’ or ‘summative’. All data is considered to award students with a grade at the end of each semester.

Reporting

BISN commits to support parents’ understanding of their children’s education and progress. For this reason, the team has devised the following reporting system:

Start of year appreciation: This strategy is employed with students of any level who are new to our school. This report includes qualitative observations that address school life, individual learning, collective learning, and learning traits. This report is sent to parents within the first month of learning via managebac.

Report for Target setting conferences: This protocol takes place halfway through the first semester. Teachers use the data collected on managebac up to the date of the conferences in order to inform parents and students about the achievements made, the challenges faced, and the areas where improvement is needed. This is a collaborative engagement in which a learning goal crafted in collaboration among teacher, students and parents is entered into managebac.

Semester Report conferences: Teachers produce a full report that addresses content, skills, and understandings at the end of the first semester. The data collected in managebac alongside the fulfilment of targets entered by teachers are considered to award a final grade for the semester.

Anticipatory report: This strategy is implemented with those students who continue to demonstrate limited performance and/or challenges. This practice takes place within the month of April. While this exercise ONLY involves the parents of those students who need specific attention and concrete interventions, BISN welcomes all parents who would like to meet with teachers.

Student-Led Conferences, AKA End of Year Report: As a culminating collaborative assessment exercise, parents, students and teachers take part in a student-led engagement in which students use the data collected on managebac and examples of work collected to explain the grades indicated in the final report.

9. Assessment culture

BISN has embraced an assessment culture that continues to evolve as our educators enrich their insights on assessment, as we build capacity in our community, and as learning experiences transform us. We are committed to aligning our assessment principles to the values and beliefs of any accreditation agency or pedagogical model that we adopt in the future.

10. Appendix

Home Learning Protocol – *Taken from the South Campus*

Why? Home learning aims to help students solidify the understanding of concepts learnt in class and further develop the approaches to learning skills. Home Learning tasks may also be used as prompts to explore new concepts, invoke curiosity and inspire inquiry, in preparation for class work.

How? At Bogaerts International School, home learning is not assessed and it does not require the teacher to provide written feedback. Teachers are required to consider the time they allocate for each home learning task, ensuring it is year level-appropriate and in a language accessible by their students. The expected time allocation for home learning tasks varies across the year levels and may increase as the year level increases.

Home learning tasks are shared with students and parents through our communication platforms. Students are required to complete and submit home learning assignments in a timely manner.

What? Teachers assign homework in a variety of methods including daily reading, reading around the subject, targeted practice, answering questions on taught material, preparation of presentations, revision material etc.
