

ASSESSMENT POLICY

1 INTRODUCTION

École Jeannine Manuel UK (“the School”) is consubstantially a French school and a bilingual (French | English) international school. As a French school, it follows the French Ministry of Education’s national curriculum for “*Sections internationales*.” As an international school, it is a UNESCO “associated” school, accredited by the Council of British International Schools (COBIS).

The School’s mission statement is: **To promote international understanding through the bilingual education of a multicultural community of students, and to foster pedagogical innovation by exploring best practices in an ever-changing global environment.**

2 PHILOSOPHY

The School believes that assessment should be a means for both teachers and pupils to promote the pupil’s knowledge and learning, to support every pupil in achieving his/her learning potential, and also a means for teachers to evaluate the effectiveness of their teaching practices.

Assessment should guide and contribute to both learning and teaching practices.

The School combines the rigour of the French curriculum with the holistic approach of the IB curriculum to inform its assessment practices. Educators at the School innovate continuously in an effort to help pupils learn in better, more effective ways. Less and less does assessment lead to an overall mark. Since 2017, skill-based and criterion-based assessment have been entirely substituted to marks through Year 10 and criterion-based assessments are increasingly becoming the norm from Year 11 onward as well. Evaluation in general should always lead to formative, constructive feedback and nourish a pupil’s appetite for learning, curiosity and growth.

As an essential component of the learning cycle, the School uses assessment **for**, assessment **as** and assessment **of** learning, both formally and informally. Assessments of learning, or summative assessments, occur at defined key points and evaluate achievement against outcomes and standards. The aim of the School’s pedagogical practices is to emphasize assessments for learning, or formative assessment, and assessment as learning, such as peer assessment, which helps students take more responsibility of their own learning.

This policy is also applicable to the Early Year Foundation Stage (EYFS) and age appropriate methods will be used.

3 ASSESSMENT TYPES AND AIMS

3.1. Diagnostic Assessment

Diagnostic assessment at the School provides information to teachers and pupils about prior knowledge and is a way for teachers to gauge the level of the pupils upon admission, before starting a learning unit, or when they are assigned to proficiency or academic support groups.

Diagnostic assessment can take on many different forms at the school, from testing primary school children for reading fluency to asking the pupils to access an interactive exercise

platform to small quizzes at the beginning of a lesson. Diagnostic assessment occurs informally at the beginning of virtually every lesson.

3.2. Formative Assessment

Formative assessment at the School takes place almost constantly during a learning period in order to give teachers and pupils an idea of what pupils know and what still needs to be learned. Because formative assessment can lead to summative assessment, teachers strive to cater to different learning styles in their approaches. Thus, formative assessment can take the form of group work, in which the collaborative aspect contributes to pupils' ability to enhance their knowledge of a topic, or self-evaluated work, in which a pupil can reflect on his/her own learning by assessing it against a table of clearly defined criteria.

Because the School is home to teachers from different countries, there is great diversity and creativity used in the types of formative assessment. The frequency of formative assessment is high, as it can take the form of group work, oral work, peer-evaluated work, self-evaluated work, homework, classwork, debates, or inter-disciplinary group research projects.

3.3. Summative Assessment

From Year 2 to Year 6, pupils sit biyearly evaluations in French, Maths and English. These formal assessments have the objective of gauging the skills they are expected to have mastered and to monitor their progress and needs. There is no summative assessment in EYFS, although we carry out four observations per year during which we assess the seven areas of knowledge defined by the EYFS standards.

In Middle School (Years 7-10) and Upper School (Years 11-13), the end of each learning cycle is marked by internal summative criterion-based evaluations which assess the skills and knowledge pupils are expected to have mastered. Official Exam Weeks take place twice per year, generally in December and April.

In the Upper School, the aim of these examinations is to help prepare pupils for their final (externally evaluated) exams, in both the French baccalaureate track and in the DP. Accordingly, Exam Weeks are mock exams that follow the format and schedule of the real examination schedules so pupils are well prepared. The school also organizes regular practice exam sessions for individual subjects between the two Exam Weeks.

In addition, pupils have practice test sessions for various other official (external) examinations, such as the IGCSE (English First Language and English Literature), HSK and YCT (Chinese – Confucius Institute), DELE (Spanish – Cervantes Institute), and the Goethe Institute examinations for German.

3.4. School Self-Assessment

Exam Week results as well as results obtained in external evaluations provide the pedagogical leadership team rich and crucial opportunities to reflect on the effectiveness of teaching practices within the School. Additionally, external evaluations assess the overall performance of pupils, measured against national and international benchmarks. Results are analysed during department meetings and at back-to-school and end-of-year seminars. The discussions and reflections which emerge from these meetings shape the aims and goals of the School's teaching and learning strategies, impact professional development decisions and nurture the on-going quest for best practices and pedagogical innovation that remain a core element of the School's mission statement.

4 PRIMARY AND MIDDLE SCHOOL ASSESSMENT

In the Primary and Middle School years, there are no marks and evaluation is criterion- and skills-based. The primary years mostly focus on reading, writing, comprehension and oral expression in

both languages, maths fundamentals and, broadly speaking, achievement standards in maths and scientific literacy as well as early Chinese (Mandarin) language acquisition.

Teaching and learning differences in cultural and pedagogical perspectives on assessment are reflected in our dual language teaching. The French and Anglo-Saxon points of view enrich the learning experience of pupils through their contrast and complementarity. The positive tension between these approaches presents cognitive challenges as well as social and emotional learning opportunities. The following progress descriptors are used:

- **Not yet:** The skills required are not yet in place
- **Emerging:** The skills required are improving, but remain tentative
- **Approaching proficiency:** The skills required are confidently applied to familiar situations
- **Proficient:** The skills required are applied effectively to new situations

5 UPPER SCHOOL ASSESSMENT AND GRADING SYSTEMS

In the French-track Upper School, grading follows the French system, i.e. out of 20, but increasingly uses explicit criterion-based evaluation grids. The School's US grade conversion scale for marks given out of 20 is based on the scale suggested by the French Embassy in the US and endorsed by the Fulbright Commission.

- A+ 16-20
- A 14-15
- A- 13
- B+ 12
- B 11
- B- 10
- C+ 9
- C 8
- C- 7

Naturally, for sixth form DP students, we will use criterion-based assessment and the IB scale/descriptors:

- 7 Excellent
- 6 Very good
- 5 Good
- 4^[1]_{SEP} Satisfactory
- 3 Mediocre
- 2 Poor
- 1 Very poor
- N No grade given

6 ASSESSMENT COHERENCE

In order for testing and assessment to be fair and robust, teachers and department coordinators write examinations, establish achievement boundaries and discuss expectations as a department. Each department will hold moderation meetings in which teachers mark each other's papers in order to ensure harmony in marking methods, criterion-based evaluation and, where required, point attribution. In preparation for the baccalaureate exams, some departments will have papers graded externally, so as to provide useful benchmarking for teachers and students alike.

7 ETHICS AND TRANSPARENCY

7.1. Pre-assessment

General course criteria and expectations are presented to and discussed with pupils and parents at the beginning and end of a programme. These can take the form of a progression map, which pupils and parents have access to in order to understand the aims of a particular course, or presentation meetings for parents at the beginning of a school year. Specific marking criteria are also consistently made available to pupils before an assessment is given.

7.2. Post-assessment

Feedback is given to pupils after each type of assessment. This may take the form of a class correction, one-on-one feedback during office hours (“*aide personnalisée*”), or an official grade. Marking criteria are often stapled to the student’s work in order for learning objectives to be clear. Reports are recorded on *Pronote*, accessible online to students and parents. Hence, parents and administrators have an overall view of a student’s progress throughout the year.

8 ASSESSMENT AND WELLBEING

8.1. Catering to Different Needs

In order to cater to pupils’ varying learning needs and styles, the School strives to use diverse methods of assessment including oral, written, individual, group work, self-assessed, peer-assessed, short-term and long-term assignments.

8.2. Avoiding work overload

Teachers and pupils at the School use an online agenda. Teachers use it to post homework assignments and deadlines, while pupils and parents use it as online calendar in order to manage deadlines and stay organized. The School’s policy is to give work at least one week in advance for significant tasks, never from one day to the next, and to always announce deadlines in class. Google docs-type calendars may be used in some classes for major assignments so that teachers can gain perspective on a pupil’s assessment timetable before assigning work.

Form tutors have access to individual pupils’ online agendas to manage assignment schedules for their class and avoid overload. Student Council representatives are also involved in helping manage the scheduling of major assignments.

8.3. Unassessed work

The School believes that pupils learn through and participate in activities that are not subject to assessment. These activities can take the form of interschool sporting events, drama workshops or DEAR (Drop Everything and Read), a regular reading activity for Year 7 and Year 8, to name but a few.

9 RESPONSIBILITIES

In order for these practices to be of the greatest benefit, all parts of the learning community should be actively involved with assessment.

9.1. School Responsibilities

- To use a range of assessment strategies, practices and tools to ensure that assessment is appropriate to the needs and abilities of each pupil and informed by current findings in cognitive science;
- To ensure that pupils understand the criteria by which they are being assessed. These should be clearly explained through class discussion and referenced to written mark schemes and rubrics;
- To give feedback on assessed work in a timely fashion;
- To complete mid-termly progress reports and termly reports;
- To ensure that parents have access to *Pronote* and that they receive regular information about their child's progress;
- To support SEN pupils. Assessment tasks must take these needs into account and use a range of tools and strategies to allow each pupil to demonstrate learning;
- To develop and closely monitor the accuracy of a predictive marking system for internal as well as external (e.g. UCAS) purposes;
- To analyse and review assessment data regularly as part of a wider school evaluation and transformational process.

The SLT monitor that the above measures are being implemented adequately.

9.2. Pupil Responsibilities

- To work diligently, submitting work by the due date and in the required format;
- To interact with teachers to ensure they understand how their work will be assessed;
- To ensure that all work complies with academic honesty policy guidelines.

9.3. Parent Responsibilities

- To be familiar with and adhere to the School's assessment policy;
- To support and encourage their children in good practice.

10 POLICY REVIEW

This policy was revised in September 2019 and will be reviewed periodically, at least every three years, by the Board of Governors and the Head of School after consultation with the School's senior leadership team, teachers, parents and pupils.

APPENDIX

Planned Assessments (Partial list)

Diagnostic assessment

- Admissions tests: WIPPSI, WISC V, COREP
- Reading fluency tests
- Termly *Conseil de Classe*
- Placement tests (Math, English, French)

Internal assessment (Summative)

- Regular testing in class
- Practice exam weeks
- Exam Weeks with use of a common marking scheme

Internal assessment (Formative)

- *Chantier Calcul* (Math from Year 7 to Year 11)
- Rewriting in French, writing workshops
- Differentiated groups of proficiency levels (English, French, Maths) but same exam content to preserve the coherence of the school curriculum and better track pupils' progress and needs
- All forms of assessment aimed at detecting and helping pupils at all skill levels

External assessments

- French baccalaureate, British international option
- International Baccalaureate
- IGCSE English First Language and English Literature; Latin (optional)
- International competitions (e.g. Kangaroo Maths Competition)
- Language certifications:
 - o Goethe Institute
 - o Cervantes Institute
 - o Confucius Institute