

LYCÉE INTERNATIONAL DE LONDRES WINSTON CHURCHILL

("the School")

Policy #4: Student assessment

Mission

Through a rigorous, bilingual programme and innovative methods, we educate students to become responsible, creative, and principled global citizens. We teach them to think critically and act ethically, to form and express their own opinions and respect those of others, to define their own life goals, and to make sense of and embrace change.

Our values are: Excellence, Creativity, Integrity, Awareness and Community.

In support of these aims and values we are committed to ensuring the following:

Introduction

we are committed treating all our students with respect and dignity.

All teachers at the School are expected to adhere to the present policy, and to take an active and positive part in the assessment and reporting process. They provide each student with the feedback and guidance needed for him or her to progress. The School creates a safe environment where students feel encouraged and recognised. The School keeps parents / carers regularly informed of the academic progress of their child.

1. Assessment, recording, and reporting

1. Assessment

Assessment is an integral part of the teaching and learning process. Fairness, respect and clarity are paramount to our School.

The purpose of assessment is:

- to monitor individual progress and to collect evidence of students' achievement over time;
- to identify strengths and weaknesses in students' learning;
- to provide clear, age appropriate, and positive feedback and help that students understand, for them to develop their own learning style and strategies;
- to enhance students' learning by recognising achievement and effort;
- to provide teachers with important information for further lesson planning, both for individual students and for the group;
- to evaluate teaching and learning strategies in order to assist with planning for future learning;
- to inform parents / carers of achievement, progress, areas of weakness and strategies for improvement;

Procedures

Procedures may vary depending on the School section (Primary or Secondary). In the Primary section, complying with the French Ministère de l'Éducation Nationale, teachers will evaluate skills (compétences) according to a color code. This practice continues at 6eme in the French track in the Secondary section in order to preserve continuity in Cycle 3 of the French curriculum. In the Early Years classes, teachers will record observations on Seesaw.

Baseline assessments are implemented at the beginning of the year in order to get to know the students' level. Throughout the year, teachers use both summative and formative forms of assessment.

Teachers must return graded work to students in a timely fashion, and no later than two weeks after receiving it in the Secondary section.

Each department in the Primary or the Secondary section has its own arrangements for assessment, which are in line with school policy and suited to the subject. In the subjects where streaming takes place (English and MFL), Heads of Department ensure students are placed in the correct division. It is the responsibility of each teacher to assess work in accordance with the relevant school and departmental policies. They then aim to inform students, parents and carers in a timely, clear and positive fashion.

Assessment will take various forms, such as, but not limited to, written, practical or oral assignments. Teachers are encouraged to keep abreast of current research in education and science, to apply creative thinking, and to update their assessment practices.

Heads of Department are responsible for ensuring that individual policies applicable to their department are in place, and for creating opportunities for moderation and collaboration. When a student is unable to attend a test for good reason, another session is organised under the supervision of the School Office. If the new session is also missed, further steps will be taken.

For staff, the assessment procedures will:

- inform teaching and planning at a subject, group and individual level;
- inform monitoring, evaluation and review of schemes of work;
- contribute significantly to the process of report writing;
- ensure that statutory requirements are met.

For students, the School's assessment procedures will:

- allow them to demonstrate achievement across the full range of curricular objectives;
- be based on consistently applied standards;
- provide a positive experience designed to raise self-esteem and motivation;
- remind them of their target levels or grades;
- help them set targets for individual improvement.

2. Recording

The School uses a French software program (Pronote) to record, communicate and archive all scores and assignment marks over time. In Early Years, progress is tracked through the school's own documents.

Specialist staff (including teachers), students, and parents / carers, can access these records, which the School keeps private and confidential.

Records allow specialist staff (including teachers), students, and parents / carers to:

- examine a student's progress over the course of the current academic year, as well as previous years;
- inform teachers and the pastoral team of a student's specific needs for support;
- provide regular and measurable benchmarks of progress.

The following procedures will be used to record information.

At registration, when applicable, the School will request two years of previous school reports (bulletins scolaires or livret de compétences). Students coming from French schools (école homologuées) will be placed in the class recommended by the previous school according to their Avis de Passage, as part of our agreement (homologation) with the Ministère de l'Éducation Nationale.

Teachers must return students' work in a timely fashion, no later than two weeks after receiving it, and record all marked work regularly. They must post it on Pronote, which students and parents / carers can access online at any time.

Marked assignment is scheduled regularly throughout the year, depending on how often classes meet weekly.

3. Reporting

Reports (bulletins) are issued and communicated to students and parents / carers at the end of each semester. These will highlight the student's current efforts and achievements. They include target areas, practical advice and strategies for improvement.

In the Primary and Secondary sections, parents and carers are informed of the student's marks, progress and challenges in real-time on Pronote.

Each mid-semester, the Head of School, or Head of Secondary and Secondary teachers for Years 7 to 13 together with the pastoral team, will convene to share their views and information of students' progress (Conseil de Classe, Conseil de Cycle). Early Years and Primary teachers along with Head of Primary and Head of Cycle convene to share their views and informations of students's progress each month (Progress meeting). They will provide individual feedback to guide students' efforts toward improving their average

marks for that semester. In the Secondary section, representatives of parents/carers and students may attend the part of the Conseil where the progress of the group is discussed. No parents/carers or students will be allowed to attend the part where individual progress is discussed, due to the private and confidential nature of this information.

In the Secondary section, student progress is monitored four times a year with four reports: one for each mid-semester and one for each end of semester. The mid-semester report shows two aspects: assessment (where the student is), and advice to progress (how to improve). This report is issued after a Conseil de Classe, and is followed by parent-teacher meetings.

In the Early Years and Primary sections, reports are issued twice a year, at the end of each semester.

By the end of Reception, teachers will complete the Early Years Foundation Stage Profile (EYFSP) which indicates whether the child is 'Emerging' or 'Expected' for each of the Early Learning Goals (ELGs).

Parent-teacher meetings take place twice a year, and are an opportunity for parents and teachers to discuss students' progress and next steps in detail. Primary and Early Years teachers also meet parents if needed throughout the year.

The end-of-year report (Primary students) provides information specific to the French School system regarding the placement of the student in the following year (Avis de Passage).

2. Monitoring, Evaluation and Review

The effectiveness of the implementation of our assessment policy will be monitored, evaluated and reviewed. This will be achieved through:

- a discussion by the academic team and the leadership team;
- a discussion with students about their work, the use of mark schemes, plus self-assessment by the students;
- a discussion with parents / carers when needed. All teaching staff will use the information provided on the student as identified through the assessment, recording and reporting process to devise their lesson plans and schemes.

- The school ensures that students are clear about what is expected of them online as well as offline, by reference to the following resources, and by their commitment to the Digital Citizenship programme from Common Sense Education.
- The guidance 'Teaching online safety in school' can be downloaded here: <https://www.gov.uk/government/publications/teaching-online-safety-in-schools>
- Education for a Connected World (UKCIS, 2018) can be downloaded here: <https://www.gov.uk/government/publications/education-for-a-connected-world>

Policy created in 2015.

Policy reviewed in:

- February 2023
- November 2022
- February 2019
- October 2018
- September 2018
- February 2018
- August 2016
- February 2016