



Assessment policy

Philosophy and believes

Assessment is the gathering and analysis of information about student performance. It identifies what students know, understand, can do and feel at different stages in the learning. It is fundamental for an ongoing reflection and evaluation of teaching and learning.

We believe that assessment is integral to all teaching and learning. It is essential to our goal of inspiring students to participate responsibly and successfully with integrity with the global community. We do this by guiding them through the essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastery of skills, the development of attitudes and the decision to take responsible action.

Students and teachers work in partnership to enable students to demonstrate what have they learned, assess their progress, and identify specific strategies to maximize their potential on their class assessments.

Teachers use multiple forms of formative assessment to inform students of their learning and progress. Formative assessments are the grounding and preparation for students to learn the skills needed for summative assessments.

Summative assessments are the teacher's final opportunity to assess the summation of learning before moving on the new topics or skills.

Semester and year grades will take into account the summative learning shown by a student in preference to the formative learning they showed along the way. In this way summative year and semester grades are not an average of all assignments : rather, they are an indication of the level the student has attained and sustained.

Aims of assessment

The purpose of assessment within the school is to maximise progress and enable all students to become better learners. Assessment involves an understanding of both the formative process, when we ask what, why, when and where do students learn and the summative process when we recognise what they have learnt.



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Assessment is designed by teachers to incorporate a variety of methods and to be relevant and motivating to students. It is geared toward appraisal of a broad range of concepts, attitudes, knowledge and skills appropriate to an international and increasingly complex world.

Principles of assessment

In order to achieve these aims The Whole School Assessment Policy adheres to the principles outlined below. These principles recognise the needs of the different groups of people who will be using the system, namely the students, teachers, parents and employers.

The International School Uwekind recognizes that teaching, learning and assessment are fundamentally interdependent. We are guided by the following principles:

Students:

- have differing learning styles
- have different cultural experiences, expectations and needs
- perform differently according to the context of learning
- see self assessment and peer assessment as a natural part of the learning process
- need to know their achievements and areas for improvement in the learning process should receive feedback that is positive and constructive

ISU principles:

- to encourage and motivate all students by recognising and celebrating their individual successes across the whole curriculum;
- are based on clear learning objectives which are communicated by the teacher and understood by the student.
- allow students to contribute to the assessment process and in so doing helps them to become reflective learners;
- are positive in approach but encourage progress through identification of targets;
- enhance student motivation;
- allow teachers to identify the learning needs of individual students and plan work appropriately;
- inform parents, accurately, about their child's achievements, progress and attainment enabling them to take an active and informed part in the educational process;
- provide information to the teaching staff about the attainment of individual students.



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Why do we assess?

ISU assesses its students in order to:

- build up a clear picture of the student and his or her interests
- assess the effectiveness of the environment on the student's learning
- extend the student's learning
- monitor the progress of individual student learning and achievement
- determine the effectiveness of teaching
- inform curriculum review
- help evaluate suitability of courses
- inform others as appropriate, including students, teachers, parents, receiving schools, future employers
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How do we assess?

We assess by **gathering evidence and information** from the following sources:

- ongoing formative teacher assessment
- summative assessment tasks
- previous summative records
- parents' consultations
- conversations with other adults who have knowledge
- the student as a learner

by analysing the above using professional knowledge and expertise

Different assessment strategies and tasks

ISU values the use of a variety of assessment strategies during the programme, from the more subjective and intuitive to the more objective and scientific. We use: observation, selected responses, **open-ended tasks, performance, process journals, portfolio assessment, standardized tests. These strategies are used by the teachers to develop suitable and appropriate assessment tasks:**

- Compositions—musical, physical, artistic
- Creations of solutions or products in response to problems
- Essays
- Examinations
- Questionnaires
- Investigations
- Research
- Performances
- Presentations—verbal (oral or written), graphic—through various media



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Criteria for Assessment

Pupils' work is assessed using clear criteria, in the case of National Curriculum subjects the Statements of Attainment form the basics of most of these criteria. The Statements of Attainment are reworded where necessary and are discussed with pupils so that they are clear about what they are trying to achieve in a particular piece of work.

The assessment forms part of the normal teaching and learning process and does not necessarily require additional materials and resources. Departments recognise that different pupils reveal their achievement in different ways. Methods of assessment are varied in order to reflect this.

Previous assessments are used when work is being planned so that allowances for individuals/groups are made. Planning the criteria to be achieved does not mean that unexpected outcomes cannot be recognised.

Pupil Involvement

Pupils are involved in the assessment process and through this involvement they are encouraged to become reflective learners. They are clear about what they are being asked to achieve, they have the opportunity to review how they have done and recognise what they have achieved and they are asked to identify where they need to improve. They are encouraged to attend parents' evenings.

Student responsibilities

Be autonomous learners by thinking independently, assessing their own progress and taking responsibilities for deadlines without excuse.

Analyze and monitor their own formative and summative assessment data to assess their own progress.

Apply effort on formative assessment to maximize progress and summative assessment scores.

Teacher's responsibilities

Focus on assessment of students learning outcomes rather than just teaching content.

Modify teaching in the light of the learning that has taken place using formative assessment data.

Analyze assessment data to identify patterns of individual students performance and needs.



Мисия

Мисията на Увекинд е да насърчава и създава мислеци, отговорни и балансирани млади хора, отдадени на страстта си към ученето и вдъхновени от предизвикателствата на постоянно променящия се глобален се свят.

Увекинд създава подкрепяща и толерантна среда и учебни програми, които дават възможност на всички членове на Увекинд обществото да развият своя потенциал и да изявяват своята индивидуалност и откривателски дух.

Тази среда е широко отворена към ценностите и традициите на различните култури, като по този начин възпитава нашите ученици в активно отношение, разбиране и уважение към другите.