



BEACONHOUSE
NEWLANDS
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Beaconhouse Newlands

Assessment Policy

Developed in: Academic Year 2016-17

Last Reviewed in: Academic Year 2020-21

Note: *Assessment policy is aligned with the Admission, Language and Inclusion policy*

Mission Statement:

Beaconhouse Newlands nurtures culturally diverse, responsible global citizens, contributing to a safer planet in an inclusive learning community combining core values with inquiry based curricula.

Introduction

The purpose of this document is to present Beaconhouse-Newlands':

- Philosophy on assessment, evaluation and reporting
- Purpose of the assessment, evaluation and reporting
- Guidelines and procedures for assessment, evaluation and reporting

Belief:

At Newlands we uphold the IB mission and provide space, time and opportunity to each individual for his/her growth as an IB Learner with the aim to develop inquiring, knowledgeable and caring young people. School is committed to provide support where required and is flexible and compassionate for the learners to reach their full potential over the period of their academic year and beyond.

Philosophy:

Assessment philosophy stems from the school's mission statement and the core values (Honesty, Respect, Responsibility and Tolerance). This has helped the school develop agreed assessment practices and believe that assessment is integral to teaching and learning and is central to the PYP philosophy to guide students through the essential elements:

- acquisition of knowledge
- understanding of concepts
- mastering of skills
- development of learner profile attributes
- decisions to take action

Our approach to assessment recognizes the importance of assessing **the process of inquiry** as well as **the products of inquiry**. The main aim of assessment at BN is to provide feedback on the learning process and the development of the essential elements i.e. knowledge, concepts, ATL skills and agency to inform further learning. Students and teachers are actively engaged in assessing the student progress as part of the development of their wider critical thinking and self-assessment skills.

Purpose:

The purpose of assessment at Beaconhouse Newlands is to record student learning, to report progress in student learning and to contribute to the efficacy of trans-disciplinary teaching and learning. Assessment is an ongoing process of gathering evidence for and of learning. This evidence is used to give recognition and timely feedback to the learners and all other stakeholders.

The assessment component in the school curriculum can itself be subdivided into three closely related areas:

- Assessing – how we discover what the students know and have learned
- Recording – how we choose to collect and analyze data
- Reporting – how we choose to communicate information

Assessing

The assessment of the student development and learning is an essential component of the curriculum, and informs teaching & learning. Students are observed in a variety of situations and a wide range of assessment strategies are implemented for a systematic record of growth and progress including formative and summative assessments. The progress report demonstrates the student's efforts and achievements within the framework of the PYP.

Recording

Teachers at Newlands use a range of methods and approaches to gather evidence of learning. They record this information using a variety of tools such as rubrics, exemplars, checklists, anecdotal records and continuums and various strategies such as and not limited to observations, performance assessments, process-focused assessments, selected responses and open-ended tasks.

Teachers use a range of methods to document the evidence of student learning and understanding. This also includes video, audio, photographs and graphic representations of students' progression. The teachers from Pre-Nursery to KG maintain anecdotal records, scribe student responses, explanations and hypotheses as well as annotated pieces of students' work that form part of a student portfolio.

Reporting

At Newlands, reporting on student progress is done with the aim of acknowledging and celebrating all dimensions of a child's learning experience and development. Reporting occurs through:

- Written Reports – Bi annually
- Conferences (3 Way -parent- student-teacher) (student-teacher) and (Exhibition)
- The Portfolio (efolio)

References:

1. *Making the PYP Happen*
2. *IB Standards and Practices*
3. *BSS APPM*