

## Assessment and Reporting

As an international and British school, situated as we are in Poland, we follow a curriculum that is based upon that of the United Kingdom from Foundation Stage to Year 9 (age 3 to 14), is externally examined at GCSE level (Years 10 and 11, ages 14 to 16) and culminates in the International Baccalaureate Organisation Diploma (age 18). There are three different forms of assessment and record keeping, each one associated with a different part of the school programme, and the following document explains this.

### Foundation Stage to the end of Key Stage 3 (Year 9)

Our curriculum is guided by the English National Curriculum and we also follow the recommendations of the Qualification Curriculum Authority (QCA) in different subject areas to achieve desirable outcomes for student's learning. Together, these documents demonstrate to teachers the desirable progression for children's learning and provide a succession of skills that children should acquire. Children are expected to make progress through a series of levels - from 1 to 8. These are not related to the year group or age of the individual or class but are related to what each individual pupil can do or understand. There are descriptions of each level which set out specific targets for knowledge and skills in each of the subject areas.

Children are assessed against these levels. This is done on a regular, day by day basis, as teachers observe pupils, listen to them, mark their work and test them (this may take either verbal or written form). Teachers regularly check progress against the levels and it is this level that will be noted in the report to parents.

Because this is an individual level, and records individual progress, it is difficult to express what is the expected level for any individual. However, the following indicates the broad expectation of students in England as they progress through the three Key Stages:

by the end of Key Stage 1 (Year 2) the average student will be at Level 2

by the end of Key Stage 2 (Year 6) the average student will be at Level 4

by the end of Key Stage 3 (Year 9) the average student will be at Level 7

It is important that we adapt our expectation of pupil achievement in our school as children in England are native speakers of the language and are surrounded by the English language. The important thing is that we can see, chart and celebrate progress for individual students.

As can be seen from the above, there are fewer levels than there are year groups and it is inevitable that students will stay at the same level for a year or longer. Because of this the levels are further broken up by the use of a letter (for example, 1a, 1b, 1c) where 'a' represents the highest point within the level, 'b' the middle and 'c' the start of the level.

This chart shows what this means in Level 2, for example (the same subdivisions would apply to the other levels as well):

Level 2a	All of the Level 2 objectives have been met. The pupil is now working towards Level 3.
Level 2b	Many of the Level 2 objectives have been met.
Level 2c	All the Level 1 objectives have been met and

	some of the Level 2 objectives as well
--	--

It would represent a significant improvement over a year if a student moved from Level 2c to Level 2a.

The levels are descriptive of what pupils know and can do. It is not possible to give a complete picture of what this means across all subjects and levels (this is primarily a teacher tool and a very long document !) but the following table gives some examples of the progression of skills in the three subjects at the key levels of 2 (end of Year 2) and 4 (end of Year 6).

	English	Maths	Science
Level 2	<p>Pupils begin to show confidence in speaking and listening, particularly where the topics interest them.</p> <p>They can choose their own books and read on their own for up to 15 minutes.</p> <p>They can write several sentences about a topic, which can include their observations and experiences.</p>	<p>Pupils discuss their work using mathematical language and are beginning to write sums using mathematical symbols and simple diagrams.</p> <p>They can count objects reliably and can add and subtract numbers up to 10.</p> <p>They know about hundreds, tens and units.</p>	<p>Pupils, guided by the teacher, can find things out and make their own suggestions about how to collect data to answer scientific questions.</p> <p>They can sort living things into different groups, using simple features.</p> <p>They can describe similarities and differences between materials.</p>
Level 4	<p>Pupils listen to, and talk about, many topics with confidence.</p> <p>They can read silently for extended periods.</p> <p>Pupils' writing in a range of forms is lively and thoughtful and can be addressed to a specific audience.</p>	<p>Pupils write mathematical information and results in a clear and organised way.</p> <p>They can multiply and divide whole numbers by 10 or 100.</p> <p>They use efficient written methods of addition and subtraction and of short multiplication and division.</p>	<p>Pupils recognise that scientific ideas are based on evidence. In their own investigative work, they decide on the right way to answer a question.</p> <p>They can use observable external features to help them to identify and group living things systematically.</p> <p>They can describe similarities and differences between materials and explain how these are used to classify substances.</p>

The above have been chosen to show how progression is charted and assessed - you can see the development that has taken place in reading, number work, scientific thinking etc between Level 2 and Level 4. There are many other skills that pupils have to develop in order to achieve each level. It is, of course, possible for children to be different levels in different subjects, reflecting the relative strengths and weaknesses of individuals.

In the Foundation Stage and in Year 1 children may well not be at Level 1. In this case they may be awarded a 'W' which indicates they are working towards Level 1.

## GCSE (Year 10 and 11)

The GCSE is, generally, a two year course which can, depending on the subject, be assessed in two different ways. At the end of the course there is an examination but there may also be coursework components that are assessed by the school, either throughout the course or at the end of the course. The two different assessment routes are, therefore, either by examination alone or by a combination of examination and coursework.

Both assessments are, however, graded by letter - A to U (Ungraded). We therefore use the same grading in our marking and reports, throughout Years 10 and 11.

In particular, it is important to note that grades given throughout the course have two meanings. First, the grade is an indication of the level achieved by this particular piece of work, against the criteria laid down by the teacher for their expectations of this exercise. Second, it is an indication of the grade that may be expected by the student in the final exam, if he/she continues working at the same level (that is, this is not necessarily a Grade B exam piece of work but you will get a B if you continue working at the current level and continue to make progress).

While this will be followed on a regular basis in class it will also be the format used in written reports to parents.

## IBO Diploma

The final outcome of this course is assessed by examination, both internal and external. Points are awarded for individual subjects and students can gain up to a maximum of 45 points (7 for each of six subjects plus 3 for Theory of Knowledge and the extended essay). The IBO mark scheme awards 7 as a maximum and 1 as a minimum and this has to be against criteria established by the teacher for each piece of work.

Throughout the course students will be assessed using the above scheme and reports to parents will also be in this format.

## References:

QCA website: [www.qca.org.uk](http://www.qca.org.uk)

National Curriculum websites: [www.curriculumonline.gov.uk](http://www.curriculumonline.gov.uk) and [www.ncaction.org.uk/](http://www.ncaction.org.uk/)

International Baccalaureate Organisation: [www.ibo.org](http://www.ibo.org)