

Assessment Policy

Philosophy and Principles

Safari International School is committed to providing a comprehensive and balanced assessment system that supports the learning and development of every student. Our assessment policy aligns with the International Baccalaureate (IB) Primary Years Programme (PYP) guidelines and is designed to ensure that assessments are fair, transparent, and integral to the teaching and learning process. We believe that assessment should inform instruction, guide student learning, and provide meaningful feedback to students, parents, and teachers.

Purpose of Assessment

The purposes of assessment at Safari International School include:

- **Informing Instruction:** Guiding teachers in planning and delivering effective instruction that meets the diverse needs of students.
- **Supporting Learning:** Providing students with feedback that helps them understand their progress and identify areas for improvement.
- **Measuring Progress:** Evaluating student achievement and progress toward meeting curriculum standards and learning goals.
- **Communicating Achievement:** Sharing information about student learning with parents, students, and other stakeholders.

Types of Assessment

1. **Formative Assessment:** Ongoing assessments conducted during the learning process to monitor student progress and provide feedback. Examples include quizzes, assemblies, class discussions, observations, and peer assessments.
2. **Summative Assessment:** Evaluations conducted at the end of a unit or term to measure student achievement against established criteria. Examples include tests, projects, presentations, and written reports.
3. **Diagnostic Assessment:** Pre-assessments used to determine students' prior knowledge, skills, and learning needs. Examples include initial assessments, entry tests, surveys, and interviews.
4. **Self-Assessment and Peer Assessment:** Opportunities for students to reflect on their own learning and provide feedback to their peers. These assessments help develop critical thinking and self-regulation skills.

Assessment Practices

- **Clear Criteria:** Assessment criteria are clearly defined, aligned with learning objectives, and communicated to students in advance.
- **Variety of Methods:** A range of assessment methods are used to accommodate different learning styles and provide a holistic view of student learning.
- **Authentic Tasks:** Assessments are designed to be meaningful and relevant, reflecting real-world applications of knowledge and skills.
- **Timely Feedback:** Feedback is provided promptly to help students understand their strengths and areas for growth.
- **Student Involvement:** Students are actively involved in the assessment process through self-assessment, goal-setting, and reflection.

Reporting and Communication

- **Report Cards:** Regular report cards provide a summary of student achievement, progress, and areas for improvement.
- **Parent-Teacher Conferences:** Scheduled conferences offer an opportunity for parents and teachers to discuss student progress, share insights, and develop strategies for support.
- **Three-way conferences:** Involves the student, parents and teacher. Students discuss their learning and understanding with their parents and teacher.
- **Student-Led Conferences:** Students take an active role in presenting their learning to parents, reflecting on their achievements and setting goals for the future.
- **Portfolios:** Portfolios are used to document and showcase student learning over time, including samples of work, reflections, and assessments.

Assessment and Inclusion

- **Differentiated Assessment:** Assessments are adapted to meet the diverse needs of all students, including those with special educational needs and English language learners.
- **Accommodations and Modifications:** Appropriate accommodations and modifications are provided to ensure that all students can demonstrate their learning effectively.
- **Student Agency:** The IB PYP places a strong emphasis on student agency-empowering students to have a voice and make choices in their learning journey. Students are encouraged to take ownership of their learning, engage in inquiry and exploration, and collaborate with peers to co-construct knowledge. This approach fosters self-management, and a sense of responsibility, enabling students to take meaningful action and have a positive impact.

Professional Development

- Ongoing Training: Teachers receive ongoing professional development on effective assessment practices, including formative and summative assessment strategies, feedback techniques, and the use of assessment data to inform instruction.
- Collaboration: Teachers collaborate to develop, review, and refine assessment tasks and criteria, ensuring consistency and fairness.

Report Cards

Overview:

At Safari International School, we believe that assessment is an ongoing, multifaceted process that informs teaching and learning. Our approach integrates formative and summative evaluations, ensuring that each student's academic, social, physical, and emotional development is monitored and supported throughout the school year. We aim to identify students who may need additional support, communicate transparently with parents, and provide individualized pathways to help each learner achieve their fullest potential.

Initial Assessments (Beginning of the Academic Year)

Purpose and Nature:

At the start of each academic year, Safari International School conducts an internal, informal initial assessment for all students. This assessment is not a formal test but rather an evaluative tool designed to identify students who are performing significantly below or above their expected grade level. It takes into account various developmental areas: academic, social, physical, and emotional.

Communication and Follow-Up:

- Students Meeting Expectations: If a child is working within the appropriate grade-level range across these domains, parents will not be contacted, as no immediate support is deemed necessary.
- Students Falling Behind or Significantly Above the Grade Level: For those students who are noticeably below or above grade-level expectations, the school will:
 1. Meet with the parents to discuss possible reasons for the challenges and explore solutions.

2. Explore support options such as tutoring, additional classroom accommodations, or the development of an Individualized Learning Plan (ILP).

All communication and agreements reached with parents will be documented through our communication platform, Toddle.

Timeline:

This initial assessment and the subsequent student support plans, if required, will be completed and communicated before the midterm break in October. Alongside these plans, all students will receive their UOI 1 report cards prior to the midterm break. If parents do not receive any communication regarding below-grade-level or above-grade-level performance at this stage, it indicates that their child is progressing as expected.

End of First Term Formal Assessments (End of November)

Scope and Format:

At the end of the first term, a more formal assessment will be conducted. These assessments provide a comprehensive overview of the student's progress, including:

- English and Math Assessments
- UOI (Units of Inquiry) 2 and 3 Assessments

Reporting and Conferences:

Report cards summarizing these assessments will be issued to all parents, followed by three-way conferences involving the teacher, parent, and student. These conferences create a collaborative environment to review progress, set goals, and discuss individualized strategies for ongoing improvement.

End of Second Term Formal Assessments (March)

Scope and Follow-Up:

In March, at the conclusion of the second term, the school will conduct another round of formal assessments. The report cards at this juncture will cover:

- English and Math Assessments
- UOI 4 Assessments

For students who are identified as continuing to fall behind at this stage, additional support plans will be considered. Parents of these students will be invited to a Parent-Teacher Meeting to discuss further interventions, strategies, and resources to help the child catch up. If a student is performing at or above grade level, parents will not be required to attend a meeting, though report cards and open communication channels remain available.

UOI 5 and End-of-Year Assessments (May - June)

UOI 5 Report Cards (May):

In May, parents will receive a UOI 5 report card providing an updated snapshot of the student's progress in the various subjects integrated within the IB PYP framework.

End-of-Year Assessments (June):

In early June, the final round of formal assessments will be conducted. The end-of-year report cards will cover:

- English and Math Assessments
- UOI 6 Assessments

Following the release of these final assessments, three-way conferences will be held before the summer holidays. These conferences will:

1. Review the progress made throughout the year.
2. Identify areas of strength and opportunities for growth.
3. Provide recommendations for parents on how to support their child's continued development and learning during the summer break.

Subjects and Assessment Integration

Stand-Alone and Integrated Topics:

At Safari International School, all subjects are integrated into IB PYP transdisciplinary learning whenever possible. However, certain subjects, such as English and Math, often include specific skills and knowledge areas that do not naturally align with transdisciplinary themes. In these cases, these subjects are taught as standalone units while still adhering to the core principles of IB education, including inquiry-based learning, conceptual understanding, and skill development.

English and Math assessments are conducted three times a year. When these subjects are not integrated into transdisciplinary learning, they are assessed separately through various summative assessments, including weekly tests and MAP Growth assessments. This approach aligns with IB philosophy, as it ensures ongoing assessment, providing

timely feedback to students, teachers, and parents to support student learning and progress.

Other subject areas, including Science, Social Studies, Arts, Music and Personal, Social & Physical Education (PSPE), are often integrated within the IB PYP Units of Inquiry (UOIs). As a result, these subjects are assessed through various formative and summative tasks embedded in the UOI framework, reflecting transdisciplinary learning and inquiry-based approaches. Their assessment is communicated to parents via UOI report cards.

Timeline	Assessment/Report	Recipients	Actions/Follow-Up
Beginning of the academic year	Initial internal assessment (informal)	Students not at a grade level	Invite parents for PTM, develop support plan
Before midterm break	UOI 1 report cards	All PYP students	Assembly with PYP parents
End of Term 1	Formal assessments, report cards (English, Math), UOI 2 & 3	All PYP students	3 way conferences to review progress and set goals
End of Term 2	Formal assessments, report cards (English, Math), UOI 4	All PYP students	Assembly with PYP parents for all students, PTM for students at risk
Term 3 (May)	Report cards UOI 5	All PYP students	Assembly with PYP parents
End of the academic year (June)	Formal assessments, report cards (English, Math), UOI 6	All PYP students	Send out End-of-year Report Cards, 3 way conferences, recommendations for the summer and next year plans

Note:

- Specific timelines for report cards and assessments may vary depending on the schools academic calendar
- All communications with parents on student assessments are documented through the Toddle communication app.

Assessment Format Across Age Groups

At Safari International School, we recognize that age, maturity, and developmental stages greatly influence students' ability to articulate their learning journey. Our Early Years Programme (EYP) caters to Nursery (ages 3–4) and Reception (ages 4–5), while our Primary Years Programme (PYP) supports students aged 5–12 (Year 1 through Year 6). The format and expectations for assessments and student-led presentations differ between EYP and PYP to ensure they are age-appropriate, meaningful, and supportive of each student's growth and development.

Early Years Programme (EYP):

Ages: Nursery (3–4 years old), Reception (4–5 years old)

- **Assessment Expectations:**
EYP students are still developing foundational communication, self-awareness, and independence skills. It would be unrealistic to expect them to independently articulate their learning journey in detail. Therefore, assessments focus on observation, play-based learning evidence, and interactions with peers and adults.
- **Parent-Teacher Meetings (PTMs):**
 - December and June: EYP families are invited to PTMs where the teacher discusses each child's academic progress in English and Math, as well as their social, personal, and emotional development.
 - Additional PTMs (October and March): If students are identified as falling behind, extra PTMs may be scheduled. These meetings aim to create a supportive plan at school and at home to help the student progress.
- **In-Class Assemblies:**
EYP students will have the opportunity to demonstrate their learning through in-class assemblies three times a year (October, March, and May). Parents of the class are invited to these assemblies. Activities may include simple group performances, showing completed artwork, or singing songs related to their Unit of Inquiry (UOI).

- **Annual Events:**
EYP students can also showcase their learning during annual school events such as holiday shows or end-of-year performances. These occasions allow young learners to build confidence and celebrate their achievements in a developmentally appropriate and supportive environment.

Primary Years Programme (PYP):

Ages: Year 1 to Year 6 (5–12 years old)

- **Assessment Expectations:**
PYP students demonstrate increasing levels of independence, self-evaluation, and communication skills as they progress through the grade levels. While they may still require prompting and guidance, PYP students are encouraged to talk about their learning journey, reflect on their experiences, and set learning goals.
- **Three-Way Conferences:**
Two three-way conferences (in December and June) are held annually. Parents, the teacher, and the student meet together. During these conferences, students, with appropriate scaffolding, articulate their learning, share successes, and discuss areas for improvement based on recent assessments. This model emphasizes student agency and accountability for their learning.
- **Parent-Teacher Meetings (PTMs):**
Additional PTMs may be scheduled in October and March specifically for students who are falling behind academically or who have Individualized Learning Plans (ILPs). These meetings focus on developing effective support strategies, such as tutoring, differentiation, therapy, or other interventions to help the student catch up and succeed.
- **In-Class Assemblies and Presentations:**
Similar to EYP, PYP classes also hold three in-class assemblies a year (October, March, and May), focusing on the current UOI. Students have more autonomy and can choose different formats to present their learning—individual or group presentations, open discussions, project displays, or other creative forms of demonstration.
- **Annual Performances and Special Events:**
PYP students will also have the chance to showcase their learning and talents during annual school events such as the Christmas show, the end-of-year performance, and other school-wide activities like bake sale or charity fundraisers. Through these events, students demonstrate not only their academic understanding but also their IB learner attributes, such as caring, principled, and reflective behaviors.

- **Weekly Internal Assemblies:**
PYP students regularly participate in weekly internal assemblies. These assemblies provide a platform for students to demonstrate their understanding of the IB learner attributes, reflect on their actions, and celebrate their growth as inquiry-driven, internationally minded learners.

In Summary:

- **EYP Students:**
Focus on teacher-led assessments, parent-teacher discussions, and simple demonstrations of learning appropriate to their developmental level.
- **PYP Students:**
Engage more actively in three-way conferences, structured presentations, and reflection opportunities. They gradually take more ownership of their learning journey, supported by teachers and parents.

By tailoring assessment formats to the developmental stage of our learners, Safari International School ensures that every student has equitable opportunities to share their learning, celebrate achievements, and identify next steps in a manner that is both meaningful and achievable.