

Assessment in the Primary Years Programme (PYP 3 - 11) Hampstead and Kensington

Introduction

Assessments at Southbank International School are designed to measure student understanding, skills development, and conceptual understanding, in alignment with the programme's philosophy and objectives. It involves teachers and students collaborating to monitor, document, measure, report and adjust learning. Students actively engage in assessing and reflecting on their learning, acting on feedback from peers and teachers to feed forward to the next steps in learning. Fostering an assessment culture involves the development of assessment capability among all members of the learning community; students, teachers and parents alike.

Assessment Philosophy

Southbank International School is committed to a liberal ethos, academic rigour and the values of the International Baccalaureate. Our assessment philosophy is rooted in the IB's goal of thoughtfully and effectively guiding children through the understanding of concepts, the acquisition of knowledge, the mastery of skills, the development of profiles and the decision to take responsible action. The principles underpinning this policy reflect the guidance in the IB's *PYP: From Principles into Practice (2020)*.

Assessment Principles

Authenticity: Assessments aim to reflect real-world applications, allowing students to apply their knowledge and skills in meaningful contexts.

Holistic Approach: Assessments consider various aspects of a student's development, including academic, social, emotional, and physical growth.

Formative and Summative Assessment: A balance between formative and summative assessments is maintained to support ongoing learning and provide a comprehensive understanding of student progress.

Legislation and Regulation

The principles underpinning this policy reflect the guidance in the IB's *PYP: From Principles into Practice (2020)*.

The school also ensures it adheres to the Independent Schools Standards Regulations, especially in Section 2:

“Demonstrates that a framework is in place to assess pupils’ work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress; and the standard in this paragraph is met where the proprietor ensures that a framework for pupil performance to be evaluated, by reference to the school’s own aims as provided to parents or national norms, or to both, is in place.”

Responsibilities

The fundamental objective of assessment is the ongoing process of continuous teaching and learning. Assessment is used to inform teaching practices by identifying students' knowledge, understanding, and abilities at various stages of the learning journey. Successful assessment offers valuable insights into defining learning, understanding how to facilitate it, and holds significance for all participants in the learning community.

Southbank International School: Assessment Policy in the PYP

Purpose of assessment for the learner:

- Foster a sense of ownership in their learning process, promoting the development of student agency
- Enhance self-regulation by setting goals and monitoring progress
- Encourage metacognition, enabling students to understand and regulate their own thinking process
- Cultivate a growth mindset by embracing challenges and viewing efforts as a path to improvement
- Equip students with the ability to give and receive constructive feedback
- Encourage a lifelong love of learning by emphasising the value of continuous improvement
- Foster a collaborative culture of mutual learning
- Nurture resilience by embracing the learning process, learning from mistakes and persistently attempting challenges

Purpose of assessment for teachers:

- Use assessment data to tailor teaching methods and approaches to better meet the diverse needs of students
- Design interventions, extensions and differentiations tailored to individual student needs
- Reflect on assessment results to assess the effectiveness of teaching strategies and make improvements where necessary
- Use assessment data to understand student strengths and challenges, aiding in the development of effective classroom management strategies
- Offer constructive feedback to guide student development
- Collaboratively develop learning goals with students, fostering a shared commitment to academic growth
- Contribute to overall school-wide data through assessment outcomes
- Monitor students' progress over time to identify trends and patterns in their academic development
- Report learning to other stakeholders (parents)

Purpose of assessment for the learning community:

- Gain insight of progress, growth and next steps
- Facilitate informed conversations with teachers, allowing for collaborative efforts to support their child's learning
- Celebrate the strengths and successes of their child, reinforcing a positive attitude towards learning
- Inspire goal setting discussions with their child, fostering a sense of responsibility and motivation for academic achievement
- Gain insights into school practices, curriculum and expectations

Implementation

Throughout our Programme of Inquiry, students are offered opportunities to share their conceptual understanding as they actively participate in the learning process. Student learning is promoted through assessing prior knowledge and experiences, creating meaningful learning opportunities. We regularly engage in self-assessment and reflection, providing feedback to guide next steps, collaborating with peers and offering peer assessment, promoting intercultural understanding, and encouraging student agency.

We promote the use of differentiated instruction to accommodate diverse learning styles, abilities, and needs. We adapt assessments to ensure that all students, including those with EAL, can actively engage in the learning process. Our assessments ensure that eligible

Southbank International School: Assessment Policy in the PYP

students receive accommodations in teaching and learning activities, including external assessment.

Types of Assessment

Assessment, both formative and summative, occur regularly to inform the taught curriculum. PYP assessment has four dimensions: monitoring, documenting, measuring and reporting on learning. Each of these aspects has its own function, but all aim to provide evidence to inform teaching and learning.

Monitoring

Monitoring is our primary way of gathering formative information about the progress of learning with reference to the success criteria. It occurs daily through a variety of strategies: observation, questioning, reflection and discussing learning with peers and teachers. Formative assessments are woven seamlessly into daily classroom activities, allowing teachers to continuously gauge students' understanding of knowledge, concepts and skills. Approaches to Learning (ATL) Skills: Assessments also consider the development of ATL skills, including communication, social skills, research skills, thinking skills, and self-management skills

Documenting

At Southbank we use a range of methods and approaches to gather information about a student's learning. Then record this information using a variety of tools and strategies. Teachers utilise assessment data to adapt and personalise their instruction, ensuring that students are actively engaged in the inquiry process. Teachers utilise a variety of ways to document students' learning. Some of the ways are rubrics, exemplars, checklists, continuums, observations and portfolios.

Diagnostic Assessments

Diagnostic assessments are used in order to determine the student's existing levels in mathematics, reading and writing. These assessments take place at a student's point of entry and also at regular points in the scholastic year. The data obtained informs teachers of what students already know and is used to adjust instruction to meet specific student needs and guide future learning.

Measuring

Measuring learning focuses on the student's understanding and knowledge at a particular "point in time". Each time we measure learning, we are provided with more information about the learner's understanding of the big concept. Southbank uses different types of assessment to support students' learning process ranging from but not limited to peer and self assessment to checking for prior knowledge and continual assessment for learning.

Standardised Assessment

Students in Grades 3, 4 and 5 undertake the International Schools Assessment (ISA) annually. ISA is a comprehensive educational evaluation tool designed for students in international schools. It serves to measure and benchmark students' academic achievements against global standards in areas such as mathematics, reading, and writing. The assessment identifies individual strengths and areas for improvement, offering valuable insights to educators for tailored instruction. ISA data informs teaching practices, supports school improvement initiatives, and facilitates ongoing communication between the school and parents.

The PYP Exhibition

[Assessment Policy](#)

[Date for next review: September 2026](#)

Southbank International School: Assessment Policy in the PYP

Grade 5 students participate in the PYP Exhibition. The Exhibition is a student initiated, self-directed, and collaborative experience where the learners demonstrate their understanding of voice, choice and ownership. This culminating experience gives students the opportunity to exhibit the learner profile, engage in collaborative and in depth inquiry, and model agency and collaboration. The Exhibition provides an authentic summative assessment of each student's entire PYP journey.

Reporting

We place importance on acknowledging student accomplishments and conveying this recognition to the Southbank community, a practice that is implemented through various means.

Written Reports

- Reports are sent to parents regularly.
- They serve to communicate progress students are making in different subject areas and how they are developing transdisciplinary skills within the programme of inquiry.
- Teachers provide written comments on student performance and development. Student progress is marked against developmental criteria.

Conferences

- Parent Teacher Conferences are held twice a year, at the midpoint of the first and second term.
- Teachers and parents meeting to discuss student progress and achievement, goals or next steps, and to discuss the overall social and academic development of the student.
- Student Led Conferences occur once a year in the third term. Students demonstrate agency by leading the conference as they share work samples, reflections and their portfolios with parents. Students identify their goals and next steps for where they need to improve, as well as their strengths and evidence of the development of the learner profile.
- Teachers and parents may meet at various points throughout the academic year, as the need arises, for purposeful discussions regarding students' progress.

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