



MISY | Mandalay

Myanmar International School Yangon (Mandalay Campus)

Myanmar International School of Yangon (Mandalay Campus)

Assessment Policy

Approved by:	Nu Nu Aye (BOD)	Date: September 2021
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Last reviewed on:	August 2024
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Next review due by:	August 2025
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Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

Purpose of assessment

The purpose of assessment is:

- To help teachers monitor students' progress
- To diagnose what has and has not been understood so as to assist in future planning
- To provide helpful feedback to students and parents so that achievements can be recognised so giving encouragement and building confidence.
- To ensure that needs can be identified and targets set for the next step in learning (involving support as and when necessary)
- To inform the overall assessment process of the school
- To motivate students

Assessment approaches

At Myanmar International School of Yangon/Mandalay we see assessment as an integral part of teaching and learning and it is inextricably linked to our curriculum. We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and externally standardised summative assessment.

In-school formative assessment

Effective in-school formative assessment enables:

- Teachers to identify how students are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- Students to measure their knowledge and understanding against learning objectives and identify areas in which they need to improve
- Parents to gain a broad picture of where their child's strengths and weaknesses lie and what they need to do to improve
- Formative assessment can take place at any point in the teaching and learning process and should be evident in many forms as a regular feature in lessons.
- Formative assessment for both primary and secondary will include:
 - Marking and feedback
 - Questioning
 - Peer and self assessment
 - Baseline testing
 - Homework
 - Plenary activities
 - Tests linked to specific programmes (eg. Oxford Reading Buddy)

In-school summative assessment

Effective in-school summative assessment enables:

- School leaders to monitor the performance of student cohorts, identify where interventions may be required and work with teachers to ensure students are supported to achieve sufficient progress and attainment
- Teachers to evaluate learning at the end of a unit or period and the impact of their own teaching
- Students to understand how well they have learned and understood a topic or course of

work taught over a period of time. It should be used to provide feedback on how they can improve

- Parents to stay informed about the achievement, progress and wider outcomes of their child across a period of time
- Summative assessment will normally take place at the end of a topic or unit of work and will be used to evaluate the learning that has taken place over a period of time.
- Summative tests should be recorded on a teacher tracker or mark book and used as a reference when reporting to parents and students at the end of each term and for whole school data collection points.

In Primary summative assessment includes:

- Phonic Screening
- Termly Reading test
- Termly Grammar, Punctuation and Spelling tests (GPS)
- Termly Maths tests (White Rose) and end of unit tests
- Cold Write - Hot Write learning journey: ongoing
- Oxford Reading Buddy online quizzes: ongoing
- WIDA tests twice a year for EAL students
- Science (topic or unit tests)

In secondary, summative assessment includes:

- End of unit tests
- End of year examinations
- Mock examinations (from Year 11-13)
- Coursework
- WIDA tests twice a year for EAL students

External standardised summative assessment

External standardised summative assessment enables:

- School leaders to monitor the performance of student cohorts, identify where interventions may be required and work with teachers to ensure students are supported to achieve sufficient progress and attainment in line with students elsewhere
- Teachers to understand wider expectations and assess their own performance in the broader context
- Students and parents to understand how students are performing in comparison to students elsewhere.

External standardised summative assessment is an important aspect of overall assessment and includes:

Primary:

- CEM online tests for English, Maths and developed ability for Years 1-6 at the end of the year

Secondary:

- CEM online tests for Year 7-10
- IGCSE examinations in Year 11 and AS and A levels in Years 12-13

Collecting and using data

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By: DH

Data is collected three times a year, towards the end of December, March and June. This will be requested from teachers in a timely manner, based on teacher assessment over a period of time (usually one term) and be consistent with formative and summative data collected by the teachers in subject or class trackers/mark books.

Data is stored on a sector tracker, which includes relevant information relating to student progress.

It is used:

- by senior leaders to provide an overall view of student progress and to oversee analysis of trends and the implementation of interventions as necessary.
- by classroom teachers to check the individual progress of students and classes of students against progress in other subjects and general progress in previous years. This will also serve as a reference point for reporting to parents

Reporting to parents

Assessment data will be reported to parents in the following ways:

Report cards

Digital written reports will be issued to parents twice a year via Managebac. Information will include:

- The student's attendance
- Comments by teachers on the progress of the student in individual subjects or classes.
- Assessment data using a common language as agreed by all teachers for consistency and ease of understanding by parents (ie. below, meeting, above)

Parent, teacher, student consultation days

These will be held two times a year and provide an opportunity for parents to discuss with teachers the progress of their child and look at formative and summative assessment data in more detail, eg. by looking at teacher marking and feedback in their child's exercise books.

Meetings arranged between parents and teachers as requested

Parents and teachers can arrange meetings at any time where assessment data can be shared, especially if there is cause for concern or where intervention is needed.

The issuing of external assessment results (eg. CEM tests, IGCSE examinations)

Arrangements will be made according to the external assessment with regard to the communication of results to parents and students.

Training

It is important that assessment is not only collected, but effectively used by teachers to ensure the ongoing progress of all students. Teachers receive regular professional development training to ensure that they are familiar with and are competent in using:

- Specific assessment programmes (eg. WIDA testing)
- External assessment tools (eg. CEM tests)
- Internal and external mark schemes through standardisation and moderation exercise.

Roles and responsibilities:

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Board of directors

The board of directors are responsible for:

- Being familiar with assessment systems and how the school's own system captures the attainment and progress of all students
- Holding school leaders to account for improving student and staff performance by rigorously analysing assessment data

Head of school

The head of school is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in all subjects and classes
- Ensuring that teachers can use assessment data effectively through professional development training
- Analysing student progress and attainment, including individual students and specific groups
- Prioritising key actions to address underachievement
- Reporting to the Board of Directors on all key aspects of student progress and attainment, including current standards and trends over previous years

Teachers

Teachers are responsible for following the assessment procedures outlined in this policy and ensuring that they are up to date with competencies around assessment.

Monitoring

This policy will be reviewed every two years by The head of school. At every review, the policy will be shared with the board of directors.

Links with other policies

Homework policy