



MISY | Mandalay

Myanmar International School Yangon (Mandalay Campus)

Myanmar International School of Yangon (Mandalay Campus)

Assessment Policy

Approved by: Nu Nu Aye (BOD)

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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, assessment is viewed as an integral part of teaching and learning, closely linked to the curriculum. We use three broad, overarching forms of assessment:

1. Day-to-Day In-School Formative Assessment

- Ongoing assessment that takes place during lessons to monitor learning and inform teaching.
- Examples include questioning, classroom discussions, self- and peer-assessment, feedback on classwork, and teacher observation.
- The purpose is to identify misconceptions, celebrate successes, and adapt teaching to meet students' needs.

2. In-School Summative Assessment

- Periodic assessments are carried out at key points in the term or unit of work.
- Examples include end-of-unit tests, project work, termly exams, and portfolio reviews.
- The purpose is to evaluate what students have learned over a longer period of time and to provide evidence of progress against curriculum objectives.

3. Externally Standardised Summative Assessment

- Assessments developed and marked outside the school to provide an objective benchmark.

- Examples include international standardised tests, external moderation of work, and public examinations.
- The purpose is to compare student performance against wider national or international standards, ensuring consistency and reliability of outcomes.

In Primary summative assessment includes:

- Phonic Screening
- Termly Reading test
- Termly Grammar, Punctuation and Spelling tests (SPaG)
- 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)
- Humanities (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

We use these External Standardised Summative Assessments:

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 is Years 12-13

Collecting and using data

Data is collected four times a year, mid October, end of term 1 (December), End of Term 2 (April) End of Term 3 (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/marked 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, and Student Consultation Days (PTCs)

PTCs will be held twice a year. They provide an opportunity for parents to discuss their child's progress in detail and review both formative and summative assessment data. This may include looking at teacher marking and feedback in their child's exercise books, as well as discussing strategies to support future learning.

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 in-line with the external assessment provider with regard to how results will be communicated 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:

Board of Directors

The board of directors are responsible for:

- Developing a clear understanding of assessment systems used by the school and how this measures and tracks the attainment and progress of all students.
- Holding school leaders accountable for improving both student and staff performance through rigorous analysis of assessment data.

Head of school Mandalay

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 set out in this policy and for ensuring they remain up to date with current assessment practices and competencies.

Monitoring

This policy will be reviewed every two years by the Head of schools. At every review, the policy will be shared with the board of directors.

Links with other policies

Homework policy

Curriculum policy