



Assessment Policy

Approval: Executive Board
Writer: Chris Nicholls
Next Review: September 2024

Level: Public
Review Frequency: 3-yearly
This Policy Approval Dated: September 2021

I. Introduction

- I.1. The main purposes of the assessment of students' attainment, progress and motivation at Wellington College Bangkok are:
 - I.1.1. To provide a rich source of evidence for Teachers, in order to assist them in making decisions about next steps in learning, for individual students as much as for whole classes
 - I.1.2. To provide information that assists Teachers in making interim judgments concerning the attainment, progress and motivation of students, which form part of the process of communication with both students themselves and their parents, including termly Reporting.
 - I.1.3. To allow effective tracking of individual students as well as groups and cohorts for the purpose of maintaining and developing the excellence of the school's educational provision
 - I.1.4. To provide evidence to contribute to the monitoring of teaching and learning across the School.
- I.2. Assessment can be
 - I.2.1. **summative** – ie provide evidence of how successfully students have learned a certain topic or area; or
 - I.2.2. **formative** – ie provide evidence to support decisions on what needs to be done next, for individual students as well as groups and cohorts.
 - I.2.3. **Self-assessment:** some research suggests that students make more progress when they are actively involved in their own learning and assessment; assessing their own work can help to develop understanding of learning objectives and success criteria.
 - I.2.4. **Peer Assessment:** good modelling of positive, constructive feedback showing how similar pieces of work were assessed can help students understand different types of feedback.
- I.3. Summative assessment is **not** used at WCIB as a tool for making public rank-order lists of students, nor is it used as the sole, or most important, tool to assist in making overall judgments concerning students' ability or performance over the year.
- I.4. Teachers at WCIB track and monitor the learning and development of each student on a daily basis; the information that this tracking generates is a much more reliable guide to current levels of knowledge, understanding and skills than anything summative testing can provide.



2. Aims and Objectives of Assessment

- 2.1. To identify strengths and needs in learning to be addressed.
- 2.2. To ensure continuity and progression throughout the school.
- 2.3. To monitor and track the progress of each student's learning and achievement.
- 2.4. To provide evidence for teachers, enabling them to set individual targets and to plan appropriate work for each child.
- 2.5. To provide regular feedback to parents and students to support learning.
- 2.6. To measure attainment
- 2.7. To benchmark on admission and at key points to assist target-setting and understanding of value being added.
- 2.8. To support academic mentoring procedures.

3. Roles and Responsibilities

- 3.1. All teaching staff implement the assessment policy and procedures effectively to ensure continuity and progression.
- 3.2. The Heads of School oversee the systems of assessment and have responsibility for monitoring the effectiveness of the use of assessment.
- 3.3. Teachers are responsible for organising assessments efficiently and ensuring that they generate useful data.

4. Moderation

- 4.1. Moderation ensures that consistent standards are applied for the assessment of students' work. It helps monitor performance, raise standards and clarify expectations.
- 4.2. Moderation procedures, using moderation materials and exemplars from the UK as well as from other Wellington Colleges (as appropriate), are followed regularly.

5. Reporting to Parents

- 5.1. Reports to parents may be written or verbal. Conversation about a student can happen informally at any time as well as at one-to-one appointments during Parents' Evenings or Consultations.
- 5.2. **Formal Parent-Teacher Meetings** happen three times a year and allow for two-way communication about a student's progress, development and motivation – at home as well as at school – and form one part of the strong relationship between home and school which is vital if children are to be ideally supported.
- 5.3. **Parent-Teacher Meetings** come in two different formats: Settling-in Meetings, which happen towards the beginning of the first term of the year; and Progress Meetings, which are usually 15-30 minutes long.
- 5.4. **Written reports** are issued at the end of every term. They serve as a record of the term's work and progress and contain information that the parents normally already know, through ongoing communication with Teachers.



- 5.4.1. Reports for Early Years classes do not contain grades until the end of Reception.
- 5.4.2. Those for Years 1 to 6 contain, for each subject area, defined A-D grades for Progress and Motivation, alongside indications of current attainment in the context of typical profile – ‘working above’, ‘working within’, ‘working towards’ or ‘working below’.
- 5.4.3. Reports in Senior School contain grades for Attainment (‘on track for’ IGCSE grades in brackets):
 - 5.4.3.1. Extending their own learning beyond the curriculum (9-8)
 - 5.4.3.2. Consistently achieving the goals of the curriculum (8-7)
 - 5.4.3.3. Succeeding in most areas of the curriculum (7-6)
 - 5.4.3.4. Maintaining satisfactory outcomes in most areas of the curriculum (6-5)
 - 5.4.3.5. Experiencing difficulty in some or many areas of the curriculum (5-1)
- 5.4.4. Reports in Senior School contain grades for Individual Development, which is pegged to the individual student’s MidYIS/YELLIS Most Likely Grade, such that a current Attainments grade of:
 - 5.4.4.1. +2* translates to A+
 - 5.4.4.2. +1 translates to A
 - 5.4.4.3. 0 translates to B
 - 5.4.4.4. -1 translates to C
 - 5.4.4.5. -2 translates to D

*+2 means that the Attainment Grade numerical value (ie ‘on track for’ IGCSE grade) is 2 grades higher than the MidYIS/YELLIS Most Likely Grade
- 5.4.5. Reports in the Senior School contain grades for Motivation:
 - 5.4.5.1. A+ an ambitious, proactive and independent attitude to learning
 - 5.4.5.2. A always ready to learn, both in class and independently
 - 5.4.5.3. B completes work to a satisfactory level, but not determined to achieve high standards
 - 5.4.5.4. C inconsistent effort; sometimes lacks focus and/or disengages
 - 5.4.5.5. D not motivated to engage or learn
- 5.4.6. All reports contain detailed Teacher comments on each area of the curriculum.