



## **ASSESSMENT POLICY**

### **VIS Mission**

**VIS aims to provide our students with a first-class, well-rounded education while being immersed in a beautiful and safe mountain environment. Critical thinking, creativity and open-mindedness to the cultures and beliefs of others inspire learning at our school. With a strong emphasis on sports and the arts, we believe in developing the personality of each student and helping them to become principled global citizens.**

**Assessment Policy**

**2021**

(Reviewed by all staff of VIS on 14 September 2021)

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## 1. Philosophy

At VIS, assessment informs planning and is an integral part of the curriculum. Our assessment emphasizes communication and flexibility. Communication aims to provide easy to understand data to students and parents. Flexibility aims to allow assessment to follow appropriate objectives at multiple age and skill levels.

At the VIS Primary and Secondary Schools (Key Stages 1 to 4), objectives are set concurrently with the English National Curriculum. Formative and Summative assessment is therefore planned, implemented and reviewed by all classroom teachers.

## 2. Assessment for Key stages 1-4 (Y1-Y11)

### 2.1. Primary School Reports (Key stages 1-2, Y1-Y6)

School reports are produced at the end of each term (three terms per year).

Reports measure level of work in reference to the ARE grading system :

- Exceeding: working above age-related expectations
- Securing: working at age-related expectations
- Approaching: working towards age-related expectations
- Emerging: working on an individual programme of study

Reports measure efforts according to the following scale :

- Excellent
- Very Good
- Good
- Satisfactory

Reports provide information regarding attendance and lateness in the number of half-days absent and the number of late mornings.

- Lateness: \_ morning(s)
- Absences: \_ half-days

Reports provide information regarding General Behaviour and Comments.

### 2.2. Secondary School Reports

End-of-term Reports are established at the end of each term (three terms per year).

Reports measure level of work in reference to the grading system :

- 6 Excellent Performance
- 5.5 Very Good Performance
- 5.0 Good Performance

- 4.5 Satisfactory Performance
- 4.0 Sufficient Performance
- 3.5 Approaching Expectations
- 3.0 Needs Improvement
- 2.0 Needs Improvement
- 1.0 Needs Improvement

The above grades and descriptors are based on the English National Curriculum Key Stage 3-4 (and Cambridge IGCSE) objectives, and students will be offered the possibility to sit Cambridge IGCSE exams at the end of Year 11.

Parents are invited to attend individual parent-teacher meetings at a minimum of once each term, and are organised in advance.

Reports measure efforts according to the following scale:

- A: Always
- U: Usually
- S: Sometimes
- N: Never
- N/A: Not applicable

Criteria:

- |  |                                  |
|--|----------------------------------|
| - Completes set work in class time         | - Follows instructions carefully |
| - Meets homework deadlines                 | - Works well in groups           |
| - Brings correct materials to class        | - Participates in discussions    |
| - Maintains organised notes and coursework | - Reflects on feedback           |
| - Respectful of class materials            | - Strives to improve             |
| - Listens actively                         | - Shows enthusiasm for learning  |

Reports provide information regarding attendance and lateness in the number of half-days absent and the number of late mornings.

- Lateness: morning(s)
- Absences: half-days

VIS Secondary School Reports also provide information regarding Behaviour Towards Learning, Effort Towards Learning and Comments.

### 2.3. Assessment Calendar for Secondary School

All assessment deadlines are defined by teachers according to the framework defined by the school and the academic programme's expectations.

Teachers meet before the edition of School reports to track students' progress.

## 2.4. Assessment Methods

Assessment relies on grade-related and non-grade-related exercises. Assessment is divided into 2 main types:

- Formative assessment includes a variety of written and oral tasks, including essays, creative group projects, in-class quizzes, graded homework and self-evaluated oral presentations.
- Summative assessment includes a set number of different standardised assessments in each subject. Subjects may choose between 4 and 8 different standardised assessments per term.

Formative assessment counts for 50% of the total assessment for the end of term report.

Summative assessment counts for 50% of the total assessment for the end of term report

## 2.5. Settling-in Reports

For new students, a settling-in report is shared with the parents after Week 2 of each term. This report provides subject-specific confirmation that the student is at the level expected of the year group, and that the student is capable of following the course syllabus without a special programme of study. A comment is also provided for each subject.

# 3. Homework

Homework for older students plays an important part in school life as it encourages the development of self-discipline and good working habits. Parents are encouraged to help and show interest in homework assignments but are also requested to show discretion. If the student has obvious difficulty, please let the teacher know.

## 3.1 Purpose of Homework

Homework is a valuable opportunity, which serves a variety of purposes by:

- Instilling a sense of self-discipline and responsibility when tasks are tackled on a regular basis and completed within guidelines and suitable timeframes.
- Developing independent learning skills, particularly in the older classes where the quantity and variety of homework given will require that the students, teachers and parents work together to develop time management skills.
- Engendering a sense of self achievement especially when self-reflection is accompanied by constructive feedback from parents and teachers.
- Involving parents as partners in the learning experience as listeners, guides, facilitators, and an audience. In addition, the nature of homework set will give parents valuable insight into classroom programmes.
- Supporting classroom teaching, enabling concepts and skills taught in class to be practiced and reinforced.
- Reinforcing the attitude in the students that learning is a lifelong process not restricted to schools and classrooms.

Parents should:

- Tell the children that their homework is important to them as parents and should be to the student too.
- Offer help, but make sure the student works independently as much as possible.

## 3.2 Guidelines to homework and time commitment

The following is a guide to the amount of time the students are expected to devote to their homework on a daily basis. Where necessary, students should plan ahead and organise their time to meet deadlines, which could result in the suggested time frames being adapted accordingly.

### 3.3 Reading and Homework in the Evening

Reading is encouraged at all levels of the school. Reading books will be provided by the school that match your child's attainment. Please see below for the individual class requirements.

#### Class A

At least 10 minutes of reading or sitting with a parent who is reading per evening is preferable. Phonics books are available at school for children to borrow if desired. Songs and activities are posted on Seesaw on a weekly basis to extend learning at home.

#### Class B

At least 15 minutes of reading per evening with Parents is required. A reading record book is to be completed by parents.

Homework: weekly spelling tests. Spellings will be given on Monday and tested on Friday.

#### Class C

At least 15 minutes of reading per evening with Parents is required, with an additional spelling, Maths or French as required (see Homework Folder)

#### Classes D - E

At least 45 minutes per day which will include a variety of tasks within different subject assignments.

#### Classes F - G:

At least 60 minutes per day which will include a variety of tasks within different subject assignments.

## 4. Exams and Assessment Reporting

### 4.1 Internal exams

End of term exams are taken in the second last week of term in the Autumn and Summer terms.

### 4.2 Mock exam week

Those taking IGCSE exams in Class G will take a mock IGCSE exam in February.

### 4.3 Publishing the criteria and reporting the results

The criteria used by the teachers to assess the various components of the supportive formative process tasks are reported in Google Classroom and communicated to students prior to assessment.

Each task (weekly exam or class activity) receives a result expressed in marks. This will serve as a guide to establish a level of achievement from 1 to 6 on the report card sent home (see Sections 2.1 and 2.2). This reflects how pupils have performed in formative evaluation.

Reports are produced at the end of each term.

### 4.4 IGCSE Predicted grades

The predicted grade is the teacher's prediction of the grade the candidate is expected to achieve in the subject, based on all the evidence of the candidate's work and the teacher's knowledge of grade assessors. This grade will be reported on a scale of 9-1, or A\*-G depending on the subject. Target grades are published in the Autumn and Spring Term reports.

## **5. CEM Assessments**

### **5.1 What are CEM Assessments?**

CEM refers to the Centre for Evaluation and Monitoring, which is part of the Cambridge University family. CEM is one of the largest and longest established providers of formative assessments for children of all ages, from early years to post 16. CEM assessments are adaptive, meaning that an algorithm will consider each answer, then choose the next question based on how well the child is doing. All questions are tailored to each individual child's performance.

### **5.2 Which tests are offered by VIS?**

At the start of each school year, or when a new student arrives at VIS, they will be given one of the following 50-minute tests to complete online:

- MidYIS (age 11-14, Years 7, 8 and 9)
  - Tests 4 areas: Vocabulary, Mathematics, Non-verbal and Skills
  - Predicts to GCSE and IGCSE
  - 50 minutes
  
- Yellis (age 14-16, Years 10 and 11)
  - Tests 3 areas: Vocabulary, Mathematics, Non-verbal
  - Predicts to GCSE and IGCSE
  - 50 minutes

### **5.3 Why does VIS provide CEM Assessments?**

VIS believes in gaining immediate insight into our new students' abilities and potential from the start of their studies with us, and at the start of each school year. The results help VIS Secondary Teachers turn data into understanding of a child's needs, and provide evidence to support good decision-making in the content and delivery of our lessons.

## **6. Sanctions**

Sanctions will be imposed upon students acting in an academically dishonest manner. Examples of which include collusion in homeworks, unfair practices during exams or tests, and submission of assignments that are not the student's own work i.e. plagiarism.

## 7. Attachments

### 7.1 Primary School Report Card Template



# School Report

Autumn Term Report – December 2021

Name: \_\_\_\_\_  
Class: \_\_\_\_\_ Year: \_\_\_\_\_  
House: \_\_\_\_\_

Number of absences this term:  
Number of lates this term:

#### Age-Related Expectations:

Exceeding (Ex)	Securing (S)	Approaching (A)	Emerging (Em)
Working above average level of class group	Working at expected level of class group	Working towards average level of class group	Working on an individual program of study

#### Effort Descriptions:

Excellent	Very Good	Good	Needs Improving
<ul style="list-style-type: none"><li>-Takes an enthusiastic, active part in the lessons.</li><li>-Always tries their best and produces work to their highest standard.</li><li>-Has made outstanding progress.</li></ul>	<ul style="list-style-type: none"><li>-Has contributed good answers and ideas in lessons.</li><li>-They have made very good progress.</li></ul>	<ul style="list-style-type: none"><li>-Has completed what was asked of them and made good progress.</li><li>-Has a positive attitude towards their learning.</li></ul>	<ul style="list-style-type: none"><li>-Has not tried to the level that they are capable of.</li><li>-Has needed prompting from the teacher to complete work.</li><li>-Has been a distraction to other learners.</li></ul>

Headteacher's Comment:



Subject	Age-Related Expectations	Effort	Comment
English Writing			
Reading			
Mathematics			
French Niveau			
Science			
Computing			
Topic			
Art & Design Technology			
Music			
Physical Education			
P.S.H.E.			
Behaviour			

General Comments:

7.2 Secondary Report Card Templates (KS3 / KS4)



# Verbier International School

Student Report  
Autumn Term 2021

Name Year \_\_ Class \_\_ House: \_\_\_\_\_

Grading scale 6 - 1		Approaches To Learning Descriptors (ATL)	
Grades	Descriptor	ATL	Descriptor
6	<i>Excellent Performance</i>	A	<i>Always</i>
5.5	<i>Very Good Performance</i>	U	<i>Usually</i>
5.0	<i>Good Performance</i>	S	<i>Sometimes</i>
4.5	<i>Satisfactory Performance</i>	N	<i>Never</i>
4.0	<i>Sufficient Performance</i>	N/A	<i>Not Applicable</i>
3.5	<i>Approaching Expectations</i>	Tardiness: ___ mornings Absences: ___ half-days	
3.0	<i>Needs Improvement</i>		
2.0	<i>Needs Improvement</i>		
1.0	<i>Needs Improvement</i>		

General Comments:

**Headmaster's Signature:**

**Parent's Signature:**

**English** Teacher: A. Sokolowski

**Academic achievement**

**Effort towards learning**

**Behaviour towards learning**

Approaches To Learning (ATL)	Descriptor	Approaches To Learning (ATL)	Descriptor
Completes set work in class time		Follows instructions carefully	
Meets homework deadlines		Works well in groups	
Brings correct materials to class		Participates in discussions	
Maintains organized notes and coursework		Reflects on feedback	
Respectful of class materials		Strives to improve	
Listens actively		Shows enthusiasm for learning	

**Français** Teacher:

**Academic achievement**

**Effort towards learning**

**Behaviour towards learning**

Approaches To Learning (ATL)	Descriptor	Approaches To Learning (ATL)	Descriptor

Completes set work in class time		Follows instructions carefully	
Meets homework deadlines		Works well in groups	
Brings correct materials to class		Participates in discussions	
Maintains organized notes and coursework		Reflects on feedback	
Respectful of class materials		Strives to improve	
Listens actively		Shows enthusiasm for learning	

## Mathematics Teacher: G. Esteves

Academic achievement

Effort towards learning

Behaviour towards learning

Approaches To Learning (ATL)	Descriptor	Approaches To Learning (ATL)	Descriptor
Completes set work in class time		Follows instructions carefully	
Meets homework deadlines		Works well in groups	
Brings correct materials to class		Participates in discussions	
Maintains organized notes and coursework		Reflects on feedback	
Respectful of class materials		Strives to improve	
Listens actively		Shows enthusiasm for learning	

# History

Teacher: A. Sokolowski

Academic achievement

Effort towards learning

Behaviour towards learning

Approaches To Learning (ATL)	Descriptor	Approaches To Learning (ATL)	Descriptor
Completes set work in class time		Follows instructions carefully	
Meets homework deadlines		Works well in groups	
Brings correct materials to class		Participates in discussions	
Maintains organized notes and coursework		Reflects on feedback	
Respectful of class materials		Strives to improve	
Listens actively		Shows enthusiasm for learning	

# Geography

Teacher: G. Esteves

Academic achievement

Effort towards learning

Behaviour towards learning

Approaches To Learning (ATL)	Descriptor	Approaches To Learning (ATL)	Descriptor
Completes set work in class time		Follows instructions carefully	
Meets homework deadlines		Works well in groups	
Brings correct materials to class		Participates in discussions	
Maintains organized notes and coursework		Reflects on feedback	
Respectful of class materials		Strives to improve	

Listens actively		Shows enthusiasm for learning	

## Science Teacher: B. Seeley

Academic achievement

Effort towards learning

Behaviour towards learning

Approaches To Learning (ATL)	Descriptor	Approaches To Learning (ATL)	Descriptor
Completes set work in class time		Follows instructions carefully	
Meets homework deadlines		Works well in groups	
Brings correct materials to class		Participates in discussions	
Maintains organized notes and coursework		Reflects on feedback	
Respectful of class materials		Strives to improve	
Listens actively		Shows enthusiasm for learning	

## Religious Studies Teacher: E. Tweedie

Academic achievement

Effort towards learning

Behaviour towards learning

Approaches To Learning (ATL)	Descriptor	Approaches To Learning (ATL)	Descriptor
Completes set work in class time		Follows instructions carefully	

Meets homework deadlines		Works well in groups	
Brings correct materials to class		Participates in discussions	
Maintains organized notes and coursework		Reflects on feedback	
Respectful of class materials		Strives to improve	
Listens actively		Shows enthusiasm for learning	

**Art** Teacher: K. Thompson

**Academic achievement**

**Effort towards learning**

**Behaviour towards learning**

Approaches To Learning (ATL)	Descriptor	Approaches To Learning (ATL)	Descriptor
Completes set work in class time		Follows instructions carefully	
Meets homework deadlines		Works well in groups	
Brings correct materials to class		Participates in discussions	
Maintains organized notes and coursework		Reflects on feedback	
Respectful of class materials		Strives to improve	
Listens actively		Shows enthusiasm for learning	

**Spanish/German** Teacher:

Academic achievement

Effort towards learning

Behaviour towards learning

Approaches To Learning (ATL)	Descriptor	Approaches To Learning (ATL)	Descriptor
Completes set work in class time		Follows instructions carefully	
Meets homework deadlines		Works well in groups	
Brings correct materials to class		Participates in discussions	
Maintains organized notes and coursework		Reflects on feedback	
Respectful of class materials		Strives to improve	
Listens actively		Shows enthusiasm for learning	

## Physical Education Teacher: T. Descoedres / A. Badoux

Academic achievement

Effort towards learning

Behaviour towards learning

Approaches To Learning (ATL)	Descriptor	Approaches To Learning (ATL)	Descriptor
Completes set work in class time		Follows instructions carefully	
Meets homework deadlines		Works well in groups	
Brings correct materials to class		Participates in discussions	
Maintains organized notes and coursework		Reflects on feedback	
Respectful of class materials		Strives to improve	
Listens actively		Shows enthusiasm for learning	



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**Personal, Social, Health and Economic Education** Teacher:

**Academic achievement**

**Effort towards learning**

**Behaviour towards learning**

Approaches To Learning (ATL)	Descriptor	Approaches To Learning (ATL)	Descriptor
Completes set work in class time		Follows instructions carefully	
Meets homework deadlines		Works well in groups	
Brings correct materials to class		Participates in discussions	
Maintains organized notes and coursework		Reflects on feedback	
Respectful of class materials		Strives to improve	
Listens actively		Shows enthusiasm for learning	

VIS  
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 September 2021

Reviewed:

