ASSESSMENT POLICY

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1. Assement policy at Magno International School: Mission and Vision

1. 1. Mission:

For all students to experience and participate in a stimulating, rich and challenging curriculum providing the opportunities to achieve their unique potential.

1.2 Vision:

Our vision is to empower students with the knowledge and skills that will support them, as **life-long learners, ready to participate in and contribute to the globalized world.**

1.3 Values

Our learning and teaching are guided by values which we encourage both inside and outside the classroom. We aim for the full development of a person's character, with due respect for the pluralistic principles of coexistence, basic rights and freedom.

- **FREEDOM:**
Learning should foster individual freedom tempered by responsibility.

- **ASPIRATION:**
We encourage our students to strive to improve and reach their maximum potential, fulfilling the expectations we have of them and gaining the best results.

- **RESPECT:**
We promote respect, diversity and tolerance in the interests of social cohesion and positive interactions with others within an international environment.

- **WORK ETHIC:**
Our students develop the ability to work collaboratively, learning from others in an environment where effort, perseverance, and organization are recognised as key learning behaviors needed to improve and succeed.

- **CREATIVITY:**

Learning opportunities provide students with a forum to express themselves and demonstrate individual skill and talent.

- **AWARENESS OF COMMUNITY:**
We encourage our students to develop an awareness of their community, and an **openness to the world and the age in which we live**. We guide them to become active members who contribute to the betterment of society as a whole.

2. Purpose of the assessments Policy for Secondary

The aim of assessment at MAGNO is to provide a supportive and positive mechanism for students to improve their learning and understanding of who they are as a learner, teachers to improve their teaching, and parents to understand and assist in their child's progress. The purpose of this policy is to ensure consistency in the approach to assessment and reporting across all subject areas and grade levels.

Assessment is an integral part of teaching and learning and, in committing to this policy, MAGNO will ensure that:

- Students are engaged in their learning by means of assessment tasks which offer meaningful challenges relating to the real world. The tasks will be varied in their demands and the forms they take. They will be designed so students can show their learning at the highest levels.

- The tasks are set to track the progress students have made and to show areas where development is required. Tasks will be achievable but demanding.

- Teachers familiarize students with unit and lesson learning goals, and also make them aware of the methods by which their learning will be assessed, both formatively and summatively.

- Parents are provided with an assessment outline to promote a genuine partnership between school and home.

- Clear criteria for assessment are clearly included in the Subject Assessment policy and made explicit before any assessment task

- Students are provided with specific oral and / or written feedback on their progress when necessary, but at least once a term. There will be opportunities for students to act on the

feedback they receive to improve their work and to demonstrate their learning.

3. Principles of assesment

A combination of the following principles of assessment contribute to the assessment framework at MAGNO:

- **Assessment OF Learning** should – Determine what students know and establish the progress made by students at the given level in the curriculum. Identify and place students on a progress continuum in the curriculum with the relevant level or grade indicators. Inform the reporting process.

- **Assessment AS Learning should** - Enable students to reflect on their learning and set goals for themselves. Provide opportunities for students to engage in self and peer assessments.

- For this purpose there we will use the following approaches:

  - **Summative Assessment** – Assessment designed to determine a student's level of achievement, generally at the end of a course of study.
  - **Formative Assessment** – Assessment designed to identify a student's learning needs. Formative assessments become part of the learning process itself.

3.1 Assessment:Granding system abd retaking Gradind Early Childhood education.

Assessment in Early Childhood Education is characterized by its continuous, holistic, formative nature, aimed at fostering the integral development of children, encompassing cognitive, emotional, social, and physical aspects. Direct and systematic observation will be the primary method for the assessment process. Throughout this stage, personalized attention should be prioritized, respecting individual developmental paces and viewing learning as part of a continuous process in which each child progresses at their own rhythm.

3.2 Assessment Principles:

1. **Global and Continuous Approach:** The evaluation is based on daily and systematic observation of each child's progress, covering all areas of development. The focus is on long-term progress rather than isolated results, offering a comprehensive view of the child's growth and learning.

2. **Formative and Guiding Function:** The assessment takes a formative approach, aimed at guiding both the educational process and the child's learning. The goal is to identify strengths and areas for improvement to tailor educational interventions to each student's individual needs.

3. **Competency-Based Evaluation:** The assessment focuses on the development of key competencies, understood as a set of knowledge, skills, attitudes, and values essential for the child's personal and social development.

3.3 Quarterly Reports for Families

Each term, families will receive a ***competency-based, qualitative, and descriptive report*** *reflecting* their child's assessment results. This report will not include numerical grades but will provide a detailed evaluation of the child's progress in various key competencies, offering a holistic and personalized view of their development.

The report will assess progress in the following **key competencies**:

- o **Linguistic Communication Competency:** This section will describe the child's development in understanding and expressing themselves orally, as well as their early steps in literacy, according to their developmental stage.

- o **Multilingual Competency:** This refers to the child's ability to understand and use simple words in multiple languages and develop a positive attitude towards linguistic diversity. Basic oral comprehension and expression, participation in multilingual activities, and respect for other languages and cultures will be evaluated.

- o **Mathematical Competency and Basic Competencies in Science and Technology:** The development of logical reasoning, problem-solving abilities, and curiosity about the natural world will be assessed.

- o **Digital Competency:** This section will observe how the child interacts with basic digital tools, always respecting their age and maturity level.

- o **Personal, Social, and Learning to Learn Competency:** This part will describe how the child

interacts with others, their participation in group life, and their ability to respect rules and coexist harmoniously. It will also assess their ability to plan activities, their curiosity for learning, and their independence in completing tasks.

- o **Citizenship Competency:** The child's participation in group activities, adherence to rules, and display of empathy and cooperation with peers will be observed, as well as their understanding and practice of values like respect, responsibility, and fairness in daily classroom situations.

- o **Entrepreneurial Competency:** Creativity, decision-making skills, and initiative in carrying out activities will be evaluated.

- o **Cultural Awareness and Expressions Competency:** The child's development in artistic expression, creativity in play, and participation in age-appropriate cultural activities will be assessed.

These reports allow families to deeply understand their child's learning process, identifying both the achievements and areas requiring more attention. This approach fosters effective communication between the school and families, promoting coordinated support for the child's overall development.

3.3.Primary

Student assessment will be _**global, continuous, and formative**_, considering the level of development in key competencies and their progress across all learning processes.

If a _**student's progress**_ is not adequate, educational reinforcement measures will be implemented as soon as difficulties are identified, to ensure the acquisition of essential learning to continue the educational process.

**Educational authorities** will provide guidance for schools to develop reinforcement or enrichment plans to enhance students' competency levels where needed.
**Teachers** will evaluate both students' learning and their teaching processes, as well as their own teaching practices.
**The teaching staff**, coordinated by the group's tutor, will collectively assess the student's progress in a single evaluation session at the end of the school year. The use of varied, diverse, accessible, and adapted assessment tools will be promoted, enabling an objective evaluation of all students.

Quarterly Reports for Families

Families will receive a report with evaluation results expressed as follows: "**Insufficient" (IN) for negative grades, and "Sufficient" (SU), "Good" (BI), "Notable" (NT), and "Outstanding" (SB) for**

positive   **ones.**
The report will assess progress in the following key competencies:

- o *__Linguistic Communication Competency__*: This reflects the child's development in understanding and expressing themselves orally, as well as their early steps in reading and writing, according to their developmental stage.

- o *__Multilingual Competency__*: It refers to the child's ability to understand and use simple words in multiple languages and develop a positive attitude towards linguistic diversity. Basic oral comprehension and expression, participation in multilingual activities, and respect for other languages and cultures are assessed.

- o *__Mathematical Competency and Basic Competencies in Science and Technology__*: The child's progress in logical reasoning, simple problem-solving, and curiosity and interest in the natural world will be evaluated.

- o *__Digital Competency__*: This will observe how the child interacts with basic digital tools, while always respecting their age and maturity level.

- o *__Personal, Social, and Learning to Learn Competency__*: This reflects how the child relates to others, participates in group activities, and their ability to respect rules and coexist harmoniously. The ability to plan tasks, curiosity for learning, and independence in completing tasks will also be evaluated.

- o *__Citizenship Competency__*: This competency helps students engage in responsible citizenship and participate fully in social and civic life, based on understanding social, economic, legal, and political concepts, as well as global events and commitment to sustainability and achieving global citizenship.

- o *__Entrepreneurial Competency__*: Creativity, decision-making abilities, and initiative in carrying out activities will be assessed.

- o *__Cultural Awareness and Expressions Competency__*: This evaluates the child's development in artistic expression, creativity in play, and participation in age-appropriate cultural activities.

Student *__promotion__* will give particular consideration to the tutor's information and judgment.

Exceptionally, after applying adequate and personalized ordinary measures to address a student's learning difficulties, the teaching staff may recommend the student remain in the same grade for another year if they believe it to be the most appropriate measure for supporting their development.

Additionally, an end-of-stage report will be issued detailing the progress and development of each student's key competencies.

3.4 Secondary and sixth form

GRADE STANDARD PROGRESSION

The rules and criteria governing grade promotion and retention in Compulsory Secondary Education (ESO) and Sixth Form at our school are established, ensuring the right to education for all students, as well as their overall development.

1. Promotion in ESO

- _General criterion:_ A student will be promoted to the next grade if they have passed all subjects or have a maximum of two failed subjects.

- **Exceptions:**
  - _Three or more failed subjects:_ In this case, the Teaching Staff will decide by simple majority whether the student should retake the grade. The decision will take into account:
    - Achievement of the objectives outlined in the curriculum.
    - The student's acquisition of key competencies.
    - The support and reinforcement measures applied during the school year.
    - In case of a tie, the tutor's vote will be decisive.
  - _Exceptional retake of 4th ESO:_ In exceptional, well-justified cases, a student may retake 4th ESO even if they have already exhausted the two permitted retakes during Compulsory Education, provided the teaching team considers this the most suitable measure to ensure academic progress.

2. Resit Plan

- _Students with failed subjects_: Students who have not passed a subject must follow a specific resit plan throughout the school year.

- **_Evaluation of the plan:_** The passing of failed subjects will be assessed through evaluations adapted to the reset plan, without necessarily involving traditional exams.

3. Grade Retake: An Exceptional Measure

Grade retake will be considered an exceptional measure, adopted only after all available support and reinforcement measures have been exhausted. The decision of the Teaching Staff must be duly documented in the student's academic record.

4. Limitations on Retakes

- **_One grade:_** A student may only retake the same grade once.

- **_Compulsory Education_**: Throughout Compulsory Education (Primary and ESO), a student may repeat a maximum of two grades.

5. Graduation from ESO

- **_Graduation criteria_**: To obtain the ESO diploma, the student must demonstrate, to the teaching staff's satisfaction, the acquisition of key competencies and the achievement of the objectives set for the stage.

- **_Collegial decision_**: The decision to grant the diploma will be made collegially by the student's teaching staff, by simple majority. In case of a tie, the tutor's vote will be decisive.

- **_Final grade_**: The ESO diploma will not have a final grade.

- **_Official certification_**: All students will receive an official certification reflecting the number of years completed and the level of key competency acquisition.

6. Sixth Form

- **_Promotion from 1st to 2nd year of Sixth Form_**: Promotion will be allowed with a maximum of two failed subjects.

- **_Extraordinary exams_**: Extraordinary exams will be scheduled for 1st year Sixth Form students on the dates indicated in the academic calendar.

All retake scenarios will include a meeting between the families, students and KS

coordinators.

4. Appendix

Assessment criteria in each department/subject must be clear, so the students know how to succeed and what to study for each test.

Teachers will give students written or verbal feedback helping them to improve in the specific topic and subject as formative assessment. This is applicable to all tests/exams/projects undertaken by students.

- Heads of Department are responsible for an assessment plan for the year / term
- KS C should have access to the assessment plan alongside with the Head of Secondary
- Teachers in the Dept should publish the details for the assessment + resources + criteria + other details

Pupil progress meetings

These will take place to help assess the students. ONCE per term, the Psychological Department will organise the meeting in discussion with TEACHING STAFF &. TUTOR, who must attend well prepared with the necessary information from other teachers.

Within their **ASSESSMENT POLICY** each department must publish an explanation about the number of tests students are expected to complete and the percentage of the final grade linked to tests,

homework, or projects.

Internal Assessment criteria:

- % of the grade from tests
- % of the grade from homework, projects, work in class
- % coursework, if applicable
- Visible to pupils and parents
- Number of Tests / Projects, if applicable per term
- End of term test, if applicable

5. Reportimg to parents & Students

The student will receive 3 term grades (from the topics evaluated each term) and a final grade, which might be from a summative exam (end of year test) or from the average of grades obtained across the year.

- Grades need to be reported to parents & students using Alexia
- Introduce mid term grades and end of term grades (minimum)

Students' progress meetings take place three times in the school year, therefore a minimum of one midterm grade is needed so parents have the relevant information about their child's progress. (Formative and summative together, or when one or the other is necessary).

6. Missing and exam

If a student has missed an exam, teachers must set an alternative time. This might be during a subsequent class, or during a PSHE session. A justification must always be given when this occurs.

7.End of year test

Only Maths and Science set an end of year exam from Year 7 onwards (summative assessment). This should be published in Google Classroom so the students know at least one month in advance the type of assessment, what percentage it represents of their final grade, and the material they need to review.