



St George's College

Founded 1898

ASSESSMENT POLICY & PROCEDURES

Reviewed and approved Jan 2023

Next review Jan 2024

ST GEORGE'S VISION, MISSION AND VALUES

VISION STATEMENT

St George's College is a private, non-profit, bilingual, co-educational, learning institution with a long tradition in providing a well-rounded and demanding education. It delivers an international curriculum of high standards, which seeks to develop strong ethical values and character integrity, in order to allow its students to become useful and successful citizens.

MISSION STATEMENT

Our mission is to provide students, between the ages of 3 and 18, with a bilingual education that integrates the Argentine and international curricula. We strive for the continual improvement in the quality of the teaching and learning, management and school resources in order that the students may develop their potential to the full. Our environment nurtures individual development, independent thinking, sportsmanship and an extensive and close interaction with the community.

STATEMENT OF VALUES

Since its foundation in 1898, St George's College has been based on values adopted by its Christian founders, drawn from the best ones stemming from British tradition. These values are centred upon the following:

- Uphold honesty, integrity and truth.
- Demonstrate fortitude in terms of energy, initiative, courage and responsibility.
- Exercise good manners and respect towards people, rules, institutions, and the environment.
- Commitment and loyalty to the College, its people and society at large.
- Actively develop the concept of duty, caring and leadership through example.
- Apply perseverance and fair play in behaviour, work and play.

The College strives to uphold these values through its Governors, Staff, Parents and Students, adding to the best traditions established by its Founders.

1. COMMITMENT TO ASSESSMENT

The purpose of this policy is to clearly establish the principles and practices which will guide the teaching and learning process in order to achieve the student's profile that the educational community (students - teachers – parents) is committed to develop. The aim of this profile is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. These are the profile attributes:

- Caring
- Inquirers
- Risk-takers
- Thinkers
- Communicators
- Well-balanced
- Principled
- Knowledgeable
- Reflective
- Open-minded

St George's recognises that assessment should:

- Provide realistic information that allows students, parents and teachers to identify the knowledge and abilities acquired during the different stages of their learning.
- Promote learning through frequent and regular information on the results, allowing students to reflect on their strengths and areas for improvement.
- Encourage students' self-assessment, peers' assessment and recognition of the criteria by which their achievements are measured in order to reflect on how they learn.

This policy should be read in conjunction with the following policies and procedures:

- The school's constitution and by-laws
- SEND & Inclusion

2. AIMS

COMPLIANCE

- To ensure the school is compliant with all national laws and guidelines
- To ensure best practice from around the world

ONE SCHOOL

- To establish principles across both sites and highlight procedural differences.
- To ensure where possible that resources, contracted services and support materials are implemented efficiently across both sites and wherever possible replicated.

FRAMEWORK

- To provide the school's leadership a framework within which to work.
- To communicate clearly with the community what our policies and procedures are.

POLICY SPECIFIC

To ensure that

- Assessment throughout the school is reliable, valid and reflects the performance of the students.
- To ensure that assessment is used to enable progress in a supportive and constructive manner.

3. PRINCIPLES OF ASSESSMENT

- Assessment is essential for all planning, teaching and learning processes.
- The assessment system and assessment practices are made clear to students and parents.
- There is a balance between formative and summative assessment.
- Opportunities for peer and self assessments are planned for.
- Opportunities for students to reflect on their own learning are planned for.
- Students' current knowledge and experience are assessed before embarking on new learning.
- Students are provided with feedback as a basis for future learning.
- Reporting to parents is meaningful
- Assessment data is analysed to provide information about the teaching and learning, and the needs of individual students.
- Assessment is used to evaluate the effectiveness of the curriculum.
- Assessment reporting and analysis is done in a timely manner to assist the learning process.

3. KINDERGARTEN

St George's Kindergarten offers a curriculum integrated by the Early Years Program, combined with the Curricular Design of the Buenos Aires Province. Since all programmes promote the education of the whole person, emphasising intellectual, personal, emotional and social growth, we establish a set of principles and practises common to both programmes in order to guarantee a meaningful and coherent sequence between the three sections of the school.

- Provide information in order to better interpret the teaching work and provide feedback.
- Tell the families about the improvements and aspects to be improved regarding the learning processes of each student.
- Initiate children in self-evaluation, peer evaluation and reflection on their strengths and aspects to improve.

Main issues in Evaluation process

Assessment is integral to planning, teaching and learning. The assessment system and assessment practices are made clear to students and parents. There is a balance between formative and summative assessment. Opportunities for peer and self-assessment are planned for. Opportunities for students to reflect on their own learning are planned for. Students' current knowledge and experience are assessed before embarking on new learning. Students are provided with feedback as a basis for future learning. Reporting to parents is meaningful. Assessment data is analysed to provide information about the teaching and learning, and the needs of individual students. Assessment is used to evaluate the effectiveness of the curriculum. Assessment reporting and analysis is done in a timely manner to assist the learning process.

Initial Level Evaluation

The evaluation has the purpose of improving the teaching and learning process. The evaluation process makes it possible to appreciate the acquired knowledge, value skills and attitudes, know what the student knows, understand what he does not yet know and the possible causes why. The purposes of learning and comprehensive assessment strategies are known and shared with the educational community. -It is related to the essential

elements of the Early Years Program of the IB (concepts, knowledge, skills, attitudes, action) and the curriculum of Buenos Aires province. The pedagogical documentation (children's folders of productions, e portfolio, record of words and actions, drawings, narrative record) is a tool for the teachers, since on that material, a reflection process starts about of the educational practises and the progress of the students as well as the difficulties they still have to overcome. The portfolio and the production folder are also tools for the students, since when children look at them carefully with their teachers, children can reflect on their own learning processes: achievements, aspects that should be improved, what they still need to learn.

Communication with parents

At different times during the year, parents will see their child's learning progress in a virtual platform. Teachers will share in their portfolio comments, pictures and videos that reflect their processes focusing on what and how they learn. They will take into account three axes: communication ability, global knowledge and other abilities and attitudes they need for the learning process.

As part of the learning process monitoring, each student will share different stages:

- Individual meetings
- Group meetings
- Open classes
- Students' folders
- News informing what was tackled in each research unit
- Self-evaluation

Actions to be taken with disabled students or students with learning difficulties

Teachers will inform during meetings with the Kinder EOE (School Orientation Team) the difficulties or needs of students to define actions to be taken. For those who need it, individual pedagogic proposals will be formulated. We will promote group work with Education, Special education, Psychology, Family and External Professionals. There is no need for a disability certificate to integrate a student to the school in the special modality. The individual pedagogic proposal is designed for students who need it, respecting the teaching plans for the group. It takes an elaboration process based on criteria and agreements between the people responsible for its construction. Students with an inclusion

proposal will be assessed upon their individual project. Monitoring and periodic and systematic assessment are vital. We do it through documents and pedagogical records that provide information regarding learning situations and individual learning processes of each student. The use of the above mentioned information allows the teaching staff to deepen contents and improve learning experiences. Classroom teachers are responsible for implementing the differentiation strategies to attend to the individual needs of their students. EOE will intervene when necessary. There will be at least three reports per year to communicate with families about the development of the individual pedagogic proposal. The only requirement to enter the Primary Level is age. We do not take into account previous knowledge or attendance percentages at 12 Primary Level. This does not diminish the importance of Kindergarten as a unique opportunity for initial school strengthening and to promote continuity for the next level.

4 PRIMARY SCHOOL

It is a comprehensive part in planning, teaching and learning. The learning purposes and comprehensive evaluation strategies are known and shared with the educational community. They address the essential elements of the International Baccalaureate Programme for primary school: concepts, knowledge, skills, attitudes, action.

The evaluation criterion established is agreed on in a collaborative way according to the approved evaluation principles. The criterion expresses the knowledge and skills that should be acquired throughout the different stages of the learning process.

Scale of values of the allocated criterion

A During this trimester, has achieved and exceeded expected levels of attainment based on this criterion.

B During this trimester, has achieved the expected levels of attainment based on this criterion.

C During this trimester, has shown evidence of moving towards achieving expected levels of attainment based on this criterion.

D During this trimester, has shown little evidence of achieving or moving towards expected levels of attainment based on this criterion.

E During this trimester, has shown no evidence of achieving or moving towards the expected levels of attainment based on this criterion.

Promotion, Certification and Grading in learning.

Primary School Academic Regime. Implementation 2017. Resolutions 1057/14 and 197/16).

The grading reports will be based on the academic achievements according to the progress indicators of the area and the global performance of the student. The global performance is the students' involvement in the active construction of their learning along the trimester and/or school year.

The final report is a deliberation at the end of the school year according to each student's progress. It is not an average mark; it will not only take into account the evaluations of each period, but also the annual global performance of the student. This way, the evaluation integrates the different aspects and skills of the learning process.

There is no promotion notification at the end of 1st grade as it forms part of the same Teaching Unit along with 2nd grade. 2nd to 6th grade: 3 grading reports (1 per trimester) plus the final report.

Official marking.

FIRST STAGE (Conceptual marking).

FAILED D
Basic learning not reached.

REGULAR R
Some basic learning yet not reached.

GOOD B
PASSED.

VERY GOOD MB
PASSED

OUTSTANDING S
PASSED.

The concept marking B, MB, S are passing marks.

SECOND STAGE (Numerical marking)

- 1,2,3 Basic learning not reached.
- 4,5,6 Some basic learning yet not reached.
- 7 PASSED.
- 8,9 PASSED.
- 10 PASSED.

If at the end of the trimester the students were not able to learn what was expected by the established progress indicators according to the planning of their year, an Anticipation and Teaching Promoting plan will be elaborated along the school year to accompany the progress in the area/s.

Promotion

At the end of the school year, the student with a marking grade which corresponds to **Passing** in all the areas will be promoted.

From 2nd to 5th year:

- The students who did not pass 1 or more areas at the end of the school year will attend the Extended Teaching Period in December and/or February.
- Those not meeting the progress indicators in 2 or more areas before the start of the next school year will not be promoted to the following year upwards.
- If he/she does not meet the progress indicators in 1 of the areas after the Extended Teaching Period, he/she will be promoted to the next school year with the Accompany Promotion System.

If by the end of the current school year the student still has not made sufficient progress in his/her knowledge of such an area, his/her permanency in the current grade will be evaluated.

6 th Grade:

- The student who did not pass 1 or more areas by the end of the school year will attend the Extended Teaching Period in December and/or February.

- At the end of this period, those who did not pass 1 or more areas must remain in 6th Grade. They will not be suitable for the Accompany Promotion System as it is the end of a stage.

Communication to the parents.

The school year is divided into three trimesters and a final report. The parents receive three reports which address the student's progress in relation to his/her learning.

When ending the first and second school trimester the three way conferences are held where the student is the one presenting before the parents his/her achievements, strengths and areas to focus on.

The School Orientation Team (EOE) and the teachers schedule follow up meetings with the parents and external professionals of the students with special needs.

Actions with students with special needs.

Always keep in mind that the teacher is the first responsible in the learning of their students and the one who identifies possible cases of students with learning barriers.

- Present the difficulty during the EOE meetings in order to establish the steps to follow.
- Contact the family in due time to accompany the process undertaken at school.
- Refer to the health staff to evaluate possible neurophysiological and therapeutically attention when considered necessary.
- Assess the level of curricular competence expected according to the year level that the student is at.
- Think of a combination of organised and coordinated interventions in an articulated, collaborative and focused work with the pedagogical co-responsibility of all the actors in the Educative System.
- Prepare and apply educational plans according to the learning possibilities and characteristics of the students.

- Monitor the undertaken actions to tackle the needs of the students making sure that the commitments are accomplished and the efficiency is evaluated to then make all necessary modifications.

Educational adjustments as an answer before pedagogical needs taking place at SGQ.

There are two kinds of adjustments:

Access to the curriculum (physical, communicational and timetable adjustments).

Curricular (which refer to the constitutive elements of the curricula: objectives, methods, lessons, sequences, evaluations).

- Inclusion of students with disabilities in the three sections of the school according to the resolution.
- It is necessary to detect and tackle the needs in an early stage.
- The orientation team will intervene when necessary.
- A certificate of disability is not necessary for integration at a modality school.
- The student with a proposal for inclusion will have an individual pedagogical Project (PPI), where objectives and learning proposals for him/her to develop throughout his/her educational path will be stated.
- The pedagogical project must clearly indicate to which grade the stated achievement expectations correspond to. This will be communicated to the parents and external professionals, if there were any involved.
- The teacher in charge is responsible (in all the levels) for deciding upon the required differentiation strategies to cater for the individual needs of his/her students.

5. EVALUATION, SECONDARY

The Academic Year is divided into three trimesters. After the end of each of the trimesters, students receive a report with their grades and comments in each of the subjects. First, Second and Third Trimester grades will be the result of the assessment criteria used by each department for each subject based on the average marks obtained during the trimester in Achievement, Exams and Attitude. The average will be represented by a whole number which is rounded up when the decimal number is 0.50 or higher and down if the decimal number is lower than 0.50 ($6.50 / 6.66 = 7$ / $6.33 = 6$). Trimester grades will be numerical from 1 (one) to 10 (ten). The third trimester includes a final summative assessment (end of year exam for ES1 to ES3 and ES5 and a mock exam for ES4 and ES6) which includes all the contents and abilities from each subject. The Final Annual Grade will represent the average mark of the three trimesters resulting in a whole number or with decimals.

To pass the subject the student should have obtained an average grade equal to, or more than a 7, and the average mark of the third trimester should be a 4 or more. Otherwise the student will have to go through the Orientation Period and Regular Exam. In the case of those students who do "NOT" achieve 21 points, by adding the three trimester marks together, and/or they "DO NOT" obtain 4 or more points in the third trimester, the first "stage" will be the result of the November Final Exam. If it is higher than a 7 (seven) and provided they have all their work and projects passed, though their general average grade is below 7, the subject will be considered passed. If the student does not achieve the necessary grade to pass the subject, he/she can attend an Orientation Period and then a committee (examination table) will assess the student with a "Written" exam according to the annual programme first in December and then in February if he/she fails the first time. The passing mark for Regular Exams, Previas and Equivalencias will be a 4 (four) or more and this will be the final mark that will go in the report.

To pass the year, the student has to pass all subjects, or must not fail more than 2 (two). Students who are failing 3 subjects after the December and February exams, can choose from one of these 3 subjects, and do a new exam during the first two weeks of classes. Students who fail 3 or more subjects after these opportunities will need to redo the academic year. If an ES4 or ES6 student fails the year in a subject and needs to sit for it in February, but passes this subject in IGCSE or IB, they will be awarded an automatic passing grade following the conversion scale.

Grade Conversion Tables - Formative and Summative Assessment

Departments should use these tables to convert exam and test scores to Argentine National Diploma grades. Departmental guidelines for assignments during trimester 1 and 2 must be published to the students and be visible in the classroom. Students should know and understand in advance the assessment criteria and the grade conversion tables for each assessment task they complete.

International Grade to National Grade conversion

Must be used for Mock Exams in ES4 and ES6 and any other time where IGCSE or IB exam questions are used. Also used when teachers are marked based on criteria. Teachers should convert the students' raw scores to an IB or IGCSE grade using the grade boundaries published by CIE or the IBO. The IGCSE or IB grade should then be converted into an Argentine National grade. Percentages should not be used so that students, teachers and parents are not confused.

NOTA NACIONAL	TRIMESTRE EXAMS	DECEMBER AND FEBRUARY EXAMS
10	90-100	
9	80-90	
8	70-79	
7	60-69	
6	50-59	
5	40-49	80-90
4	30-39	50-79
3	20-29	45-49
2	10-19	20-44
1	0-9	

The following attitude criteria are generic across all departments in the school. Individual departments can publish subject specific attitude criteria for their students if they wish.

Subject specific criteria must be displayed in each relevant classroom next to the conversion tables for topic tests and assignments.

	Aspect 1	Aspect 2	Aspect 3	Aspect 4	Aspect 5
	Prepared to learn	Completion of work	Follows instructions	Respect	motivation
2	The student is always punctual to class and is prepared to learn. (This includes having all the necessary equipment).	Completes all tasks, on time and to the best of their ability.	Follows instructions accurately, adapting to new circumstances and seeks assistance when required.	Shows respect to the teacher and peers.	Shows enthusiasm and involvement in the lesson. Is self motivated and/or shows initiative.
1	The student is usually punctual to class and is generally prepared to learn. (This includes having all the necessary equipment).	Completes most tasks on time and to the best of their ability.	Follows instructions but requires assistance.	Usually shows respect to the teacher and peers with occasional lapses.	Occasionally shows enthusiasm and involvement in the lesson. Sometimes lacks motivation.
0	The student is often late to class and not prepared to learn.	Work is often late or incomplete OR the student is not working to the best of their ability.	Rarely follows instructions OR requires constant supervision.	Rarely shows respect to the teacher and peers.	Lacks perseverance and motivation.

Communication with parents

The School year is divided into three trimesters and a final report. Parents receive three reports regarding the students' learning progress. After the First and Second Trimesters, parent-teacher meetings take place and the students take the initiative to present their achievements, strengths and areas to focus on to their parents. The EOE (School Orientation Team) and teachers agree on follow-up meetings about students with special needs. They follow a schedule that was agreed on by parents and external professionals.

Actions to be taken with students with special academic needs

It is vital to note that the teacher is the first responsible person for their students' learning process and he/she is the one who will identify the possible cases of students with learning difficulties. This is why the first step is to present this difficulty to the EOE to define actions to be taken. Also, it is important to work with the student's family. This is why we talk to the families to accompany the process started by the School. After this process starts, the student should be referred to health staff for a neuropsychological evaluation and therapeutic attention if necessary. With the correct external support, we carry out the level of competency assessment according to the student's year group. Also, the teachers and EOE come up together with a group of organised and coordinated interventions in an articulated and collaborative work centred on the pedagogical joint responsibility of all the actors in the educational system. On the other hand, it is very important to formulate and apply educational plans that answer the possibilities and learning characteristics of students. EOE monitors the actions taken for the attention of students so agreements are fulfilled and efficiency is valued by making necessary modifications.

Educational adjustments as an answer to pedagogical needs in SGQ.

There are two types of adjustments: Access to the curriculum (physical adjustments, communication adjustments and time adjustments) Curricular (it refers to the constitutive elements of the curriculum: goals, method, teaching, sequence, assessment). On the other hand, the school carries out disabled student inclusion in all three levels. In the Special Needs Policy you can find the implemented process detailed.

POLICY REVIEW

This policy is to be reviewed by SLT and presented to the Board of Governors for final consideration and approval.

Approved by the Board of Governors, signed:

Dr Francisco Follett, Chairman

James Belmonte Diver, Headmaster

Date: