

ASSESSMENT AND REPORTING POLICY

School Mission Statement:

Committed to the highest standards of pedagogy and education to keep the flames of learning ignited for life, Knowledgeum Academy ensures that all students achieve their highest potential to join the global community of learners and contribute proactively towards creating a better world through intercultural understanding and respect.

Assessment Objective:

Assessment is the methodical process of compiling and evaluating observational data on knowledge, skills, and attitudes to enhance learning outcomes and curriculum objectives. The objectives include gaining a thorough understanding of what learners know, understand, and can do with their knowledge. The process helps acquire pertinent information on students' performance to identify their interests and scope for improvement. It helps determine how well learners are progressing in their academic lives.

Importance of Assessment:

Innovative and engaging assessment techniques at the academy encourage active learning. Assessments can foster several skills, such as communication, reflection, critical thinking, and self-awareness. It provides students insight into relevant academic aspects. Below mentioned are some key benefits of assessments:

- Enables learners to evaluate their progress
- Feedback based on assessments directs the learner to achieve desired learning goals
- The learners can understand their strengths and weaknesses and work on further improvement
- Leads the learner to curriculum qualification
- Teachers can identify the special educational needs of learners and support them accordingly
- Teachers could modify the teaching style and strategies to suit the learner's requirements
- Keeps parents updated on the learning outcome of their child
- Allows the learner to prepare for different internal and external assessment components of the final assessment

Principles of Assessment:

The assessment process at the Academy aligns with the requirements of the programme. In addition to written assignments, the academy uses a wide range of assessment techniques and strategies such as oral presentations, fieldwork, portfolios, lab write-ups, tests, examinations, research papers, practical activities, peer assessments, self-assessments etc. The process is guided by the following assessment principles:

- Uses a wide range of tools to assess a learner's progress
- Provides clear feedback after each assessment to inform learners of their progress and help them improve their learning
- Uniquely designed assessments to identify and reflect various learning styles
- Formative and summative in nature to assess knowledge, concepts, skills, and attitudes to real-world problems
- Records progress continuously to understand the learning curve of each learner
- Provides opportunities for learners to participate in and reflect on the assessment of their work
- Communicates the assessment philosophy, policy, and procedures to the school community

Assessment Pattern:

The assessment pattern is classified broadly into two categories; formative and summative. The assessment pattern aims to assess the required skills, learning graph, and assessment objective of the programme:

Formative Assessment:

Formative assessment is the umbrella term for a wide range of techniques that teachers employ to assess student understanding, learning needs, and academic achievement as a lesson, unit, or course is being taught. These assessments provide teachers with information on how learning is progressing, enabling them to provide timely and specific feedback to students, scaffold the next step, and differentiate instruction in response to student needs. The results also help students monitor their progress, modify their learning approach, reflect on their learning, and set individual goals. Some common formative assessments include debates, presentations, seminars, group discussions, dramatics, extempores, recitations, report writing, letter writing, essay writing, summarising, quizzes, written tests, role-plays, worksheets, assignments, homework, field trips, etc. Furthermore, some formative assessments are assessed by the teacher, some by peers, and some are self-assessed.

Summative Assessment:

Summative assessments measure student learning, skill development, and academic accomplishment at the completion of a defined educational period, generally a project, unit, course, semester, programme, or school year. In these assessments, learners demonstrate what they have learned by applying their knowledge in new and authentic contexts, allowing teachers to analyse the quality and quantity of student learning based on established criteria. The outcomes of summative assessments are commonly depicted by scores or grades, which are then taken into account when compiling a student's permanent academic record. Summative assessments, in a nutshell, are written examinations conducted at regular intervals from the syllabus covered in each term or module. These assessments focus on the preparedness of learners for the final external assessment.

Mid-year and Year-End Exams:

Typically, a part of summative assessments, mid-year and year-end exams, assess the cumulative syllabus covered during the entire period.

Assessment Structure at the Academy:

All teachers and students must closely follow the assessment structure outlined below, however, teachers can add additional assessments as needed to meet subject requirements.

IGCSE Class 9/ AS Level

Month	Type of assessment	Weight age	Objective
July	Formative 1	20%	Skills assessment
August	Summative 1	80%	Subject-specific learning objectives stated in the syllabus
September	Formative 2	20%	Skills assessment
October	Summative 2	80%	Subject-specific learning objectives stated in the syllabus (summative 1 to summative 2)
Nov/Dec	Mid-Year Exam	100%	Subject-specific learning objectives stated in the syllabus (cumulative till the period)
January	AS – Pre-board exam		
Feb - March	AS – Board Exams		
February	Formative 3	20%	Skills assessment
March	Summative 3	80%	To assess the aims and objectives stated in the syllabus (after mid-year exam to summative 3)
April/May	Year End Exam	100%	Subject-specific learning objectives stated in the syllabus (cumulative till the period)

IGCSE Class 10/ A Level

Month	Type of assessment	Weight age	Objective
July	Formative 1	20%	Skills assessment
August	Summative 1	80%	Subject-specific learning objectives stated in the syllabus
September	Formative 2	20%	Skills assessment
October	Summative 2	80%	Subject-specific learning objectives stated in the syllabus (summative 1 to summative 2)

December	Mid-Year Exam	100%	Subject-specific learning objectives stated in the syllabus (cumulative of second year syllabus)
January	IGCSE and A level – Pre boards		
Feb - March	IGCSE, A level Board Exams		
April- May	IGCSE Board Exams		

Grading System:

IGCSE

Scale of Grades: In the IGCSE examination, the examinees are assessed on an 8-point grading scale; A*, A, B, C, D, E, F, and G. Candidates who perform outstandingly well in a subject get a **starred A (A*)**. Grade **G** is for the minimum satisfactory performance.

Above 90%	-	A*
80 – 90%	-	A
70 – 80%	-	B
60 – 70%	-	C
50 – 60 %	-	D
40 – 50%	-	E
30 – 40%	-	F
20 – 30%	-	G
Below 20%	-	U

Cambridge A Level

Scale of Grades: In the Cambridge A Level Examination, the examinees are assessed on a 6-point grading scale; A*, A, B, C, D, and E. Candidates who perform outstandingly well in a subject get a **starred A (A*)**. Grade **E** is for the minimum satisfactory performance.

Above 90%	-	A*
80 – 90%	-	A
70 – 80%	-	B
60 – 70%	-	C
50 – 60 %	-	D
40 – 50%	-	E

Grade descriptors:

A* - An excellent ability to identify detailed facts, conventions, and techniques in relation to the content of the syllabus

A - A sound ability to make reasoned judgments and communicate them accurately and logically

B - An ability to apply knowledge and understanding, using

terms, concepts, theories, and methods appropriate to address problems and issues

C - A thorough ability to identify detailed facts in the contents and make reasoned judgments in a logical manner

D - Good ability to apply knowledge and understanding, using terms, concepts and theories

E - Some ability to identify facts, concepts, and ideas of the syllabus

U - A rudimentary ability to apply knowledge, analyse data, and make an opinion

Feedback to Students:

Feedbacks form an integral part of assessments, be it formative or summative. At Knowledgeum, we sincerely believe that feedbacks enable learners to refine their approach and attain better learning outcomes. Below mentioned is a detailed description of every aspect associated with feedback culture at Knowledgeum:

- Students are provided with formative assessment rubrics that include the assessment task's expectations and subject-specific requirements
- The teacher provides accurate feedback to students on their current level of learning outcomes and scope for improvement
- The best assessment outcome is discussed in the class to illustrate an exemplary level of learning ability
- Each summative assessment is discussed in the class with marking criteria for students to analyse their understanding and interpretations
- The teacher provides one-to-one feedback to each student and pays more attention to learners with special education needs

Reporting to Parents:

Learners' progress will be reported to parents on a regular basis through school ERP. The information will include the grade achieved, teacher comments on performance, and progress report. Reporting schedule is attached below.

Year 1	Assessments	Year 2	Assessments
August	Formative 1 and Summative 1	August	Formative 1 and Summative 1
October	Formative 2 and Summative 2	October	Formative 2 and Summative 2
December	Mid-year exam	December	Mid-year exam
March	Formative 3 and Summative 3	March	Mock 1
May	Year-end Exam	April	Mock 2

Parent, teacher, and student meetings will take place twice a year to report the student's progress to parents and discuss areas of concern, if there are any.

Responsibilities

Student Responsibility:

- Following all internal assessment deadlines promptly and sticking to the assessment deadlines posted in the ERP
- Taking each assessment with utmost sincerity and receiving personalised feedback from the subject teacher
- Understanding that each formative and summative assessment reflects their progress and analyses the data outcome for further improvement
- Having a clear idea about each assessment objective, weighting, and overall assessment pattern
- Abiding by the academic honesty policy in all assessments

Teacher Responsibility:

- Designing a variety of formative assessments with clear assessment rubrics to meet the curriculum assessment goals
- Giving feedback to students after each assessment and the reason for awarding a grade
- Analysing assessment data and strategising teaching and learning accordingly
- Collaborating with other teachers to understand the overall performance of each student
- Collaborating with the examination department in maintaining and generating report cards with remarks
- Designing common tests and comparing these assessment data with other teachers to review and understand a student's learning curve
- Showing an awareness of the diversity of learning styles by using a variety of assessment and teaching strategies
- Participating in result analysis after each assessment to understand the varied learning difficulties of a heterogeneous group of learners
- Providing concrete feedback to parents in PTM on students' progress, cooperation, and punctuality in meeting assessment deadlines

Responsibilities of Exam Department:

- Preparing assessment schedule in consultation with the programme coordinator and communicating the same promptly to students, parents, and teachers
- Generating and publishing report cards in school ERP after each assessment
- Maintaining student records with cumulative assessment data and preparing assessment statistics for analysis
- A comprehensive support system to conduct all assessments and provide all essential stationeries

Parent Responsibility:

- Understanding and adhering to the academy's assessment policy
- Attending all PTMs to get individualised feedback from all subject teachers
- Guiding and motivating the learner to achieve the assessment objectives
- Ensuring academic honesty policy is followed in-home assignments and other projects pursued outside the academy

Policies Linked in:**Academic Honesty Policy:**

The Academic Honesty Policy of the Knowledgeum Academy must be read and understood completely to know the importance of academic honesty in assessments. Any academic misconduct, penalties, and disciplinary actions will be applied as stated in the document.

SEN (Special Education Need) Policy:

SEN policy details the special provisions made available for differently-able children/learners during an assessment.

Absence from an Assessment:

No leave of absence gets considered during an assessment. In the absence of a medical justification backed by a medical certificate or any other equivalent document, there shall be no reassessment. In such a scenario, no grade is to be awarded for the missed assessment component/subject.

Communicating the Policy:

- The policy is available to all its stakeholders and the wider community on the school website
- The academy handbook includes all the policies that parents must be aware of
- Academy handbook copies will be in the library and staff room for students and teachers

Policy Revisions:

Assessment Policy as the working document will be reviewed every academic year and revised if necessary.