



## European School Bergen

### 2016.10.01.PED Whole School Assessment Guidelines

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## Part 1 – Assessment, Planning, Recording and Reporting: General Information

### 1.1 Introduction

A recommendation from the 2012 Whole School Inspection was the creation of Whole School Assessment Guidelines, and it has been a source of much reflection over the past few years. With so many changes taking place in the system it has been a challenge to produce a document which covers the areas which need to be considered without simply cutting and pasting information from the **General Rules**. It is necessary to refer on a regular basis to the latest published version of the General Rules in the articles referred to below for the most recent information. This document will need to be updated on a regular basis, and in particular in 2017 with the adoption of a new marking scheme in the secondary cycle.

Since assessment is closely connected with the planning of teaching and learning, assessment strategies must be incorporated into all aspects of lesson planning to ensure that the learning outcomes reflect the strategies which have been put into place to achieve them, and this will involve an understanding of the nature of assessment, differentiation and the harmonization which will achieve greater consistency across the school so that the pupils are treated in a fair and constructive manner.

It is a requirement for all teaching staff to follow the rules of the European Schools, the assessment policy document (see 1.3 and 1.4) and these guidelines.

## 1.2 Assessment in the General Rules.

**Article 3** – the responsibility of the school management.

**Chapter IX, Articles 55 - 62** –grades, repeating the year, promotion

The General Rules are not very specific about the nature of the assessment and it is dealt with more in terms of promotion or non-promotion and makes no specific reference to whether the assessment should be formative or summative.

## 1.3 “Assessment Policy in the European Schools” (2011-01-D-61-en-3):

**The general aim according to the document:**

- “Assessment provides pupils with appropriate feedback in order to help them to develop both academically and personally in line with educational expectations.
- Assessment processes, practices and results are important for the pupils, teachers, parents, schools and the European Schools system.”

**More specific aims:**

- to inform about individual pupils’ strengths and weaknesses
- to inform about pupils’ development and ability to meet the objectives set
- to engage pupils to improve the quality of their achievements
- to engage pupils in their own learning process and to enable them to improve their learning strategies
- to motivate and guide pupils towards further learning
- to improve the quality of teaching by modification of teaching strategies in relation to achieved results
- to provide a record of each pupil’s achievements; especially for making decision about promotion to the next class
- to provide a record of each pupil’s achievements for parents
- to provide a record of each pupil’s achievements at the European Baccalaureate
- to evaluate the quality of education and assessment at the school level and within the European Schools system

The document goes on to provide some useful descriptions regarding the nature of assessment, and this is rather more challenging for teachers than to observe the General Rules alone in which assessment is not broken down into different types. As the descriptions below show a teacher could carry out his/her assessment solely by using summative assessment methods, and for many teachers it is a major shift in focus to adapt to other methods.

## 1.4 Annex 1 of the document, “Assessment Policy in the European Schools” (2011-01-D-61-en-3):

<b>Formative assessment</b>	<ul style="list-style-type: none"> <li>● Formative assessment draws on information gathered in the assessment process <i>to identify learning needs and adjust teaching and learning.</i></li> <li>● The pupil’s <i>self-assessment is a fundamental part</i> of formative assessment. Formative assessment is linked to pre-determined learning objectives and systematically built in to the curriculum.</li> <li>● It requires defining of clear assessment criteria. Formative assessment provides the pupil with information during the process of learning when he/she can still improve the performance.</li> <li>● It provides the pupil with systematic reflection of his/her knowledge, skills, attitudes and learning strategies and helps him/her to achieve determined objectives.</li> <li>● Formative assessment motivates the pupil and significantly contributes to the development of his/her personality</li> </ul>
<b>Diagnostic assessment</b>	<ul style="list-style-type: none"> <li>● <i>Diagnostic assessment</i> provides teachers with information about <i>pupils’ knowledge, skills and attitudes in certain periods of process of their learning</i>; often at the beginning of a new level of education, at the beginning of the school year (entry assessment), during the school year, when a new child comes into the class (ongoing assessment) etc.</li> <li>● It proceeds with use of special methods with the aim to draw conclusions and take measures. It helps teachers to set appropriate learning strategies for each pupil and to modify the course and/or teaching approaches.</li> <li>● Diagnostic assessment can be a basis for providing the pupil with appropriate support (LS, SEN, SWALS).</li> </ul>
<b>Initial assessment</b>	<ul style="list-style-type: none"> <li>● <i>Initial assessment</i> identifies the strengths and weaknesses of a pupil’s knowledge or skills at the beginning of the learning process.</li> </ul>

	<ul style="list-style-type: none"> <li>It is carried out to ensure that pupils are on the right programme and properly supported while on it. It provides a baseline for further assessment and evaluation of the pupil's progress.</li> </ul>
<b>Summative assessment</b>	<ul style="list-style-type: none"> <li>Summative assessment refers to summary assessments of pupil's performance.</li> <li>It is conducted <i>at the end of some period of learning</i>, e.g. after acquirement of some part/issue of the curriculum or in the certain period of the school year when there is a need to get an overall overview/information about the pupil's performance.</li> <li>Summative assessment can be used for promotion, certification or admission to higher level of education.</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>Evaluation is a process of reflecting upon all the data the teacher/the school has collected.</li> <li>Teachers and school management refer to data on school and pupils performance <i>to identify areas where they are performing well and where they may need to improve</i>.</li> <li>The school evaluates its work towards its educational conditions and uses the data for future work, setting priorities, developing planning and implementation etc</li> </ul>
<b>Validity</b>	<ul style="list-style-type: none"> <li>The tool must measure what is intended to be measured in order to draw appropriate conclusions. For example when an instrument for assessment is used to assess active listening, this instrument should really assess the skill 'active listening'.</li> <li>The more an instrument reaches its purpose the more validity it has.</li> </ul>
<b>Reliability</b>	<ul style="list-style-type: none"> <li>Is the extent to which identical results would be achieved every time a pupil is assessed under the same conditions.</li> <li>Even if validity can be considered as the most important requirement of assessment, assessment can never be valid when it is not at the same time reliable.</li> <li>Reliability means that the results of assessment can be trusted.</li> <li>Reliability is important because decisions that have to be taken following assessment must be based on data that does not depend on different coincidences.</li> </ul>
<b>Transparency</b>	<ul style="list-style-type: none"> <li>Transparency means that the pupils have all the necessary information at their disposal to fulfil the assessment tasks.</li> <li>Learning objectives, assessment criteria, time of assessment and learning outcomes are clearly outlined.</li> </ul>
<b>Competences</b>	<ul style="list-style-type: none"> <li>Competences are defined as a combination of knowledge, skills and attitudes appropriate to the context. (Key Competences for Lifelong Learning - European Reference Framework)</li> </ul>

### 1.5 Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning [Official Journal L 394 of 30.12.2006].

Key competences for lifelong learning are a combination of knowledge, skills and attitudes appropriate to the context. They are particularly necessary for personal fulfilment and development, social inclusion, active citizenship and employment.

Key competences are essential in a knowledge society and guarantee more flexibility in the labour force, allowing it to adapt more quickly to constant changes in an increasingly interconnected world. They are also a major factor in innovation, productivity and competitiveness, and they contribute to the motivation and satisfaction of workers and the quality of work.

Key competences should be acquired by:

- young people at the end of their compulsory education and training, equipping them for adult life, particularly for working life, whilst forming a basis for further learning;
- adults throughout their lives, through a process of developing and updating skills

The acquisition of key competences fits in with the principles of equality and access for all. This reference framework also applies in particular to disadvantaged groups whose educational potential requires support. Examples of such groups include people with low basic skills, early school leavers, the long-term unemployed, people with disabilities, migrants, etc.

This framework defines eight key competences and describes the essential knowledge, skills and attitudes related to each of these.

These key competences are all interdependent, and the emphasis in each case is on critical thinking, creativity, initiative, problem solving, risk assessment, decision taking and constructive management of feelings.

## The Eight Key Competences for Lifelong Learning.

1	<b>Communication in the mother tongue</b>	the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts
2	<b>Communication in foreign languages</b>	in addition to the main skill dimensions of communication in the mother tongue, mediation and intercultural understanding. The level of proficiency depends on several factors and the capacity for listening, speaking, reading and writing
3	<b>Mathematical competence and basic competences in science and technology</b>	Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations, with the emphasis being placed on process, activity and knowledge. Basic competences in science and technology refer to the mastery, use and application of knowledge and methodologies that explain the natural world. These involve an understanding of the changes caused by human activity and the responsibility of each individual as a citizen
4	<b>Digital competence</b>	involves the confident and critical use of information society technology (IST) and thus basic skills in information and communication technology (ICT)
5	<b>Learning to learn</b>	is related to learning, the ability to pursue and organise one's own learning, either individually or in groups, in accordance with one's own needs, and awareness of methods and opportunities
6	<b>Social and civic competences.</b>	Social competence refers to personal, interpersonal and intercultural competence and all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life. It is linked to personal and social well-being. An understanding of codes of conduct and customs in the different environments in which individuals operate is essential. Civic competence, and particularly knowledge of social and political concepts and structures (democracy, justice, equality, citizenship and civil rights), equips individuals to engage in active and democratic participation
7	<b>Sense of initiative and entrepreneurship</b>	is the ability to turn ideas into action. It involves creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. The individual is aware of the context of his/her work and is able to seize opportunities that arise. It is the foundation for acquiring more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance
8	<b>Cultural awareness and expression</b>	the importance of the creative expression of ideas, experiences and emotions in a range of media (music, performing arts, literature and the visual arts).

### A European reference framework for European Union (EU) countries and the Commission

These key competences provide a reference framework to support national and European efforts to achieve the objectives they define. This framework is mainly intended for policy makers, education and training providers, employers and learners.

It is a reference tool for EU countries and their education and training policies. EU countries should try to ensure:

- that initial education and training offer all young people the means to develop the key competences to a level that equips them for adult and working life, thus also providing a basis for future learning;
- that appropriate provision is made for young people who are disadvantaged in their training so that they can fulfil their educational potential;
- that adults can develop and update key competences throughout their lives, particularly priority target groups such as persons who need to update their competences;
- that appropriate infrastructure is in place for continuing education and training of adults, that there are measures to ensure access to education and training and the labour market and that there is support for learners depending on their specific needs and competences;
- the coherence of adult education and training provision through close links between the policies concerned.

It forms the basis for action at Community level, particularly within the **Education and Training 2010** work programme and, more generally, within the Community education and training programmes. In this respect, the Commission should make a special effort to:

- help EU countries to develop their education and training systems, apply the reference framework so as to facilitate peer learning and the exchange of good practices and follow up developments and report on progress through the progress reports on the Education and Training 2010 work programme;
- use the reference framework for the implementation of the Community education and training programmes whilst ensuring that these programmes promote the acquisition of key competences;
- use the reference framework to implement related Community policies (employment, youth, cultural and social policies) and to strengthen links with social partners and other organisations active in those fields;
- assess, by December 2010, the impact of the reference framework within the context of the Education and Training 2010 work programme as well as the experience gained and the implications for the future.

#### **1.6 Planning, Recording and Reporting in the European Schools.**

- This is dealt with in Article 26 of the General Rules in which the planning and records, as well as the connection to the relevant syllabus, is explained. This is very brief and it is necessary for the school to develop its own guidelines. They are provided later in the document.
- Articles 55 and 60 deal with the reporting procedures in the school, and specific guidelines are provided later in the document.

## Part 2 – Assessment, Planning and Reporting in the Nursery and Primary Cycles

### 2.1 Introduction

Planning, assessment and reporting are recurring themes of training and discussion since 2013.

With the introduction of the new school reports, assessment has been a topic of INSET training in nursery and primary in 2014.

During section meetings and (class) teacher meetings, opportunities for pedagogical/didactical/organizational improvement are discussed and follow-up is guaranteed.

### 2.2 Types of assessment

Assessment in Nursery and Primary Cycle include a wide range of tools for formative as well as summative assessment.

Teachers use a variety of methods to obtain information on the process of learning:

<b>Observations</b>	Observations of pupils are used throughout the Nursery and Primary Cycle, to obtain information on the child's development as a learner, as a person and in relation to others. Nursery teachers systematically keep a record of pupil's observations.
<b>Portfolio</b>	In Nursery Cycle there is a shared strong emphasis on reflection by pupils using Portfolio. The portfolio is a showcase, an illustration of learning, as well as an evaluation of learning objectives and outcomes. Nursery pupils present their work to class and parents at the end of each school year. In Primary the Portfolio includes samples of work and reflection. The presentation of the portfolio differs from A3 envelope folder to electronic version (individual folders on laptops)
<b>Tests</b>	In Primary teachers make use of tests to evaluate specific objectives and learning outcomes (including method bound tests, standardized test and self-made tests by teachers). In the Dutch section teachers also use the national CITO tests to follow up on the learning process of pupils along their school career. All CITO results are kept in an electronic file
<b>Peer review and self-assessment</b>	With a growing importance of collaborative learning, learn-to-learn activities and reflection on own development, peer review and self-assessment will become more important as assessment tools in the Primary Cycle

### 2.3 Planning and lesson records

- Nursery teachers use a common planning document in all sections.
- Primary teachers use a common template for annual and period planning, with reference to the syllabus
- Period planning should include reference to assessment.

### 2.4 Communication and reporting of the results

#### Meetings (Parents/teacher/pupil)

- Oral meetings for Nursery take place in November and May, with additional meetings throughout the year whenever necessary.
- Primary has a fixed report meeting beginning of November, with additional meetings throughout the year whenever necessary. (Request done by teacher or parent(s))
- Pupils attend on the request of the teacher.

#### Reports - Mid-term/End-term

Primary pupils receive a school report In February and in June.

The report reflects a child's results for cross-curricular learning areas, as well as the achievement of subject objectives, by scale marks combined with written comments of the teacher(s).

#### Comments

*Teachers are informed about the descriptors and the criteria related to the evaluation on the school report.*

The comments of teachers give more information on the child's strengths and areas for development,

should add value to the scales, and:

- reflect the level assigned.
- take into account the child's effort.
- reflect on achievements related to the programme covered in class.
- are positive, constructive, truthful and fair (the message as well as the tone).

## 2.5 Guidelines for Homework

### Primary Cycle

The aim of homework is:

- Develop the skills and attitudes pupils will need for successful lifelong learning.
- Support the development of independent learning skills
- Provide parents with an opportunity to take part in their children's education.

Homework can take many different forms. Some homework should take the form of research, reading, drawing, collecting specimens, pictures and general background from papers and magazines.

The abilities of children and their rate of learning should be taken into consideration

1. As a general rule, no homework will be given during official holiday time. Teachers should always use their professionalism to determine the homework which is appropriate for their pupils, taking into account the long school days.
2. Homework is consolidation and reinforcement of work undertaken in school
3. Homework should not be given as a formal assessment since the child may have been helped by his parents and since the educational support available in one family may differ from that in another.
4. Homework should always be checked and corrected in class.
5. Homework should not be given as a punishment and it should always have a clear pedagogical objective which needs to be communicated to pupils.
6. Homework for 1st and 2nd year children should not exceed 15 minutes for reading practice and writing.
7. Since the 3rd year is a transition between the lower and upper classes of the primary school, children can be expected to do simple reference work, as well as make a start on their multiplication tables. The regular reading practice can be continued and pupils are expected to work at home approximately for 30 minutes per day.
8. The 4th and 5th years are a gradual preparation for the secondary school and as a consequence, homework should become more regular and more academic. Unfinished work can be completed, spellings prepared, tables learned, reference work, craft work, reading, e.t.c. and pupils are expected to work at home approximately for 45 minutes per day.
9. There needs to be a co-ordinated approach to homework on the part of the Mother Tongue teachers and the Second Language teachers so that homework should not exceed the amount of minutes foreseen irrespective of how quickly the child works.

### Recommended time for homework (Time for LII homework not included)

Years 1 and 2	maximum 15 minutes per day	Reading, spelling, other literacy work and number work
Years 3	maximum 30 minutes per day	Literacy and Numeracy as for years 1 and 2, with occasional assignments in other subjects
Year 4 and 5	maximum 45 minutes per day	Regular weekly schedule with continued emphasis on literacy and Numeracy, but also ranging widely over the curriculum

## Part 3 – Assessment, Planning, Recording and Reporting in the Secondary Cycle

### 3.1 Introduction

- Assessment, differentiation and forward planning have been the topics of the Pedagogical days over the last three years.
- Forward planning- 9.05.2014, Guidelines on forward planning were introduced on the Secondary meeting 2.08.2014
- Assessment has been discussed on Pedagogical days 9.05.2014, 4.11.2014 and 2.11.2015 (short survey about the terminology of assessment)
- Working Group of Assessment was created in May 2015.
- Differentiation has been a topic on the Pedagogical days 4.11.2014, 2.11.2015

### 3.2 Types of assessment

#### 3.2.1 General

The rules about assessment are defined in the General Rules of the European Schools Document 2014-03-D-14-en-4. The teacher should use different assessment strategies as defined in the table below.

Assessment	<i>Diagnostic</i>	<i>Formative</i>	<i>Summative</i>
<b>Purpose</b> (Why?)	To have an exact overview of the situation: -What do the students already know? -Which competences have they already acquired? To assess common misunderstandings in knowledge and mistakes often made in practice.  The use of the diagnostic results is valid only in order to adapt the teaching to suit the students' needs. This is the first step in differentiation.	The formative assessment provides information about individual student's progress in achieving given objectives. "Errors" can be seen as a source of progress, "learning by their mistakes".  Using the information to find solutions.	To sum up the student's individual attainment in terms of their knowledge and competences.
<b>Time</b> (When?)	At the beginning of a school year, of a teaching section/unit or of a course.	During the learning process.	At the end of the learning process for the particular section/unit or course.
<b>Recipients</b> ( who needs the information?)	-The teacher -The pedagogical team -Students and parents	The students: to raise awareness of their own progress, strengths and weaknesses.. The teacher: to evaluate teaching methods and problems encountered by each individual student..	-The teacher -Students and parents -The institution
<b>Means</b> (How?)	-Oral or written tasks. -Group and individual tasks (open questions, tests, pictures, debates etc.)	Various methods can be used including:- - looking at the students work, - observing their notebooks, - listening to individual or group contributions, freely chosen, in order to allow the expression of the different competences - proposing new exercises - applying knowledge and skills to new situations. - using explicit criteria developed with students. -Self evaluation	Test on Individual performance according to official criteria. Must include complex tasks.  S1-S3: as relevant to the subject. S4: B tests S5-S6: formal examinations, or B tests. S7 : Prebac and Bac examinations, or B tests.
<b>Result of the assessment.</b>	No mark or grade required.	The evaluation in terms of a numeric grade is not necessary; it is more relevant to evaluate in terms of acquisition of competences and progress made.	Numerical grades with comments, if possible.



### 3.2.2 Marking

For assessment purposes teachers shall use a marking scale of 0 to 10. Equivalences between the various marks on the scale and the pupil's performance are set out in the table below.

The required mark for promotion mark is 6.

The teacher gives a 6 in order to show that the competence is sufficient to stand a reasonable chance to have success in the following step.

The performance meets the requirements of the subject and the question particularly adequately. The mark 10 does not mean that the performance is flawless but it does denote a performance which is outstanding in all respects.	9-10
The performance fully meets the requirements of the subject and the question	8-8.9
The performance generally meets the requirements of the subject and the question.	7-7.9
The performance does show weaknesses but still meets the requirements of the subject and the question on the whole	6-6.9
The performance does not meet the requirements of the subject and the question but shows that the necessary basic knowledge exists and that the weaknesses can be remedied in the foreseeable future.	4-5.9
The performance does not meet the requirements of the subject and the question, the basic knowledge being so sketchy that the weaknesses can be remedied only in the comparatively distant future.	2-3.9
The performance does not meet the requirements of the subject and the question, the basic knowledge being so sketchy that the weaknesses cannot be remedied in the foreseeable future.	0.1-1.9
This assessment will be given in the event of a blank or unacceptable script, of the absence of an answer or of a practical project or of cheating	0

**In years 1-3**, the term or semester mark and the final mark shall reflect all the observations and results available to the teacher of the subject concerned. It shall be expressed in whole marks.

**In years 4-7**, the semester mark shall comprise two components:

- **the A mark** is the reflection of all the observations and of the pupil's overall performance, both written and oral, not taken into account in the B mark for the subject in question.
- **the B mark** corresponds: in year 4, for each of the semester reports, to the average score of the two B assessments taken each semester; these assessments will consist of two tests taken in lesson time or one such test and a semester examination.
- **in year 5**, for the first semester report, to the mark obtained in the 1<sup>st</sup> semester examination (harmonised or not) and for the second semester report, to the mark obtained in the harmonised 2<sup>nd</sup> semester examination;
- **in year 6**, for the first semester report, to the mark obtained in the 1<sup>st</sup> semester examination and for the second semester report, to the mark obtained in the 2<sup>nd</sup> semester examination;
- **in year 7**, to the marks obtained in the part examinations of the Baccalaureate according to the Arrangements for implementing the Regulations for the European Baccalaureate;
- **in year 4-6**, for subjects for which no B assessments or semester examinations are organised, to the average score of tests organised in normal lesson times or to the mark obtained by other rules of assessment specific to the subjects.

**The A and B marks** shall be expressed in whole and half-marks except in year 7, where they shall be expressed in whole marks accurate to one decimal place.

The A mark is the reflection of all the observations and of the pupil's overall performance. It is not an arithmetical average of the semester marks The teacher has to use a range of different works :

- Written or oral work and short tests undertaken during lessons
- Homework

- Group projects
- Commitment during lessons
- Fieldwork; experiments
- Attitude: effort, improvement, motivation, behaviour, willingness to contribute, self-evaluation.

The teacher has to explain this system to the students; he has to inform which criteria, according to the subject, count for the A mark.

**The C mark** The final mark shall not be an arithmetical average of the semester marks.

It must be a reflection of all the observations and results available to the teacher of the subject concerned, enabling him/her to judge in particular whether the pupil will be capable of keeping up successfully with the work in this subject in the year above.

### 3.3 Planning and lesson records

#### 3.3.1 Aims of forward planning and record of material covered:

- To ensure implementation of syllabus (learning objectives are achieved, topics in the syllabus are covered)
- To harmonize teaching across the language sections and facilitate cooperation between teachers. For harmonization's sake, s7 and S5 forward planning documents will be agreed upon and prepared jointly by all teachers teaching the same subject.
- It is recommended to extend this practice to year s6.
- To share best practice and give information to the new/next teacher
- To share resources
- To make a connection between the planning and its implementation. This means that forward planning and record of material covered must be in the same document.

#### 3.3.2 Principles for forward planning and record of material covered

- Forward planning is a working document for the teacher. It's a road map which ensures that the aims mentioned above are fulfilled. This is a document where changes are made during the semester if needed.
- Forward planning is available at all times to the School management and the Inspectors.
- It can be shared with the students
- Forward planning has to be shared on OneDrive in the folder *Forward planning and record of material covered 2016-2017*
- Teacher creates his/her subfolder, using a code e.g. SOOfp2016\_2017 (if made only for the 1<sup>st</sup> semester then SOOfp2016\_2017.1) and shares it with the director and deputy director.
- Forward planning can be made for the entire school year or for a semester. It must be shared by 15<sup>th</sup> October and second semester by 20<sup>th</sup> February.

A template of forward planning is provided, however teacher can modify this or use his/her own template. Whatever template is used, the forward planning must be clear and easy to understand, and the following elements have to be covered:

1. Link/reference number to the syllabus
2. 8 Key Competences (relevant to the subject) and subject specific competences
3. Topics/ themes have to be covered by the end of the year (it should be detailed enough to provide a replacement teacher a clear idea of what you intend to cover as well as a successor)
4. Timescale - how much time (estimated number of weeks or periods) can be spent to different topics/themes
5. Assessment
  - What types of assessment are used (self, peer, diagnostic, formative, summative)
  - What and when is assessed (tests, research etc.)
  - What counts for a mark on the report (S1-S3)
  - What counts for the A-mark (S4-S7)
  - What counts for the B-mark (S4-S7)
6. Differentiation – general assessment of the class/group (strengths, weaknesses, different needs), how teaching/learning is differentiated (e.g. by tasks, time, assessment, support etc. ).
7. Resources (text books, books, Internet links, videos, films, handouts etc.)
8. Record of material covered - date and topic/activity

9. Subject related day/residential trips/field work

### 3.3.3. Recording of students results

- Teachers are responsible for analyzing and keeping/recording students marks
- Half semester and semester marks are recorded in SMS
- Reports are given four times per school year, as shown in point 3.5

## 3.4 Communication and reporting of the results

### 3.4.1 Communication of the results of the tests and exams S4-S7

- In order to reduce pressure on teachers and students, have consistency and prevent difficulties during the exam period, the marks are not communicated until the test/exam period is over.
- Only the papers for S6 and S7 must be kept in school, the rest of the classes can get their papers back.
- The school report is an official document, which represents the school.

### 3.4.2 Guidelines for the comments on the report to produce a consistent and professional document.

- The font is given automatically. In order to avoid spelling mistakes, choose your language, only in that case the spelling will be checked automatically.
- The comment should be addressed to the parents. If you use the name of the student the official name must be used, and please pay attention to the spelling.
- The comment should reflect on;
  - Effort
  - Work attitude
  - Performance
- The comment should always be constructive, including areas of improvement
- The comment should be of an individual character (and not general).
- Take into account that a comment has to relate to the mark given, or could be an explanation which justifies a lower or higher mark.

### 3.4.3 Calendar of the School reports

#### Years 1-6

The school uses the following information system:

- **November:** Report containing comments plus numerical assessments, if considered appropriate.
- **January/February:** First semester report, with the Class Council's opinion, where appropriate.
- **March/April:** Report containing comments and numerical assessments, where appropriate, and indication of possible risk of failing the year.

*"The fact that such a letter is not received is not in itself a guarantee of promotion to the year above, nor a procedural irregularity within the framework of the deliberations concerning promotion to a higher class. When pupils' legal representatives receive a warning letter about the risk of failing, they are required to provide spontaneously any information in their possession liable to have an influence on the forthcoming Class Council's deliberations."*

- **July:** end-of-year report, with the Class Council's decision on promotion.

#### For S7

- End of February: semester report, the February report shall indicate the A and B marks achieved in the first semester, supplemented by comments, if considered appropriate. Before the start of the European Baccalaureate written examinations, communication of the preliminary mark.

## 3.5. Guidelines for Homework

Homework is any work /activity that students are asked to do outside their lesson time. In certain cases a student is required to perform extra work in order to catch up to the required level.

### 3.5.1 Homework is normally given for the following reasons:

- Completion of work started in class;

- Revision for tests or learning work;
- Reading to supplement the work in the lessons;
- Project/display work;
- Preparations for presentations and group work;
- Additional tasks to support work done in class and develop certain skills;
- To encourage students to develop the confidence and self-discipline to work on their own.

### 3.5.2 The approximate amount of homework

- Students need to learn to manage their time so that they do homework each evening;
- The time spent on homework should increase from lower classes to upper classes.
- Some tasks such as reading novels, preparing extended essays or completing longer projects will require more than the times allocated. This is especially true for the exam classes.
- Normally homework should not be given for the following day;
- Approximate time for homework:
  - S1 45 minutes-1 hr per day
  - S2-S3 1 hr-1,5 per day
  - S4-S5 1,5-2 hrs per day
  - S6-S7 2-2,5 hrs per day

#### Weekly Recommended Maximum Homework (Indication for teachers)

No. of lessons per week in the subject	S1 Max 10 minutes per lesson	S2-S3 Max. 15 minutes per lesson	S4-S5 Max. 20 minutes per lesson	S6-S7 Max. 25 minutes per lesson
1	10	15	20	25
2	20	30	40	50
3	30	45	60	75
4	40	60	80	100
5	50	75	100	125
6			120	

### 3.5.3. Responsibilities of teachers

- All homework should be registered in SMS;
- Performance in homework should be considered as part of the overall assessment of the pupil.
- Homework is corrected/marked regularly;
- During the time when there are B tests in S4 and in the week before exams in S5, 6 and 7, there should be no homework as the pupils need to focus on revision;
- If homework has not been done, the teacher may take certain actions (e.g. lowering a mark, informing parents etc.)
- If homework is set for the following day, it should not be a large amount.

### 3.5.4. Responsibilities of students

- Students must keep to the homework deadline;
- Being absent on the day that homework is set is not an excuse for not doing it.
- If a student is absent, he/she needs to find out what work has been given and catch it up.