



New Future International School

NFIS

ASSESSMENT POLICY

2022-2023

 El Prince St. Off Moustafa
Kamel St. Behind El Montaza
3rd Police Station - Alexandria
- Egypt

 (03) 3272001 - HOTLINE 16937

 www.futureschools-egypt.com

 ibadmission@future-schools.com

 (+2) 01024066693



NFIS ASSESSMENT VISION

An international school that provides a distinctive education that enables students to be life-long learners who are prepared for a rapidly changing world where skills, values, and attributes are as important as knowledge.

NFIS ASSESSMENT MISSION

Our mission at New Future International School is to prepare peaceful, knowledgeable, and inquiring young learners who are endowed with a sense of value, meaning and personal integrity, and also encouraged towards global awareness and acceptance.



El Prince St. Off Moustafa
Kamel St. Behind El Montaza
3rd Police Station - Alexandria
- Egypt



www.futureschools-egypt.com



ibadmission@future-schools.com



(03) 3272001 - HOTLINE 16937



(+2) 01024066693



IB MISSION STATEMENT

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

PHILOSOPHY AND PRINCIPLES

The primary objective of the assessment in the PYP is far from making judgments on learning but aimed at guiding and orienting the planning of lessons; we ensure that it is based on differentiated strategies and that it is continuous, varied and based on real life situation. In the MYP, the planning of assessment considers the student's prior knowledge, subject specific requirements, subject criterion and the requirements of the ministry of education.

We believe purposeful assessment includes:

Assessment for learning

Teachers continually learn what students know and can do through a variety of assessment practices. They reflect on their practice, adjust teaching based on data, and offer timely, specific and well-considered feedback and feed-forward to better support learning.

This might include:

- providing multiple entry points
- building a wide range of formative and summative assessment techniques that can be used to develop a personalized learning picture for each student
- diagnosing student needs



El Prince St. Off Moustafa
Kamel St. Behind El Montaza
3rd Police Station - Alexandria
- Egypt



www.futureschools-egypt.com



ibadmission@future-schools.com



(03) 3272001 - HOTLINE 16937



(+2) 01024066693

- guiding and differentiating instruction
- adjusting/revising instruction
- gaining understanding of students' thinking and processing, monitoring, documenting, measuring and reporting learning

Assessment as learning

Students learn and use lifelong tools and strategies to build their own capacity. Students become effective, self-regulated learners when they are actively engaged in assessment, co-constructing success criteria, and act on constructive feedback and feed-forward. This helps our students reflect on their progress, set goals for their learning and engages them in making decision-making about how they will achieve these and future goals.

This might include:

- providing multiple ways for sharing learning
- providing ways for students to reflect on and adjust their learning
- providing opportunities for reciprocal feedback and feedforward in collaborative settings
- developing a student's sense of self-efficacy
- exercising student agency
- building an assessment-capable culture among all members of the learning community

Assessment of learning

Students and teachers gauge acquisition of knowledge, conceptual understanding and skills.

This might include:

- checking for mastery of skills and concepts
- monitoring, documenting, measuring and reporting learning.

Learner Profile, well-being and international-mindedness connections to assessment

The development and demonstrations of the Learner Profile are foundational to students becoming internationally minded, active and caring community members who respect themselves, others and the world around them. To that end, ongoing and frequent opportunities are provided to engage students in the reflection and assessment of their progress, especially with regard to demonstration of Learner Profile within and connected to learning engagements.

 El Prince St. Off Moustafa
Kamel St. Behind El Montaza
3rd Police Station - Alexandria
- Egypt

 (03) 3272001 - HOTLINE 16937

 www.futureschools-egypt.com

 ibadmission@future-schools.com

 (+2) 01024066693

The Learner Profile is the foundation of developing assessment-capable agentic students. The Learner Profile is connected to assessments in a variety of ways. Students consistently need to demonstrate and communicate their knowledge and thinking in ways to inform instruction. Consistent and purposeful reflection is one of the best ways to gauge and encourage personal and academic growth. It supports teachers and students in fostering an assessment culture that actively engages students in assessing, reflecting, and acting on feedback to feed forward to next steps in learning. Teachers and students are encouraged to create an atmosphere of open-mindedness and agency, so that students can choose to share their learning and thinking in self-directed ways, as desired.



El Prince St. Off Moustafa
Kamel St. Behind El Montaza
3rd Police Station - Alexandria
- Egypt



(03) 3272001 - HOTLINE 16937



www.futureschools-egypt.com



ibadmission@future-schools.com



(+2) 01024066693



ASSESSMENT IN PRIMARY YEARS

As part of the PYP, the assessment considers the planning of the learning objectives established in the scope and sequence of the primary program. It allows to monitor the learning progress of learners in understanding the central idea, the acquisition of knowledge and skills and the conceptual understanding.

As part of their collaborative planning, teachers on a same grade level meet regularly throughout the module, to assess the progress of work and to reflect on the assessments. Various tools and strategies are implemented to collect evidence of learning. This may occur in various ways, through observations, reflections, brainstorming, actions, learning journal, clear evidence of the process/ product, rubric checklists, presentations, exhibitions, displays etc.

In addition, assessments can be the subject of a self-assessment or a peer-assessment on the part of the students within the framework of a formative assessment which calls upon various tools and on different strategies: open-ended tasks, observations, assessment of the process to allow students to reflect on their progress and to set learning objectives.

Teachers collect the data issued from those assessments and build their learning activities upon the results of analyzing this data. This data collection helps the teachers to effectively plan the next stages of learning and provide feedback to students.

In the PYP, the recording of evidence of learners' progress is done in the portfolio through the compilation of activities to be presented to parents by the child at the end of each module.



El Prince St. Off Moustafa
Kamel St. Behind El Montaza
3rd Police Station - Alexandria
- Egypt



(03) 3272001 - HOTLINE 16937



www.futureschools-egypt.com



ibadmission@future-schools.com



(+2) 01024066693



Measuring what the students know and have learned

Assessment of student growth helps to inform continued development, learning and teaching. It is an essential element of the curriculum. Teachers continually assess prior knowledge, progress monitor and reflect on students' current understandings in relation to the learning targets. These assessments direct and inform teaching. Their function is to promote learning by providing consistent feedback to improve student knowledge and understanding. Teachers use formative and summative assessments.

- **Formative Assessments:**

Formative assessment is used to provide direction for next steps in teaching/learning. It reflects students' current understanding in relation to learning targets. These assessments may include diagnostic testing, a range of formal and informal assessments conducted by teachers during the learning process in order to modify teaching and learning activities to improve student attainment of learning targets. All pre-assessments are formative assessments, purposed to guide instruction.

- **Summative Assessments:**

Summative assessment is used to evaluate student learning at the end of an instructional unit. This requires students to draw upon a wide range of knowledge gained throughout the unit of study. It evaluates and informs student learning and the teaching process. It measures understanding of the central idea and lines of inquiry, and facilitates meaningful student action.

Formative and summative assessments in the Shaker PYP Programme include but are not limited to:

- developing clear and developmentally appropriate student criteria for success (rubrics/checklists etc.)
- engaging students in reflections on their learning (oral and written)
- documenting the learning process both group and individual (anchor charts, class essential



El Prince St. Off Moustafa
Kamel St. Behind El Montaza
3rd Police Station - Alexandria
- Egypt



www.futureschools-egypt.com



ibadmission@future-schools.com



(03) 3272001 - HOTLINE 16937



(+2) 01024066693



agreements, word walls, inquiry engagements, formative assessments posted, group projects and self-assessments)

- using of a variety of learning styles, multiple intelligences, abilities to express understanding and student choice (choice menus, various presentation products, graphic organizers)
- expressing of individual points of view and interpretations (circle of viewpoints, SOLE,

Morning Meeting and Closing Meeting, individual and group discourse)

- utilizing homework appropriately: We believe the purpose of homework is to consolidate learning that has occurred in class. It should be developmentally appropriate and based on student needs. Homework expectations increase in time allocation and complexity according to grade level. Homework should assist students in clarifying their thinking and deepening their understanding. As with all evidence, teachers will use this to inform instruction. Because the role of play and free time is crucial in a child's growth and development, teachers work to balance homework, especially in the early years.

Assessment strategies and tools align and construct the foundation of a comprehensive approach to assessment and reflect how we know what we have learned. Strategies are approaches Primary Years Programme teachers use during the process of collecting information about student's knowledge and understanding.

Our teachers use a wide range of assessment tools to record data related to student knowledge and understanding, which include, but are not limited to the following:

- Strategies: Observation, Open-ended tasks, Selected responses, GRASPS, and Performance tasks through which students demonstrate their range of knowledge, skills, understandings and attitudes.
- Tools: Rubrics, Exemplars, Checklists, Anecdotal notes/records, Portfolios.



El Prince St. Off Moustafa
Kamel St. Behind El Montaza
3rd Police Station - Alexandria
- Egypt



www.futureschools-egypt.com



ibadmission@future-schools.com



(03) 3272001 - HOTLINE 16937



(+2) 01024066693



Reporting:

Reporting on learning to the community communicates how well we are doing. It describes a student's progress, identifies areas of improvement and leads to the use of effective teaching practices. Because it is the most public aspect of assessment, we must carefully consider how to provide clear information that is useful to students and parents/guardians. We believe that reporting should be open, transparent and understood by all stakeholders. In NFIS, we use a variety of formats for reporting including, but not limited to the following:

- Informal methods like phone calls and emails.
- Marked work samples returned to students/parents/guardians.
- Conferences: Student-led conference, and 3-way conference.
- Report cards
- portfolios
- Exhibition

NATIONAL EXAMS IN PRIMARY

- √ All learners should be assessed in Arabic, social studies and religion according to the Egyptian Ministry of Education
- √ The pedagogical leadership team is required to respect the ministerial circulars of continuous assessment and to respect the dates and quantity of homework.
- √ Learners and parents are informed of terms of reference to help prepare for the exam.



IMPORTANT NOTES

- ✓ This policy is down up by a committee made up of the pedagogical leadership team, department heads, coordinators, and teachers. The pedagogical leadership team and the coordinators ensure the communication of the content of the policy to the entire school community.
- ✓ All stakeholders undertake to implement and adhere to it.
- ✓ The policy is reviewed every 2 years and exceptionally in the case of the emergence of major incidents or new situations.



El Prince St. Off Moustafa
Kamel St. Behind El Montaza
3rd Police Station - Alexandria
- Egypt



(03) 3272001 - HOTLINE 16937



www.futureschools-egypt.com



ibadmission@future-schools.com



(+2) 01024066693