NEASC Internal Reflection 2020 - 2021
Learning Principle 3
Assessment for, of and as Learning

Learning Principle 3: Assessment for, of and as Learning

Assessment measures the effect of learning on the learner. Assessment for, of, and as learning includes qualitative as well as quantitative criteria.

Judgment:

VIPS Learning Communities are Working on it... (Building; establishing the 'how')
We have made greater progress in some aspects of this phase than in others.

Future Design: Where do we want to be? What will our learners be doing?

Our Assessment for, of, and as Learning will ensure:

1. processes are coherent and consistent, linked well to our curriculum standards,
2. information is used effectively to influence teaching and the curriculum in order to meet the learning needs of all students and enhance their progress;
3. teachers have thorough knowledge of the individual students' strengths and weaknesses, and an excellent understanding of how to use formative assessment successfully in lessons;
4. effectively benchmarks students' academic outcomes against appropriate external, national, and international expectations.

Future Design: Where do we want to be? What will our learners be doing?

Our teaching will use assessment practices effectively to:

1. engage, motivate and inspire, enabling students to be successful learners;
2. facilitate expert knowledge of the subject and how students learn;
3. apply questioning which promotes higher order thinking, thoughtful discussions, and reflection;
4. develop students' critical thinking, problem-solving, innovation and independent learning skills.

March 2020 to date

- We endeavour to facilitate optimum student progress and attainment levels.
- Our assessment processes of finding out what students already know, what they have learned, how they have learned it, and how they apply directs our teaching, CPD, and reporting.
- Teachers use a range of assessment information and strategies to effectively monitor students' learning as well as to influence teaching and the curriculum.
- Our internal assessment processes are coherent, consistent, and directly linked to our curriculum standards. They provide valid, reliable and comprehensive measures of our students' academic and personal development.

The Current Reality: Where are we now? What are our learners currently doing?

March 2020 to date

- Our current assessment model facilitates and fosters a growth mindset via effective assessment as learning and reporting practices.
- Periodic assessments of performance are still implemented, albeit in a less regimented manner. It provides students more flexibility and choice in learning, how they demonstrate their learning, and how their learning is assessed.
- Due to the nature of Distance Learning (DL), our students' social development, especially our young learners, has been challenging, therefore, bespoke social activities have been implemented across the school's phases.

The Current Reality: Where are we now? What are our learners currently doing?

March 2020 to date

- In providing students with relevant feedback, our Student DL Survey of 636 students in grades 4-10 resulted in 96% stating that they receive meaningful and frequent feedback from their teachers in their DL journey, and 92% stating that they are satisfied with their teachers' responses to their questions and comments.
- External assessments, such as MAP and IBT Arabic, provide a helpful picture of our school's performance.
- Overall, assessment data is being used effectively to influence teaching and the curriculum, in order to meet the learning needs of all groups of students and optimize their progress and attainment levels.

The Current Reality: Where are we now? What are our learners currently doing?

Pre-Covid, prior to March 2020

- The school has strengthened its assessment processes and rigor by extending the use of external assessment tools such as CPAA, MAP, IBT, and PSAT. This is beginning to enable the school to more accurately identify student progress against curriculum standards and international benchmarks.
- The school carries out regular assessments of students' attainment in the key subjects.
- Assessments produce valid data about students' progress and attainment levels, as well as teaching for effective learning
- The achievement and progress of the learners are closely monitored through external and internal assessments.

The Current Reality: Where are we now? What are our learners currently doing?

 Pre-Covid, prior to March 2020

- Analysis of data enables us to identify trends, patterns of attainment, individual progress, as well as areas of concern. This enables teachers to provide effective support and develop assessment activities which are linked to the curriculum standards.
- Assessments are linked to the Virginia Standards of learning, and the Ministry of Education Curriculum for Arabic, Islamic Studies and social studies, and provide valid data about students' attainment.

The Current Reality: Where are we now? What are our learners currently doing?

 Pre-Covid, prior to March 2020

 Formative assessment (AFL):
1. Copybooks: student copybooks are an essential component for promoting and tracking student growth.
2. Marking policy and feedback: The school has set up a marking policy and framework that has been shared with teachers and students. Individual feedback is given to students to track their own pace of progress.
3. Tech-driven assessments: Using google classroom, quizzes, Kahoot and more apps to help instruct students based on their needs in the classroom.

VIRGINIA INTERNATIONAL PRIVATE SCHOOL

ENGAGE INSPIRE INNOVATE CREATING A BETTER WORLD THROUGH EDUCATION

The Current Reality: Where are we now? What are our learners currently doing?

Pre-Covid, prior to March 2020

Summative assessment (AOL):
- Checkpoints:Allocation of grades through key checkpoints to measure student achievement based on VSOL.
- Cross-curricular projects: A series of cross-curricular projects have been implemented in the Secondary Phase to promote critical thinking, innovation, and enterprise.

Assessment as learning:
- Students are developing self-assessment skills by reviewing their achievement and progress through different assessment criteria.

Learning Plans - How will we close the gap? What will be our major actions?

March 2020 to date

1. Further develop leadership capacity to ensure all middle leadership and teachers know how to, and / or use, data effectively;
2. Ensure assessment as learning practices are embedded and meaningful;
3. Ensure learners' awareness and ownership of targets and performance levels are embedded effectively in our teaching, learning, and assessment practices;
4. Ensure our learning community understands and embraces a growth-oriented learning model and its connection to developing lifelong learners.

Learning Plans - How will we close the gap? What will be our major actions?

Pre-Covid, prior to March 2020

- Assessment data are analysed in depth. Information about students' progress, as individuals and as groups, is accurate and detailed, tracked over time and results in improved student outcomes.
- Assessment information is used effectively to influence teaching and the curriculum in order to meet the learning needs of all groups of students and enhance their progress in lessons and over time.
- Students are regularly involved in assessing their own learning.

Learning Plans - How will we close the gap? What will be our major actions?

 Pre-Covid, prior to March 2020

- Ensure that the school's marking policy is implemented consistently and that the marking provides students clear, concise, accurate feedback.
- Ensure that data is collated and analysed accurately to identify students' achievement and progress. Effectively share the data with teachers to enable them to plan more effectively.
- Include students more effectively in their learning and assessment.