



# ASSESSMENT POLICY 2024-26



## GPS Brookes Kochi Overview

Global Education Trust has partnered with Brookes Education Group to establish GPS Brookes Kochi, with the aim of providing world class education and an opportunity for students to connect worldwide to truly become responsible global citizens.

Global Education Trust (GET) also caters to other curricula through its two schools: Global Public School (CBSE) and GPS International (CIE). GPS Brookes Kochi being within the umbrella of GET is part of the GET schools community apart from being globally connected to the Brookes network of schools.

### Vision

A world of self-confident lifelong learners connected and inspired to help others

### Mission

Students are supported in a caring environment and given opportunities to learn about themselves and to take action in areas in which they are passionate. Our students and teachers come from diverse backgrounds, and we connect globally with our other campuses to learn about the world from the world. We inspire and teach students about global issues by connecting ideas and stories locally. We strive to use our environment as a tool and a canvas for learning and action.

### Values

Through leadership challenges and opportunities, we help students discover their passion, develop their character, and understand their connection to others and society. We espouse creativity, build character, and develop connections to deliver exceptional educational learning experiences.



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**Unlock  
Your  
Potential**

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## **Learning principles**

The following list presents the basic principles that underlie effective learning.

1. Students are healthy, caring and have the confidence to learn from their mistakes and from the perspectives of others, and form their own opinions.
2. The learning environments and educational resources that students use are accessible, stimulate curiosity and embrace the dynamic possibilities of digital technologies.
3. Students explicitly understand learning intentions and success criteria.
4. Students are critical thinkers and construct their own knowledge and understanding through an inquiry-based approach.
5. Curriculum content is meaningful to the student and leads to interdisciplinary and conceptual understanding.
6. Thinking is visible and students collaborate effectively and respectfully with their peers and others.
7. Students explore and apply a variety of strategies to organise and approach their learning.
8. Students receive effective feedback based upon pre-set criteria and are intrinsically motivated to learn.
9. There is a broad and balanced curriculum through which students can experience success in a variety of different ways.
10. The education and the ethos of the school are valued and encouraged in the family home.

## **Assessment Philosophy**

Assessment is integral to all teaching and learning. It involves the gathering and analysis of information about student progress and performance, and is designed to inform practice. It identifies what students know, understand, can do and feel at different stages in the learning process. It is central to the PYP goal of thoughtfully and effectively guiding students through the five essential elements of learning: the acquisition of knowledge, the understanding of concepts, the mastering of skills, the development of attitudes and the decision to take action.

## **Purpose of Assessment**

The purpose of assessment for PYP at GPS Brookes Kochi is to promote, improve and inform about student learning and to evaluate our programme's effectiveness.

### **For teachers:**

- To determine the level of student understanding and knowledge;
- To monitor progress and the development of skills;
- To guide and differentiate instruction;
- To reflect upon and improve teaching practices, in order to ensure student progress.

**For students:**

To demonstrate learning, to determine the level of understanding and knowledge; to monitor progress and the development of skills, to promote reflection and assist in goal setting, to encourage life-long learning.

**For parents:**

To determine the level of student understanding and knowledge; to monitor progress and development of skills; to reflect on their role in supporting their child's growth.

## **Types of Assessment**

Our assessment practice is designed to encourage the attributes of the IB Learner Profile. We distinguish between diagnostic/pre-unit assessment to assess what is already known, formative assessment, that is, assessment for learning, and summative assessment, that is, assessment of learning.

### **Diagnostic/ Pre-Unit Assessment**

Diagnostic/ Pre-Unit Assessment is used to assess students' prior knowledge and the understanding of a topic before beginning a new unit.

### **Formative Assessment**

Formative assessment is designed to help students track their own progress and identify areas where they need additional support or practice.

### **Summative Assessment**

Summative assessments provide a way for teachers and students to evaluate the learning and to determine whether the learning objectives of the units have been met.

## **Principles of Assessment**

The Principles of Assessment are designed to guide the use of assessment in the classroom and ensure that it is fair, valid and reliable. The key principles of assessment include:

1. Fairness - Assessments should be fair and unbiased.
2. Validity - Assessments should measure what it is intended to measure, and should accurately reflect students' knowledge and skills.
3. Reliability - Assessments should be consistent and reliable, and should produce consistent results over time.
4. Differentiation - Assessments should take into account the diverse needs and abilities of students, and should be adapted to the needs of individual learners.



5. Ongoing - Assessments should be an ongoing process, and should involve a variety of methods and techniques to provide a comprehensive evaluation of student learning.
6. Transparency - Assessments should be transparent and clear to both teachers and students, and should provide clear feedback on student progress.

**Effective assessments allow students to:**

- know and understand in advance the criteria for producing a quality product or performance
- synthesise and apply their learning, not merely recall facts
- participate in reflection, self- and peer-assessment to analyse their learning and understand what needs to be improved
- demonstrate a range of knowledge, conceptual understanding, attitudes and skills
- share their learning and understanding with others and highlight their strengths
- express different points of view and interpretations
- use a variety of learning styles, multiple intelligences and interests to express their understanding
- produce evidence of student growth and learning that can clearly be reported and understood by children, parents, teachers, administrators and board members
- base their learning on real-life experiences that can lead to further inquiries.

## **Assessment Practice**

Assessment strategies and tools form the basis of the approach to assessment. The strategies are the methods that teachers use when gathering information about a student's learning. Teachers record this information using a variety of tools, which are the instruments used to collect data.

### **Observations**

All students are observed often and regularly, with the teacher taking a focus varying from wide angle to close up (i.e. focusing on the whole class or on an individual student). Observations may focus on individual and group behaviours, class discussions, approaches to learning skills, IB learner profile attributes, self and group reflection. The observations are shared within team meetings and used to inform planning the next steps of learning.

### **Performance Assessment**

The assessment of goal-directed tasks with established criteria provide authentic and significant challenges and problems. They are usually multimodal and require the use of many skills. Examples include: presentations, exhibitions, projects, problem solving tasks, demonstrations.

### **Process Focused Assessment**

Students are observed often and regularly, and the observations are recorded by noting the typical as well as non-typical behaviours. Eg : visible thinking routines

### **Selected Response Assessment**

Single occasion, one-dimensional exercises assess the students. Tests and quizzes are the most familiar examples of this form of assessment.

### **Open-Ended Tasks**

Students are presented with a stimulus and asked to communicate an original response. The answer may be a brief written answer, a drawing, a diagram or a solution.

### **Peer Assessment**

Students provide feedback for each other. Strategies include the use of checklists, rubrics and oral comments.

### **Self-Assessment**

Students use checklists, rubrics, digital tools and reflective journals to reflect on the learning process and their performance.

## **Assessment Tools**



### **Rubrics**

An established set of criteria for rating each summative assessment task. The descriptors specify what characteristics are looked for in student work and the work is then rated on that predetermined scale. These can be co-created with students.

### **Anecdotal Records**

It is a form of assessment that involves collecting and documenting observations and notes about a student's learning and development. It can be used to track a student's progress over time and to provide evidence of their learning and development.

### **Informal quizzes and tests**

It is a form of assessment that is useful for assessing student learning. They are typically shorter and can be used to assess student understanding of a specific concept or skill. They can be administered in a variety of formats, including paper and pencil, online or through verbal questioning. They can be graded or ungraded, depending on the goals of the assessment.

### **Standardised assessments**

Standardised assessments are tests that are administered in a consistent manner to a large number of students in order to measure specific skills or abilities. It may be used to assess student learning in specific subject areas or to evaluate the overall effectiveness of the programme.

## 5th Grade Exhibition

When our growing school expands to host fifth grade in 2026, the fifth grade scholars will participate in the PYP Exhibition. The Exhibition will be a student initiated, self-directed, and collaborative experience through which the learners will demonstrate their understanding of the five essential elements of the programme: Knowledge, Skills, Concepts, Attitudes, and Action. This culminating experience will give students the opportunity to exhibit the learner profile, engage in collaborative and in-depth inquiry, and model agency and collaboration. The exhibition will provide an authentic summative assessment of each student's entire PYP journey.

## Documentation

Teachers use a range of methods to document student learning as a means of assessing student understanding. This may include, but is not limited to videos, audio recording, photographs and graphic representations. Teachers may also use written records of student conversations, comments, explanations and hypotheses as well as annotated pieces of student work that may form part of a student's portfolio.

## Portfolios

These are collections of children's work that are designed to demonstrate successes, growth and higher order thinking and reflection over the school year. Portfolios are compiled throughout the year in paper format.

## **Reporting**

Reporting is a means of giving feedback from assessment. It describes the progress of students' learning, and identifies areas for growth. A student's progress is measured against the expected learning outcomes for their age group. A focus on individual progress and growth, rather than purely on performance in relation to others, is an integral part of the PYP approach to assessment, and this is also reflected in written and oral reporting.

### **Effective reporting should:**

- involve parents, students and teachers as partners
- reflect what the school community values - be comprehensive, honest, fair and credible
- be clear and understandable to all parties
- allow teachers to incorporate what they learn during the reporting process into their future teaching and assessment practice.

Parents can expect feedback on their child's progress both verbally in Parent Teacher Conferences, and in written format.

The annual Reporting Cycle at GPS Brookes Kochi PYP is as follows:

May	Welcome morning for parents, to meet staff and be given an introduction to the PYP programme for the child's year group, explain the assessment process
July	Settling-in Parent/Teacher Conference
October	Written report including comment on the character attributes (Learner Profile)
December	Parent/Teacher Conference
January	Student-led conferences
March	Report for the academic year and includes information on performance and social behaviour

## Parent/ Teacher Conferences

Parents are invited to spend ten minutes with the homeroom teacher to discuss academic progress and social and emotional development. There is also the opportunity for parents to meet stand alone unit teachers. Teachers share evidence of

progress and strategies for continued development as well as ways in which parents can support their child at home.

## **Student-Led Conferences**

It involves the students and the parents. The conference will involve the students discussing and reflecting upon samples of work that they have previously chosen to share with their parents. They share their successes and their challenges, and guide their parents through a typical learning experience in different curriculum areas. Student led conferences aim to help students become confident, articulate and reflective learners. Teachers play an active role during the preparation for these conferences, but on the day, the students themselves take the lead, with support as needed from the teacher.

## **Written Reports**

Written reports are sent out twice a year. They inform parents of progress across the curriculum as well as including comments on the student's social interaction, and any contributions to the wider school community.

In **Grades 1-5**, progress is reported under the following headings:

### **- Emerging**

Is beginning to demonstrate knowledge, skills and/or understanding of concepts.



Needs on-going direct support. Evidence of some progress against learning outcomes.

**- Developing**

Begins to demonstrate partial knowledge, skills, and/or understanding of concepts. Needs guided support. Evidence of progress towards relevant learning outcomes.

**- Achieving**

Demonstrates a limited understanding of the required knowledge, concepts, and skills, and the ability to apply them with minimal support. Evidence that learning outcomes have been achieved.

**- Proficient**

Demonstrates the knowledge, skills and/or understanding of concepts. Needs no support. Evidence that learning outcomes have been achieved.

**- Exceptional**

Consistently demonstrates proficiency regarding the knowledge, skills and/or understanding of concepts. Independent. Evidence of advanced understanding of learning.

## **Grade 5 Exhibition**

The Exhibition is a culmination of learning throughout the PYP. The subject of the Exhibition is a student-selected, real-world problem which warrants an extended investigation. Students collaboratively develop and present their understanding to

peers, teachers and parents. The Exhibition synthesises and allows for the assessment of the essential elements of learning that are integral to the PYP.

International Baccalaureate®. "International Education," February 21, 2023. <https://www.ibo.org>.

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This Assessment Policy is reviewed annually. Review is completed through collaborative input of the Head of School, Primary Year Programme Coordinator and Faculty members.