



## **ASSESSMENT AND REPORTING POLICY**

### **RPE-PL-05**

|                                     |                                             |
|-------------------------------------|---------------------------------------------|
| <b>POLICY OWNER</b>                 | Education Quality and Accountability Office |
| <b>MONITORING AND EVALUATION</b>    | Principal and Senior Leadership Team        |
| <b>APPROVED BY</b>                  | School Board                                |
| <b>APPROVAL DATE</b>                |                                             |
| <b>DATE POLICY CAME INTO EFFECT</b> |                                             |
| <b>PERIOD OF REVIEW</b>             | 1 year                                      |
| <b>DATE OF NEXT REVIEW</b>          |                                             |

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# **1 RPE Mission and Vision**

## **Mission**

Richmond Park Education aims to provide an inclusive learning environment that **nurtures, inspires and empowers** the students to reach their full potential academically, socially, and emotionally. Through innovative teaching methods, engaging and challenging enrichment programmes, personalised attention, and collaboration with families and the community, we cultivate critical thinking, creativity, and a lifelong passion for learning.

## **Vision**

Vision of Richmond Park Education is to prepare the students to become compassionate, confident, and responsible global citizens who are equipped with the knowledge, skills, and values to thrive in an ever-changing world.

# **2 Introduction**

This policy was prepared by RPE Education Quality and Accountability Office.

The School Board has agreed and ratified this policy.

This policy is to be read in conjunction with Curriculum Policy, Teaching and Learning Policy, Behaviour Policy, Equality Policy, SEND Policy and Complaints Policy.

# **3 Rationale**

At Richmond Park International School, Sarajevo (hereinafter: the School), we believe that assessment is an integral part of the teaching and learning process. Reporting is a key part of the partnership between the School and parents and we recognise the importance of accurate and informative reports.

Data obtained from assessments enables teachers to plan lessons and appropriate interventions to ensure they are maximising the progress and attainment for each individual child. Assessment is also used to inform parents through the sharing of tracking information and termly written reports to parents twice a year.

The School is committed to ensuring that whenever staff internally assess and grade student work, this is done fairly, consistently, and in accordance with the relevant regulations.

Students' work will be assessed and graded when appropriate by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Where more than one subject teacher is involved in assessing and/or grading work, internal moderation and standardisation will ensure consistency.

# **4 Aims**

This policy aims to establish the School's expectations for assessment, responsibilities of teaching and administrative staff that pertain to assessment and reporting and relevant procedures and regulations for summative assessment of students, to ensure consistent, impartial, fair and relevant approach to assessment.

## **5 Roles and Responsibilities**

### **School Board**

The School Board has devolved responsibility from the Richmond Park Education Board for approving this policy and ensuring it is implemented appropriately.

### **Principal**

The Principal is obliged to inform all teachers and professional associates about the provisions of this policy.

The Principal is obliged to consider every written complaint of the parents that refers to the ways and procedures of student assessment and grading and, after prior consultation with the subject teacher, to respond in writing, as stipulated by the Complaints Policy.

### **SLT and Line Managers**

SLT and line managers (i.e. middle leaders) are responsible for the implementation of this policy, as relevant to their job descriptions.

### **Form Tutors**

Form tutors are obliged to inform the parents about the provisions of this policy at the first parent-teacher conference each school year, and the students at the first lesson of Character Education.

During the school year, form tutors are obliged to hold at least four parent-teacher conferences where they review students' achievements for the previous period, inform the parents about the activities in the class, and ensure the exchange of information between the parents and teachers, counselling team and the principal.

Form tutors are obliged to organise individual informative meetings for parents at least twice a month, where they inform the parents about their child's grades, absences and behaviour. The form tutor informs students, parents, Principal and DSL about the planned time slot for individual meetings at the beginning of the school year. Individual informative meetings with parents may be organised either upon a parent's request, or by the form tutor's initiative. At the request of the parents, form tutors are obliged to arrange informative meetings with subject teachers.

The time of parent-teacher conferences and individual informative talks is planned and decided by the form tutors and SLT. Form tutors and School are responsible to inform the parents. In the last two weeks of both terms, parent-teacher conferences and individual informative meetings are not organised.

### **Teachers**

School teaching staff are responsible for:

- ensuring they have read and understood the School's expectations for them as outlined in the effective learning goals and effective lesson principles,
- undertaking all reasonable efforts to meet the set expectations,
- communicating in a timely manner with the line managers, SLT and Principal any needs or

lacking conditions that prevent them from meeting the set expectations, so that they can be fulfilled.

At the beginning and during the school year, each subject teacher is obliged to familiarise the students, and if necessary, the class teacher, pedagogue, psychologist and specialist in the educational and rehabilitation profile (hereinafter: counselling team) with the elements of assessment, as well as methods and procedures of assessment.

Teachers are obliged to regularly and properly keep pedagogical records and documentation, in accordance with the existing acts.

Teachers assess and grade students publicly in the classroom, except under extraordinary circumstances (teaching in the hospital, at home).

Teachers have the right and obligation to publicly announce each grade, explain it to the student and enter it into the class register, recording the appropriate date and assessment type.

In case of graded written assessments recorded in the tentative calendar, the teacher is obliged to give the student their work for inspection, or to parents for inspection at their request, and to keep it at the school until the end of the school year. Parents are required to come to the school to inspect the graded written assessment of their child, and the student's work must not be sent home for inspection.

## **6 Expectations for Assessment**

At our School, all assessment should:

- be the result of a variety of approaches and range of evidence to fit our learning profile,
- appropriate and valid assessment should also be reliable and proportionate,
- enable teachers to plan effectively,
- happen as part of ongoing learning and teaching, periodically and at transitions,
- be underpinned by confidence that every student can improve,
- enable parents and partners to be involved in their child's progress,
- help all students to demonstrate what they know, understand and are able to do,
- recognise learners' achievements through celebrating success, profiling achievements, certification and accreditation,
- provide teachers with information to evaluate their work and set appropriate targets for whole-school, class and individual students,
- support learning through the sharing of learning outcomes and success criteria as well as high quality feedback,
- promote learner engagement,
- involve learners in reflection, setting learning goals and planned personalised next steps, self and peer assessment,
- enable all learners to meet personal potential and ensure appropriate support, as fair, personalised and inclusive planning, assessing, tracking and monitoring should enable success, despite any barriers to learning,
- be developed from sound judgement through sharing standards and moderation, data collection and analysis and reliable evidence,
- inform self-evaluation for improvement enabling the monitoring of standards over time.

At our School, teachers are expected to employ following assessment strategies:

- use a variety of assessment approaches to allow learners to demonstrate range of understanding, skills, abilities and capabilities across different contexts across the curriculum,
- progress is evaluated at an individual level,
- our assessment and monitoring approaches are integral to our planning, learning and teaching,
- gather reliable and valid evidence to support all assessment, resulting in reliable data for future planning and improvement,
- at set times our assessments provide evidence to support reporting to parents/carers on progress,
- share the learning outcomes in every class,
- assess learning with written exams appropriate,
- use good questioning to assess understanding as the lesson happens,
- use differentiated teaching strategies to meet needs in class to meet personalised potential,
- use opportunities to peer and self assess,
- use homework to link learning to home and consolidate learning,
- use formative and summative assessment as appropriate to specific learners.

## **7 Formative Assessment**

At School, both summative and formative forms of assessments are used to inform teaching and learning.

Formative assessments are an integral part of every lesson and teachers are encouraged to use their professional judgement to plan a range of formative assessment opportunities into their day-to-day planning. Informal records of assessments may be made through the use of checklists, post-it notes, annotated lesson plans and marking and feedback in student books and notebooks.

Examples of formative assessment include:

- questioning to gauge student knowledge and understanding,
- quizzes and checks (in writing or digital platforms such as Gimkit, Quizziz, Kahoot, etc.),
- 'show me' responses using mini whiteboards or papers,
- other 'assessment for learning' strategies which enable teachers to identify 'fast graspers' and 'struggling learners' within their lessons.

## **8 Summative Assessment**

Summative assessments provide an opportunity to evaluate students' knowledge and understanding at a point in time. Summative assessment in the School is conducted:

- internally - following the requirements, rules and guidelines of the local Ministry of education (as outlined in the Section 8 of this policy) and in recognition of the importance of this form of assessment for the students that intend to continue their education in local schools and universities at some point,

- externally - through various assessments of Cambridge International Education (including progression tests, Primary Checkpoint, Lower Secondary Checkpoint, IGCSE and AS/A Level examinations), as well as other external assessments outlined in the Section 9 of this policy.

## 9 Internal Summative Assessment Rules and Procedures

When conducting internal summative assessments, the School fully adopts and follows the regulations for assessment and grading set out by the Ministry of Education in Sarajevo Canton. This section outlines the aforementioned regulations, rules and procedures. The full text of the regulations in Bosnian language is available on the website of the Ministry.

### Scope and Definitions

This Section prescribes the method of evaluation and assessment of primary and secondary school students, the methods of checking their knowledge, skills, abilities and application of acquired knowledge and the tentative calendar of written knowledge tests.

**Assessment** is hereby defined as the continuous and systematic collection of data throughout the learning process and the achievement level of competences: knowledge, skills, abilities, independence and responsibility towards work, in accordance with predefined and accepted methods, procedures and elements, and is achieved by monitoring, checking and by grading.

**Grading** is the evaluation of all important facts about student achievements during assessment and checking in each subject, and is expressed as a grade in accordance with the Law on Primary Education and the Law on Secondary Education of Sarajevo Canton (hereinafter: Laws).

**Summative assessment techniques** imply different procedures for evaluating the results achieved and the adopted student knowledge. These techniques can be general or specific.

### Assessment Criteria

The criteria for assessing student achievement are derived from: the curriculum, learning outcomes, which define students' knowledge levels, and this policy.

Evaluation criteria for a specific subject, as well as evaluation methods, scales and procedures, are developed by the professional board of specific subject teachers in the area of the Sarajevo Canton with the professional assistance of the higher education institution/faculty and the consent of the Ministry of Education in Sarajevo Canton (hereinafter : Ministry).

### Types of Grading

Grading is descriptive and numerical, and is expressed in accordance with the Laws.

In Year 1 of Primary School, the teacher monitors the student's achievements and evaluates them descriptively. Descriptive grading is conducted according to the learning outcomes arising from the curriculum, in the form of a short paragraph that summarises student achievements in a specific subject at the end of each term.

Through all remaining Years of Primary School as well as Secondary School, students are graded numerically. Numerical grades are: excellent (5), very good (4), good (3), satisfactory (2) and unsatisfactory (1).

## Summative Assessment Techniques

Summative assessment techniques are divided into general and specific.

General techniques are:

- **Oral knowledge tests** are assessments in which the students' ability to express themselves verbally comes forward.
- **Written knowledge tests** performed as needed and at the teacher's discretion, and compulsory for subjects for which it is provided for in the curriculum. In a written knowledge test of students' acquired knowledge, the number of points obtained is converted into numerical grades according to the scale in Table 1.

*Table 1: Grading scale for written exams.*

| Grade                     | Percentage of acquired points |                           |
|---------------------------|-------------------------------|---------------------------|
|                           | Primary (Years 2 - 9)         | Secondary (Years 10 - 13) |
| <b>1 - unsatisfactory</b> | 0 - 29 %                      | 0 - 40 %                  |
| <b>2 - satisfactory</b>   | 30 - 49 %                     | 41 - 55 %                 |
| <b>3 - good</b>           | 50 - 69 %                     | 56 - 70 %                 |
| <b>4 - very good</b>      | 70 - 89 %                     | 71 - 85 %                 |
| <b>5 - excellent</b>      | 90 - 100 %                    | 86 - 100 %                |

**Note:** The School recommends teachers to design their exams on a 100 point base to avoid any mistakes with recalculating point values into percentages (e.g. exam with 30 points as a maximum value would require recalculation of points into percentages to establish grades).

- **Group work assignment** is used to assess the whole group or an individual. This type of assessment should be preceded by sharing a clear task and assessment criteria within the group.
- **Project assignment** is solved by a student or a group of students, with the aim to introduce them to research and discovery, and written and verbal reporting on what was done.
- **Notebook check** is conducted to evaluate the student's notebook, in which the student enters notes and exercises from a specific subject, whereby the student's diligence, creativity, transparency, responsibility and sequence are evaluated.
- **Homework check** assesses students' accuracy, responsibility and effort.
- **Practical skills assessment**, in subjects where it is foreseen by the curriculum, involves assessment of the level of theoretical knowledge required for carrying out technical activities, manual skills, and students' ability for individual and team work.



Specific techniques are:

- **Work diary** represents individual notes in which students describe their learning experience by module. It is used for records of practical classes of students of professional and technical schools.
- **Independent task** checks the acquired knowledge of what students have acquired during classes at school with what they are capable of doing without the help of the teacher, contributes to the development of opinions, the possibility of checking and applying knowledge in independent work, objectively shows the degree of independence of students, with the aim of determining: accuracy, analytical approach (procedure), creativity, respect for production time, neatness and clarity and presentation skills.
- **Portfolio** is a collection that contains works that a student has created in a module under the teacher's supervision and represents examples of work that show progress or lack of progress in certain areas, and includes: documentation of achievements, self-evaluations, processes of creating works, and analyses of learning experiences.
- **Practical exam** is assessment of the student's understanding and ability to demonstrate certain skills.

Activities in the process of assessing student achievements and the level of adoption of rules of behaviour are carried out objectively, transparently, continuously and publicly by teachers, form tutors and professional associates, respecting the student's personality and giving every student an equal opportunity.

### **Assessment of Students with SENDs**

In the case of students with SENDs, their attitude towards work and set tasks and educational values should also be evaluated.

Teachers should adapt the methods, procedures and criteria of assessing students with SENDs, who follow the teaching content according to individual-educational and individualised plans and programs, including the evaluation of their behaviour, to the abilities of the students.

Assessment should be aimed at encouraging students to actively participate in classes and extracurricular activities, develop their self-confidence and a sense of progress in order to make good use of their current abilities and develop new ones.

The assessment methods and techniques should be in accordance with the recommendations of the expert team for each area, appropriate to the degree and type of SEND, and clear to all participants in the assessment process.

The level of development of the student's achievement should be checked in the way in which it can best be expressed.

If the student has pronounced difficulties in voice-speech communication, they are assessed through written tests, and if the student has pronounced difficulties in written expression, they are assessed through oral tests in agreement with the relevant Class Teaching Council.

Teachers should seek guidance from the School SEND Coordinators if unsure about how to best

conduct summative assessment for students with SENDs. Additional information is also available in our SEND Policy.

### **Assessment of Students Achieving Exceptional Success**

At a personal request, that is, a request from a parent/guardian or a proposal from the relevant Class Teaching Council, with the consent of the parents/guardians, the School Teaching Council can make a decision that a student who achieves exceptional success can complete two Years in one school year.

The term "**exceptional success**" means the continued success of students with an average grade of 5.0 at the end of the school year and exemplary behaviour, and the detailed provisions of the term "exceptional success" are issued by the Minister of Education.

A student can complete two Years in one school year only once in Primary School and once in Secondary School. Students of the final Year 9 in Primary School cannot complete two Years in one school year.

### **Initial Checks and Assessments**

At the beginning of the school year, the teacher, with the aim of gaining insight into the level of achievement of the students in a particular class and subject, may conduct an initial check or assessment.

Each initial assessment or test must be announced to students in a timely manner, and written initial tests are not included in the number of planned written tests. Initial assessments or tests are not recorded in the class register. Initial testing serves as feedback to the teacher, students and parents about the currently acquired knowledge in the subject in which the test is performed.

### **Oral and Practical Exams**

Oral exams are all oral forms of assessing the achieved level of student competencies (knowledge, independence and responsibility towards work) that result in a grade. Oral forms of assessment are conducted continuously throughout the academic year. Oral examination and assessment of students can be carried out in every lesson. The oral exam lasts as long as the teacher estimates, in accordance with the needs and interests of the students, and as a rule, it should last up to 15 minutes. The date of each oral examination must be entered in the class register.

On the day when they take a written exam, students can be examined orally only in two subjects, i.e. in three subjects if there are no written exams scheduled on that day. The exception in the sense of the third allowed summative assessment during one teaching day are following types of assessment: notebooks check, homework check, work diary, individual task, group work, song, book report, dictation and class activity. Additional exceptions are practical exams from those subjects for which this is provided for in the curriculum (such as PE, Music, Art, Design and Technology, Culture of Living etc.) .

Practical exams are all practical forms of assessing the achieved level of student competencies (knowledge, skills, abilities, independence and responsibility towards work) that result in a grade. Practical forms of assessment are carried out continuously throughout the academic year for those subjects for which it is provided for in the curriculum.

## Written Exams

Written exams are all written forms of assessment that result in a grade for the student's written work. Apart from their duration (full one lesson of 45 min), they can differ in the form and scope of the teaching content.

Written examination is carried out after covering and practising teaching contents (topics, units or other content sections), continuously throughout the entire school year.

The contents of the written exam must be adapted to the time frame of the written exam (i.e. such that they can be completed in 45 min).

The grades for written exams are entered in the class register with the date when the exam was administered.

The teacher is obliged to familiarise the students with the scope, content, time frame and method of administering the written exam before the exam is administered.

The teacher is obliged to announce the written exam in a timely manner. **Note:** The School recommends the announcement of the exam at least two weeks prior to the scheduled date.

A student can write only two written exams in one day, and a maximum of three written exams in one week, including quizzes and exams, except for modular programs.

The schedule and dynamics of written exams are monitored by the School SLT: Pedagogues, Psychologists, Deputy Principals and Principals.

If 40% of the students in the Primary School, or 50% in the Secondary School, do not pass the written exam (written assignments, exams or quizzes) in the class, the teacher is obliged to cancel the written exam, not to enter the grades in the class register, to determine and remove the causes of failure, inform the form tutor and the school pedagogue about it, repeat the written exam and indicate in the note of the class register that the written exam has been repeated. Written exam shall be repeated only by students who got unsatisfactory grade (1) in the initial exam. In case of a repeated written exam, the regulation on a maximum number of two written exams in a day and three in a week does not apply.

In case of frequent failure of the written exams, steps must be taken to prevent the repetition of failure, which include: analysis of the implementation of all elements of the written exam, organisation of supplementary classes, discussion of the pedagogue with students, parents and the teacher, and possible replacement of the teacher at the next written exam, and according to the decision of the School Teaching Council.

## Tentative Calendar of Written Exams

The tentative calendar of written exams is a school document that each school prepares for the current school year.

By the end of the third week of classes in each term, the School publishes the tentative calendar of written exams (hereinafter: calendar) for all classes (dates of written exams by week) on the bulletin board or on the School's website.

The calendar consists of a list of classes in each Year and a calendar of teaching weeks, as well as scheduled written exams for each week. It is made according to the operational curriculum and timetables of individual classes. Short written assessments are not entered in the calendar, but only written exams that last the entire lesson (45 min).

In addition to the published calendar, the teacher is obliged to announce each written exam no later than 5 (five) teaching days before conducting it. **Note:** The School recommends the announcement of the exam at least two weeks prior to the scheduled date.

If there is a need to change the calendar during the year in relation to the tentative calendar prepared in the beginning of the term, the calendar with the dates of the implementation of the written exams is adopted and published for each subsequent month.

For a student who was absent from the lesson in which the written exam scheduled in the calendar was administered, the subject teacher assesses whether the student will take the missed written exam. If the subject teacher assesses that the student should take the written exam they missed, they will do so according to the following criteria:

- if the student has been absent for less than three teaching days, the written exam will be taken at the next lesson, and the daily exam limit will not apply to that student, noting that a student cannot have more than three written exams in one week,
- if the student has been absent for three or more teaching days, the written exam is done within four weeks from the day of the student's return to school after a prolonged absence, and the daily exam limit will not apply to that student, noting that a student cannot have more than three written exams in one week.

The calendar is proposed by the teachers and adopted by the School Teaching Council.

If the subject teacher judges that it is in the interest of the students, the calendar can be changed during the school year, at the teacher's suggestion and with the consent of the School Principals.

### **Final Grades from Subjects**

The final grade from the subject is an expression of the achieved level of the student's competencies in the subject and the result of the overall evaluation process during the school year, and is derived on the basis of assessment elements.

Teachers determine the elements, methods and procedures in the summative assessment.

The final grade from the subject at the end of the school year (i.e. end of the second term) may but does not have to be derived from the arithmetic mean of all recorded grades of the first and second term (see Table 2), and when deriving the grade from the subject at the end of the school year, the final grade from the first term is not taken into account. The final grade at the end of first term may but does not have to be derived from the arithmetic mean of all recorded grades of the first term (see Table 2). In either case, the final grade cannot be lower than the arithmetic mean.

In order for the deriving of the final grade to be possible, the student must be assessed and graded with at least two grades from subjects taught in one lesson per week, or with at least three grades from subjects taught in two or more lessons per week. Grades from subjects in which the curricula provide for written exams are added to the aforementioned minimum number of grades.

**Table 2:** Deriving final grades from subjects based on arithmetic means.

| Final grade from a subject | Range of arithmetic means of recorded grades |
|----------------------------|----------------------------------------------|
| <b>1 - unsatisfactory</b>  | Up to 1.50                                   |
| <b>2 - satisfactory</b>    | 1.50 - 2.49                                  |
| <b>3 - good</b>            | 2.50 - 3.49                                  |
| <b>4 - very good</b>       | 3.50 - 4.49                                  |
| <b>5 - excellent</b>       | 4.50 - 5.00                                  |

A student cannot be given a final grade of unsatisfactory (1) due to poor behaviour.

A student cannot be given a final grade of unsatisfactory (1) based on only one unsatisfactory grade.

The final grade from subjects is determined by the subject teachers, or in case of Years 1-4, by the primary school teacher for all subjects taught by the primary school teacher.

This policy will not include the regulations for deriving final grades for subjects with modular programmes, and regulations specific to art and music schools, as those do not apply to our School.

### **Overall Student Performance Grade**

The overall student performance grade is determined by finding the arithmetic mean of the final grades of each subject at the end of first term and at the end of the school year (i.e. at the end of the second term), as shown in Table 3.

**Table 3:** Determining the overall student performance grade.

| Overall student performance grade | Range of arithmetic means of final grades from all subjects |
|-----------------------------------|-------------------------------------------------------------|
| <b>1 - unsatisfactory</b>         | Up to 2.00*                                                 |
| <b>2 - satisfactory</b>           | 2.00 - 2.49                                                 |
| <b>3 - good</b>                   | 2.50 - 3.49                                                 |
| <b>4 - very good</b>              | 3.50 - 4.49                                                 |
| <b>5 - excellent</b>              | 4.50 - 5.00                                                 |

\*If, at the end of the term/school year, the student has an unsatisfactory grade in one or two subjects, the overall student performance grade is determined as unsatisfactory (1) regardless of the arithmetic mean, and the student is referred to makeup exams. If the student received an

unsatisfactory (1) final grade in one or both subjects on the makeup exam, the student will repeat the year.

If, at the end of the school year, the student has an unsatisfactory (1) final grade in three or more subjects, the overall student performance grade is unsatisfactory (1) regardless of the arithmetic mean, and the student must repeat the year. This applies to Years 4-13, while students of Years 2 and 3 do not repeat the year due to unsatisfactory final grades.

### **Ungraded Students**

If a student is not graded in one or more subjects during the first term, for justified reasons (illness, accident, etc.), overall student performance grade is not determined and the student is recorded as ungraded in the first term report, with the possibility of continuing education in the second term.

If, at the end of the school year, for justified reasons determined by the School Teaching Council, students remain ungraded in certain subjects, they are directed to take the subject exams in ungraded subjects, with the obligation to organise the subject exam until the end of the school year (i.e. by the end of August). Subject exams consist of a written and an oral exam, and the final grade is determined as the arithmetic mean of the two grades.

If, at the end of the school year, for justified reasons determined by the School Teaching Council, students remain ungraded in all subjects, they are directed to take a year exam, with the obligation to organise the year exam until the end of the school year (i.e. by the end of August). This exam consists of a written and an oral exam for each subject in the given year. Final grade for each subject in such a case is determined as the arithmetic mean of the two grades.

The method of organisation, deadlines and the method of conducting the exams are determined by the School Teaching Council in accordance with the Laws and by-laws, taking into account the best interest of the student.

If, for unjustified reasons determined by the School Teaching Council, the student remains ungraded in a maximum of two subjects at the end of the academic year, the student may be sent to repeat year. If the School Teaching Council determines that the student should not repeat the year, the student will be allowed to take the subject exams for the ungraded subjects.

If, for unjustified reasons determined by the School Teaching Council, the student remains ungraded in more than two subjects at the end of the academic year, the student is referred to repeat the year.

Guidelines for ungraded students do not apply to students who have the status of a promising student in the Primary School, or students with special status in the Secondary School, except in the case of abuse of said status.

### **Behaviour Grades**

Students' behaviour is assessed based on their attitude towards work, other pupils, teachers and other workers at the school, towards school property and in extracurricular activities (excursions, school in nature, trips, educational visits etc.) in accordance with the Behaviour Policy.

Behaviour assessment is not done for students in Years 1-3 of Primary School, but Behaviour Policy outlines practices for monitoring and support.

For all remaining Years of Primary and Secondary school, student behaviour is assessed continuously and recorded as one of five descriptive behaviour grades: **exemplary, very good, good, satisfactory and poor**. Parents have the right to object once their child is graded “poor” for the behaviour, following the procedure described in the Complaints Policy.

If the student does not comply with the behaviour rules, the teacher can also propose a specific pedagogical measure to the Form Tutor, the Class Teaching Council, the Principal or the School Teaching Council, which can make a decision to impose an disciplinary educational measure on the student, following the Behaviour Policy.

If the student improves the behaviour after the pedagogical measure has been imposed, at the proposal of the form tutor, the behaviour grade can be improved, except in cases of unexcused absences, following the guidelines in the Behaviour Policy.

The default behaviour grade is “exemplary”, meaning that if the student is not graded for behaviour during the year, their behaviour grade is automatically recorded as “exemplary” in the report card.

### **Rights and Obligations of Students**

At the beginning of the school year, the students are introduced to the elements of assessment, as well as the methods and procedures of evaluation in the first lesson of each subject. Students are obliged to follow all the rules in the School and they have the right to:

- inspect their graded written assessments,
- be provided with clear assessment and evaluation criteria for each subject,
- receive explanations for each given grade.

### **Rights and Obligations of Parents**

Parents have the right and obligation to familiarise themselves with the assessment elements, as well as the assessment methods and procedures for each subject.

At parent-teacher conferences and individual informative meetings, the form tutor informs the parents about the achievements, absences and behaviour of the students, and the subject teachers inform the parents about the ways and procedures of evaluation and assessment. Parents are obliged to regularly attend parent-teacher conferences and individual informative meetings.

Parents have the right to inspect the written and other works and assessments of the child at organised individual informative meetings with the form tutor and subject teacher. Parents have the right and responsibility to ask the form tutor to organise an individual informative meeting with the teacher in question. Parents have the right to submit a complaint in writing to the Principal if the form tutor or the subject teacher refuses to provide timely and necessary information about their child's success.

Parents have the right to submit written petitions (remarks, comments and suggestions) about student assessment to the Principal if the written petition was preceded by a conversation with the form tutor and subject teacher. In accordance with the Laws, the parent has the right to object to the student's final grades from subjects at the end of the school year (i.e. at the end of the second term). The procedures for this are established in the Complaints Policy.

## 10 External Summative Assessment

Assessment and valuation of pupils' achievements in the Primary and Secondary School is done externally as shown in Table 4. Our General Gymnasium ("College") subdivision of the Secondary School does not use any external assessments.

Through the Cambridge Assessments students may receive internationally recognised qualifications. Our School is a **registered CIE Centre, number BA006**. Thus, our School provides the students with opportunities to gain both locally and internationally recognised qualifications. It is important to note that Cambridge assessments are not compulsory.

**Table 4:** Overview of external assessments in our School.

| Division  | Year   | Assessment                                                                     | Grading method                                                             |
|-----------|--------|--------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| Primary   | 1      | Jolly Phonics: letter and sound knowledge, word/text reading and comprehension | Jolly Phonics Checklists                                                   |
|           | 2      |                                                                                |                                                                            |
|           | 3      | Cambridge Primary Progression Tests                                            | Performance bands:<br><br>Basic<br>Aspiring<br>Good<br>High<br>Outstanding |
|           | 4      | Cambridge Primary Checkpoint (optional, taken in Year 6 or 7)                  |                                                                            |
|           | 5      |                                                                                |                                                                            |
|           | 6      |                                                                                |                                                                            |
|           | 7      | Cambridge Lower Secondary Checkpoint (optional, taken in Year 9)               |                                                                            |
|           | 8      |                                                                                |                                                                            |
|           | 9      |                                                                                |                                                                            |
| Secondary | 10 - 1 | Cambridge IGCSE Assessments (optional)                                         | IGCSE Grades (A* - G)                                                      |
|           | 11 - 2 |                                                                                |                                                                            |
|           | 12 - 3 | Cambridge AS and A Level Assessments (optional)                                | AS Level Grades (a - e)                                                    |
|           | 13 - 4 |                                                                                | A Level Grades (A* - E)                                                    |

At the end of Year 9, students take the Matura Exams in Bosnian/Croatian/Serbian Language and Literature (non-native speakers are exempt), English and Maths. These exams are administered by the Ministry of Education in Sarajevo Canton. Student results in each subject exam are presented as 0-10 score, and combined with their average grades in Years 6-9 and additional points for good results in competitions, for a final score based on which students apply for secondary schools. Our Secondary School division recognises Matura Exam scores as a base for enrollment for all local students. If transferring from other Cambridge schools, we encourage students to submit their relevant exam results as part of their documents.



## 11 Reporting

Regular feedback, both verbally and through written marking, ensures that students are aware of their achievements and their areas of improvement. As well as their own personal record keeping, teachers regularly record students' achievement in objectives in the core subjects through the tracking system on the **SchoolMind** platform. We recognise the important partnership between parents or carers and the School. We aim to use clear and accurate reporting to inform parents or carers through:

- twice yearly written term reports, sent in December and June,
- minimum four parent/teacher conferences per year, usually two per term,
- SchoolMind tracking and communication,
- individual informative meetings and discussions as appropriate.

Written reports in Year 1 provide a clear and accurate summary of the student's achievements for each subject. Key achievements and targets are included alongside comments which acknowledge the students' attitudes and aptitudes as well as an overview of them socially.

Written reports in Years 2-13 provide a summary of the student's achievements for each subject in form of the final grades from subjects, as well as: number of excused and unexcused absences, behaviour grade (except Years 2 and 3, where students are not awarded behaviour grades) and optional comments by the form tutors.

Information from the assessments is evaluated during the meeting of Class Teaching Council for each class at least twice per term and more frequently if needed), to identify barriers and to plan support and intervention as needed. Targets are then set and reflected upon during the following meetings.

At the end of each term, a report card is produced with final grades for each subject following local regulations (descriptive in Year 1 and numeric 5-1 grades obtained from rounded arithmetic mean final grades for each subject in Years 2-13).

## 12 Monitoring and Reviewing the Policy

SLT reviews the information in this policy together with all teaching staff annually and makes adjustments as appropriate.