



BGSS Assessment Policy 2018

The BGSS Assessment Policy guides the design of the assessment environment in the school. The policy creates a shared understanding by clarifying the expectations of all members in the BGSS learning community. It defines the assessment philosophy, standards and practices for student-centric learning.

Assessment Philosophy

Assessment is an integral part of the learning process, and must be closely aligned with curricular objectives, content and pedagogy. Assessment is progressively sequenced to support the developmental aims of the curriculum, is holistic and aims to develop the whole child. In this, both Assessment for Learning (AfL) and Assessment of Learning (AoL) have a role to play so that assessment is learner-centred and balanced. When AfL and AoL are competently implemented and integrated, we are then able to use Assessment as Learning in itself.

Uses of Assessment

The uses of assessment include:

- Providing opportunities for students to demonstrate learning and understanding, and improve their learning through the provision of relevant and timely feedback.
- Making evaluations about students' level of attainment of learning outcomes.
- Guiding the design and delivery of teaching and learning programmes.

Modes of Assessment

Different modes of assessment are used so that students can demonstrate their learning in a variety of ways, e.g. quizzes, presentations, portfolios, performance tasks, written, oral.

Frequency of Assessment

For the sake of student well-being and to better manage students' load, there will be no more than four tests in a week and no more than two tests within a day.

Feedback

Feedback is an essential component of the assessment-feedback-learning cycle, and all teachers are expected to provide written feedback on students' work. It is positive communication based on learning intentions and success criteria, is specific and developmental in nature. It informs students about what they have achieved and what else they need to do to in order to improve. It must be followed up with opportunities for students to reflect on their learning needs, strengths and areas for development.

Expectations of feedback

- Teachers are expected to return all student work and tests within two weeks of submission for feedback to be effective. All marking must be dated and initialled by the teacher.
- Within each unit taught, there must be at least one piece of work that is teacher-marked and given quality feedback against the learning intention and success criteria.
- The feedback must communicate what students have or have not done well (success feedback to indicate where the learner is at), and offer instructions on how to improve (next-step feedback advising how to get there).
- Teachers may use the following options when giving feedback.

Feedback Options	Features of feedback options
Success Feedback	<ul style="list-style-type: none">• Identify what is done correctly.• Describe a feature of quality present in the work.• Point out effective use of strategy or process.
Next-Step Feedback	<ul style="list-style-type: none">• Identify a correction.• Describe a feature of quality needing work.• Point out a problem with strategy or process.• Offer a reminder.• Make a specific suggestion.

	<ul style="list-style-type: none">• Ask a question.
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- Teachers can use marking codes to save time and make the feedback more accessible to the student. A copy of the codes should be provided to the students for reference.
- After feedback is given to the students, teachers must expect students to respond and make the necessary improvements to their work within a reasonable time period for the feedback to be effective and feed forward to students' deeper learning.
- Teachers must initial and date the improvements when they have taken place.
- For exam papers, teachers must return the scripts to students before the end of the term so that students can revise on work on improvements during the school holidays.

Feedback to parents

- Teachers are encouraged to provide feedback regularly to parents on students' achievements and progress through the Student Handbook, letters, emails or notes.
- Parents should acknowledge and provide their response if necessary.
- Teachers should initial against parent comments as acknowledgement and respond if necessary or appropriate.

Absence from Tests and Examinations

Any student who is absent for a class test or exam due to illness must produce a medical certificate to cover his/her absence. A student without a medical certificate will be given *AB*, i.e. zero mark for the missed test or exam. In the case of an exam, the absent student will not be able to sit for that particular exam, but will only take it as a practice upon returning to school.

The rationale for this is as follows:

- Be in alignment with the national examination policy where there is no retaking of the missed exam.
- Ensure the confidentiality of the exam paper, and fairness for all students who had sat for the paper.

The school takes a serious position on this matter. We seek parents'/guardians' cooperation not to send the student to school for tests or exams if he/she is unwell. Bring the student to the doctor for evaluation and obtain a medical certificate so that the school can process the students' results accordingly.

Academic Conduct, Integrity and Responsibility

All students are responsible for upholding the highest standards of academic conduct and integrity in all academic undertakings. Any act of academic dishonesty, including cheating and plagiarism, will be subjected to stern disciplinary action.

Homework Guidelines

Homework is an essential part of the learning process and allows students to review and practise the skills that they have been taught in class. It thus helps students to consolidate their learning and so better retain what they have learnt.

Time Guidelines

The time guidelines seek to ensure students' well-being by managing the amount of time students should spend on homework assignments. The following table shows the estimated time each student should spend on homework daily.

Level	Estimated Time for Daily Homework
Sec 1	1 to 2 hours
Sec 2	1.5 to 2.5 hours
Sec 3	2 to 3 hours
Sec 4/ 5N	> 3 hours

During the school holidays, students will also be given holiday homework to help students close their performance gaps and prepare for the exams/following year in advance. The estimated time each student should spend on holiday homework is detailed in the table below.

Period	Estimated Time Spent on Holiday Homework per Subject
March Holidays	1 to 2 hours per subject

June Holidays	1.5 to 2.5 hours per subject
September Holidays	2 to 3 hours per subject
Nov – Dec Holidays	> 3 hours per subject

Role of Teachers

Teachers will:

- Give clear instructions on homework assignments so that students know what they are required to do.
- Set clear expectations for the quality of work.
- Design and assign homework that is challenging, relevant to the curriculum and appropriate to the students' competency level.
- Work in tandem with other subject teachers (through checks) and with students to manage the total homework given to students (through feedback).
- Set a reasonable time period for students to complete their work.
- Be considerate when assigning homework during festive periods during term time, e.g., Chinese New Year, Hari Raya Puasa and Deepavali.

Role of Students

It is imperative for students to do the following so as to benefit fully from homework.

- Record the homework assignment in the Student's Handbook.
- Clarify their doubts with the teacher if they do not understand the homework assignment.
- Ensure that the homework assignments are brought home.
- Organise their textbooks, workbooks, worksheets and files neatly so that they can access them easily when doing their homework.
- Exercise self-discipline and complete the assignments at home.
- Submit the homework by the stipulated deadline.
- Inform the subject teacher if they have been given a lot of homework from other subject teachers.

- Read and act on the feedback given by teachers to deepen their understanding and improve their work.

Role of Parents

Parents play an important role in the child's education. The school seeks the understanding and collaboration of parents as partners in education to support our Assessment Policy in order to bring out our students' fullest academic potential. Parents can support their children's learning by doing the following:

- Check the child's Student's Handbook daily for the homework assigned.
- Remind your child to complete his/her homework.
- Provide a conducive environment for the child to complete the homework.
- Where possible, spend time to supervise your child in doing the homework assignment and go through your child's homework.
- Guide your child to develop good studying habits and set aside a regular study/ homework time. Praise them whenever they have completed their homework so as to encourage them.
- Do not complete the homework for them.
- Consult the Form Teacher or Subject Teacher on your child's academic progress during Parent-Teacher Conference or whenever necessary.

Monitoring and Evaluation

The implementation of this policy will be monitored by the Principal, Vice-principals, Heads of Department, Subject and Level Heads.

Assessment Plan

Each department's assessment plan can be found in the Annex.