
ASSESSMENT AND REPORTING POLICY

I. Purpose

At Anne Hill International School (AHI), we view assessment and reporting as integral to supporting and promoting student learning. Assessment provides meaningful insights into progress and achievement, while reporting ensures this information is communicated clearly to students and parents. Together, they celebrate success, identify next steps, and guide effective teaching and learning.

We believe students and parents are entitled to consistent, valid, and reliable information across all year groups, phases and subjects. Our approach combines formative and summative assessments, reflecting the expectations of the English National Curriculum alongside the inquiry-based philosophy of the International Curriculum Association. Assessments act as indicators of learning that encourage positive attitudes, intercultural awareness, and resilience.

Through timely feedback and purposeful reporting, students are supported to reflect on their progress, recognise their strengths, and set goals for growth. Parents remain informed and engaged, enabling them to play an active role in their child's learning journey. By bringing assessment and reporting together, we ensure that every student is supported towards reaching their potential while developing the knowledge, skills, and attitudes needed for future success.

II. Type & Scope

Type: External

This policy is applicable to all students, parents, teachers, LTAs, the Academic Leadership Team and other members of the teaching faculty at Anne Hill International School.

The Assessment and Reporting Policy is also adapted and published in the Parent Portal.

III. Policy Statement

3.1. Aims

AHI is committed to ensuring that all students make excellent progress, regardless of their starting points. This is achieved through high-quality teaching, targeted support, and purposeful assessment that together provide a clear picture of each student's development. Progress is monitored systematically across the year and communicated regularly to parents, ensuring they are active partners in their child's learning journey. In this context, the aims of the Assessment and Reporting Policy are to:

- **Place students at the centre** of assessment and reporting, encouraging reflection, goal setting, and ownership of learning.
- **Support learning and progress** by using assessment to identify strengths, needs, and next steps for every student.
- **Provide clear, consistent, and reliable information** to students and parents about achievement and growth.
- **Engage parents as partners** in the learning journey through regular, accessible, and meaningful communication.
- **Ensure high standards of practice** by informing curriculum planning and ensuring daily practice reflects current educational research.

Pre-Assessment and on-going assessment (assessment for and as learning) throughout the lesson sequence/ unit sharpens the teacher's sense of what is working and what is not yet working for all the students in the class. It enables the teacher to continue working with students in ways that target their particular strengths and needs considering important learning intentions/ goals.

3.2. Assessment

Assessment refers to the wide range of activities carried out by teachers and students to generate information that improves teaching and learning.

At AHI, when this information is used during lessons to adapt teaching and help students identify their next steps, it is known as **formative assessment**, or assessment *for* learning. When assessment is used to summarise overall achievement at a particular point in the academic year, such as end-of-unit tasks, Exit Points or standardised tests, it is known as **summative assessment**, or assessment *of* learning.

Assessment is central to effective teaching and learning at AHI. It plays a vital role in raising student achievement by informing instructional practice and guiding next steps. Our approach to assessment is closely connected to the *Definition of High-Quality Teaching & Learning Policy (ACAD-001)* and should be considered alongside related policies such as the *Student Feedback Policy (ACAD-006)*, the *Policy on Teachers' Standards (ACAD-012)*, and the *Inclusion Policy (ADM.AHI-002)*. Together, these policies ensure that every student is supported to make strong and sustained progress.

3.2.1. Formative Assessment (Assessment for Learning)

Formative assessment is used to guide students in understanding their current progress and identifying what they can do to improve. It takes the form of verbal and written feedback that is age-appropriate, constructive, and tailored to individual students' needs. Formative assessment highlights both strengths and areas for development, while also providing clear strategies for improvement. It supports students by scaffolding their learning and, where appropriate, offers further challenge to extend the most able.

Common forms of Formative Assessment at AHI (Preschool) include:

- **Observations during child-led or free-play activities** - Teachers watch students in various settings to see what they can do, what interests them, and where they might need support.
- **Interactive adult-child conversations / questioning** - Conversations with students during everyday tasks, asking them to explain what they are doing, and prompting deeper thinking.
- **Documentation of work** – Using photos, student's work, drawings, mark-making and other creative output, along with teacher's anecdotal notes, to track development over time.
- **Scaffolding and next-step planning** - Using what is learned from observations and interactions to shape future learning experiences, adapt the environment or scaffold tasks.

Common forms of Formative Assessment at AHI (Primary School) include:

- **Questioning Techniques** - Open-ended questions to encourage explanation and reasoning, and follow-up questions that probe deeper, challenge misconceptions, and extend thinking.
- **Feedback** - Providing verbal and written feedback that is specific, constructive, and focused on both strengths and next steps.
- **Learning Goals** - Sharing clear learning goals with students so they understand what success looks like.
- **Retrieval practice activities** – Used to revisit prior learning, check understanding, and identify misconceptions in a low-stakes environment.
- **Peer Assessment** - Training students to give each other feedback using agreed criteria.
- **Self-Assessment & Reflection** - Encouraging students to reflect on their own progress, set targets, and identify areas for growth.
- **Differentiated Tasks** - Providing scaffolded activities for those who need support, alongside extension challenges for higher attainers.

Common forms of Formative Assessment at AHI (Secondary School) include:

- **Questioning and dialogic teaching** – Deliberate use of questions to check understanding across the class.
- **Exit tickets / quick check-ins** – Used at the end of lessons to assess what students have understood and what needs reteaching.
- **Peer assessment and collaborative feedback** - Students review each other's work using a set criterion.
- **Self-assessment and metacognitive reflection** - Students reflect on their understanding, confidence, and what they need to work on next.
- **Regular quizzes or low-stakes tests / retrieval practice** - Used formatively to check knowledge, reveal misconceptions and provide quick feedback.
- **Feedback (written / verbal / live marking)** - Targeted feedback on work, with specific next steps for improvement.
- **Responsive teaching** – Use of formative data to adapt teaching in real time and plan targeted intervention or support.

3.2.2. Summative Assessment (Assessment of Learning)

In addition to on-going formative assessment, teachers and leaders use summative assessment to evaluate students' learning at various points throughout the academic year. These assessments are used to determine students' current levels against our established curriculum aims and agreed standards. These levels are recorded and reviewed by teachers and leaders as well as reported to parents via Parent-Teacher Meetings and Mid-Year/End-of-Year reports.

Throughout the academic year, the following Summative Assessments are carried out:

Preschool:

Emphasis is given to the daily practice of observation and planning, using teachers' knowledge of child development and of the students themselves to capture insight into their development. The following summative assessment practices are utilised to enhance teachers' understanding of student progress as well as to inform parents.

Student Progress Reports – Based on and aligned with England's EYFS framework, adapted to meet the needs of our students. Reports on the following areas: Social and Personal Growth, Science and Environmental Studies, Physical Education and Gross Motor Development, Communication, Visual Arts and Aesthetic Development, Music and Aural Development, Literacy and Numeracy.

Portfolios – Over the course of an academic year, work samples are collected for each individual student with monthly aims of achievement. These include areas such as Fine/Gross Motor Skills, IEYC, Maths and Literacy (depending on year group).

Developmental Checklist (Playgroup, Nursery 1 and Nursery 2) - Based on the milestones outlined by the Children' Learning Institute, these checklists identify which skills are expected at what ages and acknowledges what each child is accomplishing in the following areas: Health and Motor, Social-Emotional, Language and Literacy, and Cognitive.

	Developmental Checklist	Portfolios	Student Progress Reports
Playgroup	Twice a year (August and June). (18-24 months)	Monthly collection of student work covering a range of planned outcomes.	Twice a year (December and June).
Nursery 1	Twice a year (August and June). (24-36 months)	Monthly collection of student work covering a range of planned outcomes.	Twice a year (December and June).
Nursery 2	Once a year (June). (36-48 months)	Monthly collection of student work covering a range of planned outcomes.	Twice a year (December and June).
Kindergarten		Monthly collection of student work covering a range of planned outcomes.	Twice a year (December and June).

Primary School:

	Reading	Writing	Maths	IPC
Year 1	End-of-level phonics assessment	1x Comparative Judgement (No More Marking) 3x Writing Moderation	3x White Rose Arithmetic 3x White Rose Reasoning 1x PUMA (Term 4)	End-of-unit Exit Points
Year 2	End-of-level phonics assessment 3x Progress in Reading Assessment (PIRA, Term 2, 3 & 4)	1x Comparative Judgement (No More Marking) 3x Writing Moderation	3x White Rose Arithmetic 3x White Rose Reasoning 1x PUMA (Term 4)	End-of-unit Exit Points

Year 3	3x Progress in Reading Assessment (PiRA, Term 2, 3 & 4)	1x Comparative Judgement (No More Marking) 3x Writing Moderation	3x White Rose Arithmetic 3x White Rose Reasoning 1x Progress in Understanding Mathematics Assessment (PUMA, Term 4)	End-of-unit Exit Points
Year 4	3x Progress in Reading Assessment (PiRA, Term 2, 3 & 4)	1x Comparative Judgement (No More Marking) 3x Writing Moderation	3x White Rose Arithmetic 3x White Rose Reasoning 1x Progress in Understanding Mathematics Assessment (PUMA, Term 4)	End-of-unit Exit Points
Year 5	3x Progress in Reading Assessment (PiRA, Term 2, 3 & 4)	1x Comparative Judgement (No More Marking) 3x Writing Moderation	3x White Rose Arithmetic 3x White Rose Reasoning 1x Progress in Understanding Mathematics Assessment (PUMA, Term 4)	End-of-unit Exit Points
Year 6	2x Progress in Reading Assessment (PiRA, Term 2 & 3) Cambridge Checkpoint	1x Comparative Judgement (No More Marking) 3x Writing Moderation	3x White Rose Arithmetic 3x White Rose Reasoning Cambridge Checkpoint	End-of-unit Exit Points Cambridge Checkpoint (Science)

Lower Secondary School:

	English	Maths	Science	IMYC
Year 7	3x Cambridge Progression Test	3x White Rose Non-Calculator 3x White Rose Calculator	3x Cambridge Progression Test	End-of-unit Exit Points

		Cambridge Progression Test		
Year 8	3x Cambridge Progression Test	3x White Rose Non-Calculator 3x White Rose Calculator Cambridge Progression Test	3x Cambridge Progression Test Cambridge Progression Test	End-of-unit Exit Points
Year 9	2x Cambridge Progression Test 1x Cambridge Checkpoint	3x White Rose Non-Calculator 3x White Rose Calculator Cambridge Checkpoint	2x Cambridge Progression Test Cambridge Checkpoint	End-of-unit Exit Points

Upper Secondary School (IGCSE):

	English Language and Literature	Maths	Coordinated Science	Design Technology/Global Perspective/ Business Studies
Year 10	2x Internal Progress Assessments IGCSE Mock Exam	2x Internal Progress Assessments IGCSE Mock Exam	2x Internal Progress Assessments IGCSE Mock Exam	2x Internal Progress Assessments IGCSE Mock Exam
Year 11	1x Mid –Year Mock Exam IGCSE Exam	1x Mid –Year Mock Exam IGCSE Exam 1x Non-Calculator Exam 1x Calculator Exam	1x Mid –Year Mock Exam IGCSE Exam	1x Mid –Year Mock Exam IGCSE Exam

Upper Secondary School (A Levels):

	Choice A	Choice B	Choice C
Year 12	2x Internal Progress Assessments	2x Internal Progress Assessments	2x Internal Progress Assessments

	1x Mid –Year Mock Exam 1x End of Year Exam	1x Mid –Year Mock Exam 1x End of Year Exam	1x Mid –Year Mock Exam 1x End of Year Exam
Year 13	1x Mid –Year Mock Exam A Level Exam	1x Mid –Year Mock Exam A Level Exam	1x Mid –Year Mock Exam A Level Exam

3.3. Reporting

At AHI, reporting keeps students, parents, and teachers connected in the learning process by providing clear and meaningful information about each student’s progress, achievements, and areas for further growth. Recognising the key role that parents and carers play in their child’s education, AHI works in close partnership with families to celebrate success, reflect on progress, and identify next steps in learning so that every student is supported to reach their full potential.

This should be considered alongside related policies such as the *School Communication Policy (SCP-001)*.

Regular forms of reporting at AHI include:

Preschool:

- Weekly updates on Seesaw, including images and a description of learning
- Ad hoc one-to-one meetings/communication as required
- Two in-person Parent-Teacher Meetings (September and April)
- Two written reports (December and June)

Primary School:

- Weekly updates on Seesaw, including images and a description of learning
- Ad hoc one-to-one meetings/communication as required
- Two in-person Parent-Teacher Meetings (September and April)
- Two written reports (December and June)

Secondary School:

- Weekly updates on iSams, Microsoft Teams
- Ad hoc one-to-one meetings/communication as required
- Two in-person Parent-Teacher Meetings (September and April)
- Two written reports (December and June)

3.3.1. Attainment & Engagement

Preschool

Throughout Playgroup to Kindergarten (Preschool), teachers report students' attainment and engagement through the following statements:

- **C** – Competent
- **I** – Improving
- **N** – Not observed

Primary and Lower Secondary School

Throughout Year 1 to Year 6 (Primary School) and Year 7 to 9 (Lower Secondary School), teachers report students' attainment and engagement through the following statements:

Attainment (Year 1 – Year 9)

- **Working at greater depth** - Student is working beyond age-related expectations and demonstrates a greater depth of understanding.
- **Working at** the expected standard - Student is secure in most areas of the age-related expectations.
- **Working towards** age expectations - Student is working on the learning goals from their age group but are not yet secure in all areas.
- **Working below** age expectations - Student is not yet working on the learning goals related to their age group.

Engagement (Year 1 – Year 9)

- Student is **highly engaged** in learning.
- Student is **consistently engaged** in learning.
- Student is **sometimes engaged** in learning.
- Student is **rarely engaged** in learning.

In addition, parents receive a separate end-of-year report for their child's chosen language of study, either Vietnamese or Mandarin. This report outlines each student's attainment in Listening Comprehension, Basic Conversation, Reading and Pronunciation, Writing, and Learning Attributes, providing a clear picture of progress in language acquisition.

Upper Secondary School

Throughout their time in the Year 10 to Year 13 (Lower Secondary School), students' attainment and engagement through the following statements:

Attainment (Year 10 – 13)

As students progress into Upper Secondary School, attainment is assessed using externally recognised grading systems aligned with Cambridge IGCSE and A Level qualifications. These grades reflect students' performance against the published assessment objectives and grade descriptors of the relevant examination courses.

High Achievement

- A*
- A

Good Achievement

- B
- C

Basic Achievement

- D
- E

Limited Achievement

- F
- G

Ungraded

- U

Engagement (Year 10 – 13)

- Student is **highly engaged** in learning.
- Student is **consistently engaged** in learning.
- Student is **sometimes engaged** in learning.
- Student is **rarely engaged** in learning.

IV. Roles & Responsibilities

- **Students** - Responsible for engaging actively in assessments, using feedback to improve, and taking increasing ownership of their learning.
- **Teachers** - Responsible for planning and implementing effective assessments, providing timely feedback, and reporting student progress aligned with the policy.
- **Academic Leadership Team (Head of School & Vice Principals)** - Responsible for reinforcing the policy, ensuring consistent, high-quality assessment and reporting practices aligned with the school's educational aims and framework.
- **Key Stage Leaders** - Responsible for overseeing assessment and reporting practices within their phase and supporting consistency, moderation, and standards.

- **Parents / Guardians** - Responsible for engaging with assessment and reporting information and supporting their child’s learning in partnership with the school.

V. Review Cycle and Updates

This policy will be reviewed once every year by the Head of School, Vice-Principals, key stage leaders and relevant staff, taking account of students’ opinions and concerns and parental views, where appropriate.

VI. Related Documents, Policies & SOPs

- Definition of High-Quality Teaching & Learning Policy
- Student Feedback Policy
- Policy on Teachers’ Standards
- Inclusion Policy
- School Communication Policy

Previous Update(s)	N/A	Revision Date:	N/A
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