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PRIMARY ASSESSMENT & HOMEWORK POLICY

1. Purpose

Assessment at Kampala International School Uganda (KISU) is an expression of our commitment to: 'Educating today's children for tomorrow's world.'

KISU is a warm, vibrant, inclusive, internationally-minded and forward looking learning community. We place children at the centre of our decision making and seek to develop young people who are enthusiastic, resilient and reflective lifelong learners, with the skills, values and personal qualities to flourish in, and become leaders conscience for tomorrow's world.

At KISU, our approach to assessment aims to help students understand themselves as learners, develop intellectual curiosity, build secure knowledge and deep understanding, think creatively, critically and analytically; communicate effectively; reflect on their learning; respond positively to challenge; and take responsibility for their own development.

Our assessment practice is rooted in our 3Rs: Respect, Resilience and Responsibility.

We aim for our approach to assessment to help students demonstrate:

- **Respect** for themselves as learners, their teacher and peers, different perspectives and cultures and the integrity of the learning process.
- **Resilience** by seeing challenges, mistakes and feedback as a learning opportunity to improve and grow.
- **Responsibility** by taking ownership of their learning. Preparing effectively, meeting commitments, acting on feedback and seeking help when needed.

Assessment at KISU is therefore not simply the process of giving tests or grades. It is a continuous process of gathering, interpreting and using evidence of learning.

2. Scope

This policy applies to students and staff in Early Years to Year 6 (EYFS, KS1, & KS2)

Assessment arrangements will reflect the curriculum, the development stage of a student and qualification requirements of each phase. Our approach to assessment will be split into the following Key Stages:

EYFS: Early Years Framework / Development Matters- observations.

KS1: The English National Curriculum - Rising Stars assessments for SPaG and reading comprehension, WhiteRose Education assessment papers for mathematics.

KS2: The English National Curriculum - Rising Stars assessments for SPaG and reading comprehension, WhiteRose Education assessment papers for mathematics, UK SAT's for the end of Year 6 assessment

Further information can be found in Section 9.

3. The KISU Learner and Assessment

Assessment should contribute to the development of the young people described in the KISU mission, vision and guiding statements.

KISU seeks to develop learners who are:

- Enthusiastic and intellectually curious;
- Knowledgeable and committed to breadth as well as depth;
- Resilient and self-confident;
- Reflective and willing to learn from experience;
- Creative, critical and analytical thinkers;
- Effective communicators;
- Respectful of themselves, others and different perspectives;
- Responsible and increasingly independent;
- Internationally-minded;
- Willing to engage thoughtfully with local, national and global issues;
- Able to make informed judgements;
- Prepared to contribute positively to their communities and to tomorrow's world.

Assessment should create opportunities for students to develop and demonstrate these qualities where they are relevant to the learning, such as:

- **Intellectual curiosity** is encouraged through questioning, enquiry, research and opportunities to apply knowledge in unfamiliar contexts.

- **Critical and analytical thinking** is assessed through reasoning, interpretation, evaluation, problem solving and the use of evidence.

- **Creativity** is assessed where the curriculum requires students to generate, design, compose, create or innovate.

- **Reflection** is developed through self-assessment, feedback, target setting and evaluation of learning strategies.

- **Resilience** is developed through appropriate challenges, opportunities to improve work and constructive responses to mistakes and feedback.

- **Responsibility** is developed through independent learning, preparation, organisation, academic honesty and ownership of next steps.

- **International-mindedness** is supported through assessment tasks that value multiple perspectives, respectful dialogue and understanding of different cultures and contexts.

- **Effective communication** is assessed through appropriate written, verbal, visual, practical and digital forms.

- **Whole-person development** is supported by ensuring that assessment is proportionate, inclusive and mindful of student wellbeing.

4. The 3Rs in Assessment

The KISU 3Rs; **Respect, Resilience and Responsibility**; provide an important lens through which assessment practice should be understood.

4.1 Respect

KISU's approach to assessment aims to promote respect for:

- Oneself as a learner;
- Teachers and other students;
- Different perspectives, cultures and experiences;
- The subject being studied and the process of learning;
- Academic standards and intellectual honesty;
- Feedback and professional judgement;
- The time and effort of others.

Students should learn to receive feedback respectfully, engage constructively in peer assessment and recognise that different people may approach learning and problem solving in different ways.

Teachers should ensure that assessment and feedback are respectful, professional and focused on learning rather than personal characteristics.

4.2 Resilience

KISU's approach to assessment aims to support students develop their confidence and resilience by;

- Attempting challenging work;
- Recognising that mistakes are part of learning;
- Persevering when learning is difficult;
- Responding constructively to feedback;
- Improving work rather than simply accept an initial outcome;
- Learning from unsuccessful approaches;
- Recognising progress as well as areas for development.

Assessment should not create a culture in which mistakes are viewed as failure. Appropriate assessment should provide information that enables students and teachers to identify what needs to happen next.

4.3 Responsibility

Assessment should develop students' responsibility for their own learning.

Students should increasingly:

- Prepare appropriately;
- Complete work honestly;
- Meet agreed deadlines;
- Monitor their own progress;
- Understand assessment criteria;
- Respond to feedback;
- Set meaningful learning goals;
- Organise their learning effectively;
- Seek support when necessary;
- Make informed choices about how they learn.

5. Principles of Assessment

Effective assessment at KISU is:

- **Student centred:**
  Always aiming to support students' learning, development and wellbeing.

- **Purposeful:**
  Every assessment point has a clear intention which benefits students' learning.

- **Reliable and Consistent:**
  Where assessment take place, teachers ensure that they make use of:

    - Clear assessment criteria and mark schemes
    - Exemplar work
    - Department moderation and standardisation
    - Ongoing professional dialogue

- **Fair and Inclusive:**
  Appropriate access arrangements and reasonable adjustments will be provided by the KISU Learning Support Department to ensure that all students have equal opportunity to demonstrate their learning.

- **Manageable and Proportionate:**
  Our approach to assessments aims to provide useful information which supports teaching and learning. Not every piece of work needs to be formally assessed. Teachers should consider the balance between the time spent making and the impact on teaching and learning.

- **Transparent:**

  Students should fully understand:

    - What they are learning;
    - What the assessment is for;
    - What success looks like;
    - How they can improve.

- **Professionally Responsive:**
  At KISU, we aim for consistency in assessments, while understanding that the approach may vary between subjects and year groups. Teachers retain professional judgement over the assessment approach that will be most appropriate for their students or the task.

6. What Assessment Is Used For

Assessment at KISU is used to:

1. Identify students' prior knowledge and starting points;
2. Check understanding during learning;
3. Identify misconceptions and gaps in knowledge;
4. Provide feedback that supports improvement;
5. Inform teachers' planning and adaptation of teaching;
6. Measure attainment against appropriate curriculum or qualification standards;
7. Monitor progress over time;
8. Identify students who require additional support or challenge;
9. Evaluate the effectiveness of curriculum and teaching;
10. Support academic and pastoral discussions with students and parents;

11. Inform reporting, intervention and progression decisions;
12. Prepare students for external examinations and assessments;
13. Celebrate achievement and improvement.

Assessment information should lead to action. Where assessment identifies a significant learning gap, teachers and departments should consider appropriate responses such as reteaching, additional practice, intervention, targeted support or extension.

Where assessment demonstrates either gaps in learning or secure understanding, teachers should consider how students can be supported or challenged to secure, deepen, extend and/or further apply their learning.

7. The KISU Assessment Cycle

Assessment at KISU forms part of an ongoing cycle:

Plan → Teach → Assess → Analyse → Feedback → Act → Reassess

- Teachers should use assessment information to determine what students need to learn next.
- Assessment should therefore be regarded as part of teaching rather than as an activity separate from teaching.
- Teachers should support students to participate in their own learning cycle running parallel to the teacher's assessment cycle:

Understand → Attempt → Reflect → Respond → Improve → Take Responsibility

8. Types of Assessment

KISU recognises three complementary purposes of assessment.

8.1 Assessment for Learning

Assessment for learning is used during the learning process to identify what students understand and what they need to do next.

Examples include:

- Questioning;
- Classroom discussion;
- Retrieval activities;
- Quizzes;
- Exit tickets;
- Observation;
- Low-stakes tests;
- Analysis of student work;
- Practical activities;
- Peer assessment;
- Self-assessment;
- Verbal feedback.

These activities do not necessarily result in a formal grade.

8.2 Assessment of Learning

Assessment of learning provides evidence of attainment at a particular point in time.

Examples include:

- End-of-unit assessments;
- Common assessments;
- Coursework;
- Extended assignments;
- Practical assessments;
- Mock examinations;
- End-of-year examinations;
- Externally assessed examinations

8.3 Assessment as Learning

Assessment as learning develops students' ability to understand and regulate their own learning.

Students should increasingly be able to:

- Recognise the qualities of successful work;
- Evaluate their own performance;
- Identify areas for improvement;
- Respond to feedback;

- Set appropriate learning goals;
- Reflect on their learning strategies.

Self and peer assessment should be used where they are educationally appropriate and should normally be supported by clear criteria or examples.

9. Assessment Across the Primary School

9.1 Early Years

Assessment in the Early Years is closely aligned with the Early Years Foundation Stage (EYFS) Framework and Development Matters, with a focus on understanding each child's individual development, progress and next steps in learning. Assessment is primarily ongoing and formative, taking place naturally through observations, interactions, conversations and children's learning experiences rather than through formal testing. Teachers use Tapestry to record significant observations and evidence of learning, enabling them to track children's progress towards the developmental objectives across the seven areas of learning. This information is used to identify children's strengths, recognise where additional support may be required, and inform planning and provision to ensure that learning experiences are appropriately challenging and responsive to individual needs. Parents are also encouraged to engage with their child's learning through Tapestry, supporting an ongoing partnership between home and school.

9.2 Key Stage 1 and 2

Assessment in Key Stage 1 and Key Stage 2 is aligned with the English National Curriculum, with appropriate adjustments made to reflect the context and needs of our school community. Teachers use a combination of formative and summative assessment to develop an accurate understanding of each child's attainment, progress and next steps. Formative assessment is ongoing and includes teacher observations, questioning, classwork, discussions, marking and feedback, as well as evidence from homework. This informs teachers' professional judgement and enables them to adapt teaching to meet the needs of individual learners. A range of summative assessments is also used throughout the year, including weekly spelling tests, pre- and post-unit White Rose Education mathematics assessments, weekly mathematics quizzes, and end-of-term assessments in spelling, punctuation and grammar, reading comprehension, and mathematics, including arithmetic, problem solving and reasoning. End-of-term assessments take place three times each academic year, in December, March and June, with scores converted into standardised scores to support consistency and accuracy when determining pupil attainment and identifying progress over time. In Year 6, pupils also complete the Key Stage 2 SATs in May/June as the statutory end-of-key-stage assessment.

Additional external assessments are used across Key Stage 2 to provide further information about pupils' attainment and progress. Pupils in Years 3-6 complete the NGRT (New Group Reading Test) in Term 1, while pupils in Years 3 and 5 complete the CAT4 (Cognitive Abilities Test, Fourth Edition) during Term 1. New pupils joining KISU in Years 4 or 6 also complete the CAT4 during this assessment window, while pupils joining these year groups later in the academic year complete the assessment at the next available opportunity. Towards the end of the academic year, all Key Stage 2 pupils complete the GL Progress Test (PT) assessments in English, Mathematics and Science. These external assessments provide additional standardised information which, alongside the school's internal assessment evidence and teacher judgement, enables teachers and leaders to monitor attainment, identify areas for development and track pupil progress over time.

10. Reporting Cycles

The school operates a three-term reporting cycle, with reports generally shared with parents and carers electronically via email or Ed-Admin on the last day of the school term or the final Saturday of the term, as appropriate. The Term 1 report, issued in December, provides a comprehensive overview of each pupil's attainment and progress and includes both summative assessment data and formative teacher judgement, together with written comments from the class teacher on the core subjects and comments from specialist subject teachers. The Term 2 report is primarily a data capture and provides parents

with the results from assessments completed during Term 2, alongside teachers' professional judgements based on ongoing formative assessment. No written subject comments are included in the Term 2 report. The Term 3 report serves as the full end-of-year report and follows the same comprehensive format as the Term 1 report, including summative and formative assessment information, class teacher comments on core subjects and comments from specialist subject teachers. This reporting cycle ensures that parents receive regular and meaningful information about their child's attainment, progress and learning throughout the academic year.

The school provides regular opportunities for student-led Parent-Teacher Conferences (PTC) to strengthen communication between pupils, teachers and parents and to encourage pupils to take ownership of their learning, progress and achievements. A conference is held in October, following the Term 1 mid-term break; a further conference takes place in January, following the December break; and another is held in March, following the Term 2 break. During these conferences, pupils are encouraged to share their learning, reflect on their progress, celebrate their achievements and identify areas for further development, with teachers facilitating discussions and providing additional information where appropriate. At the end of the academic year, an open-classroom opportunity is provided for parents to visit the classroom, view their child's learning and engage in general discussions with teachers as the school year is brought to a close. These opportunities complement the formal reporting cycle and support an ongoing partnership between pupils, parents and teachers.

Reporting sequence	Dates	Software used	Information included in the report
Goal setting conferences	End of October	Face to face, Target setting sheet	Face to face meeting with class teachers to share the progress and targets for the upcoming term.
End of Term 1 Report	December (last day of term 1)	Ed-Admin/ Google Doc (SEND)	Full report including assessment results (summative), teacher judgements (formative) and comments on core subjects from class teachers and specialist teachers.
Parent Teacher Conferences (PTCs)	January	Face to face, Target setting sheet	Face to face meeting with class teachers to share current attainment, progress and targets for the upcoming year
End of Term 2 Report	March	Ed-Admin/ Google docs (SEND)	A data capture report with only assessment results (summative)
Parent Teacher Conferences (PTCs)	April	Face to face, Target setting sheet	Face to face meeting with class teachers to share current attainment and targets for the upcoming year
End of Year- Open Classroom	June	Book looks	Overview of attainment reached throughout the academic year- summary of Term 3
End of Year Report	June	Ed-Admin/ Google Docs (SEND)	Full report including assessment results (summative), teacher judgements (formative) and comments on core subjects from class teachers and specialist teachers.Including the indication of the student progressing to the next year group.

11. Recording Assessment Information

KISU maintains a range of live assessment and progress trackers to support the monitoring of pupil attainment, progress and areas for development throughout the academic year. All trackers are maintained electronically on Google Drive and are updated regularly by teachers as new assessment information becomes available. The Assessment Trackers record pupils' results from formal end-of-term assessments and provide an overview of attainment across the academic year. Unit Trackers record pre- and post-assessment results for Mathematics units, weekly spelling scores and end-of-unit Science assessment results, enabling teachers to monitor learning within specific units of work. Reading Trackers record pupils' progress through the Oxford Reading Tree reading scheme and their movement through the different stages. Phonics Trackers, used primarily in Reception and Key Stage 1, record pupils' developing phonics knowledge and progress throughout the year. Together, these live documents provide teachers and leaders with an accessible and up-to-date overview of pupil learning and are used alongside formative assessment and teacher judgement to inform planning, identify pupils requiring additional support or challenge, and monitor progress over time.

Teachers should record sufficient information to:

- Monitor attainment and progress;
- Inform teaching;
- Identify students requiring support or challenge;
- Contribute to reporting;
- Support departmental and whole-school evaluation

Assessment records must be accurate, secure and handled in accordance with school data-protection procedures.

12. Using Assessment Data

Assessment data should be used intelligently and proportionately.

Departments and school leaders should analyse assessment information to identify:

- Students making strong progress;
- Students whose attainment is below expectations;
- Significant gaps in knowledge;
- Groups requiring additional support;
- Areas of curriculum strength or weakness;
- Patterns that may indicate a need to review teaching or curriculum provision.

Data should support professional dialogue rather than replace professional judgement.

No single assessment should normally determine a student's overall academic profile.

Where assessment identifies sustained underachievement, appropriate intervention should be planned and monitored, this is done using the student progress document for strategising purposes.

13. Homework and Independent Learning

Homework is part of independent learning and should complement, rather than replace, effective classroom teaching.

Homework is designed to reinforce and consolidate learning covered in class during the preceding week and should provide pupils with opportunities to practise key knowledge and skills independently. Homework is issued each Friday and should be completed and returned to school by the following Wednesday.

Homework is distributed electronically through Google Classroom and ClassDojo; However, pupils are expected to complete their work by hand in their homework book. Parents are discouraged from printing homework activities for pupils to complete directly on the printed worksheet. Where a worksheet or activity is provided electronically, it should instead be viewed or accessed online, and pupils must record their responses neatly and appropriately in their homework book. This approach supports the development of handwriting, presentation and independent working skills.

Tasks should be appropriately differentiated according to the learning needs identified through classwork, formative assessment and teacher observations during the week. There is no formal homework in KG1, KG2 or KG3; homework begins in Reception, with spelling and reading introduced from Term 1 and additional age-appropriate homework activities introduced from Term 3. In Years 1- 6, weekly homework should normally include an English task, a Mathematics task, a weekly spelling list and regular daily reading. On occasion, an English or Mathematics task may be substituted with an appropriate Humanities task.

Homework expectations are as follows:

- **Years 1-2:** Approximately 10 minutes per subject, with 20 minutes allocated to reading and spelling practice;
- **Years 3-4**: Approximately 20 minutes per subject, with 20 minutes allocated to reading and spelling practice;
- **Years 5-6:** Approximately 30 minutes per subject, with 20 minutes allocated to reading and spelling practice.

Teachers must ensure that homework is purposeful, manageable and supports learning without placing undue pressure on pupils or families. All submitted homework must be reviewed and marked by the teacher, with appropriate feedback provided to pupils to support reflection, correction and improvement. For further information, please refer to the 'Marking & Feedback' policy.

14. Late or Missed Homework

Pupils are expected to take responsibility for completing and submitting their homework by the stated Wednesday deadline. Homework submitted late will still be accepted and marked, provided it is handed in before midday on Friday. Where homework is late or not submitted, the following stepped response will apply:

- A verbal warning will be given for the first offence.
- A red ClassDojo point will be issued for the second offence.
- A demerit will be issued for the third offence.

If a pupil continues to submit homework late or fails to complete homework after these stages, the class teacher will contact the pupil's parents/guardians to discuss the situation and identify any barriers to consistent completion. An appropriate intervention and support plan will then be implemented to help the pupil develop the organisation, time-management and independent learning skills needed to complete homework consistently. Teachers will use professional judgement where there are exceptional circumstances, and the overall purpose of the procedure is to promote responsibility, independence and positive learning habits, rather than to punish pupils.