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Heathfield International School Assessment, Recording & Reporting Policy

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Aims of Assessment at Heathfield International School Bangkok

At HISB, we are committed to high-quality assessment practices that provide every student with the opportunity to reach their full potential. By encouraging a growth mindset, we view assessment as a tool for progress—helping students to see challenges as opportunities, recognise their own strength, and take ownership of their learning.

Through a balanced approach to both formative and summative assessment, we aim to foster the essential skills needed for success in the 21st century: critical thinking, creativity, collaboration, communication, and self-reflection. Assessment informs teaching, guides learning and supports the development of independent, resilient learners who are prepared to thrive in an ever-changing world.

Our approach to assessment is rooted in the HISB values of **Resilience, Respect, Integrity, and Kindness**. We encourage resilience by helping students embrace feedback and persevere through challenges. We nurture respect by ensuring assessment processes are fair, transparent, and inclusive. We uphold integrity by promoting honesty, consistency, and responsibility in all assessment practices. Finally, we model and encourage kindness, creating a supportive environment where feedback is constructive and growth is celebrated.

Good quality assessment is integral to all members of the school community:

- **For students**, assessment informs students of their current attainment which can be compared to their target grades. Good quality feedback should allow students to identify areas of improvement and next steps.
- **For teachers**, assessment is useful for checking understanding, monitoring progress, and revising planning, as well as identifying students in need of extra support and encouragement.
- **For school leadership**, assessment is a valuable tool for evaluating performance across the school.
- **For parents and guardians**, assessment allows accurate reporting of attainment and progress which can form the basis of a good home-school relationship

Principles of Assessment

Assessment at HISB is guided by a set of shared principles that ensure consistency, fairness, and a focus on student growth. These principles apply across the whole school and underpin both formative and summative practices.

General Principles

- Assessment is **integral to teaching and learning**, informing planning and supporting progress.
- Assessment promotes a **growth mindset**, encouraging students to view feedback as an opportunity to improve.
- Assessment practices are **fair, transparent, and inclusive**, reflecting the diverse needs of our learners.
- Assessment fosters the development of **21st century skills** including collaboration, critical thinking, creativity, communication, and self-management.
- Assessment upholds the school's core values of **Resilience, Respect, Integrity, and Kindness**.

Formative Assessment

Formative assessment is ongoing and embedded in daily teaching. Its purpose is to provide timely feedback that helps students understand their strengths, identify areas for improvement, and take the next steps in their learning.

Key features:

- Continuous monitoring of student progress.
- Use of questioning, dialogue, peer- and self-assessment.
- Feedback that is constructive, specific, and actionable.
- Opportunities for students to reflect and respond to feedback.
- Flexibility to adapt teaching in response to students' needs.

Summative Assessment

Summative assessment provides a measure of student learning at a particular point in time, often at the end of a unit, term, or year. It helps evaluate overall achievement and informs reporting to students, families, and other stakeholders.

Key features:

- Reliable and consistent judgements of student attainment.
- Evidence used to inform tracking of progress over time.
- Alignment with curriculum standards and expectations.
- Communication of clear, accurate information to students and parents.
- Support for transition, progression, and future learning.

Assessment Approaches - Early Years

In our Early Years Foundation Stage (EYFS), teacher assessment is based on continuous, formative observation of students in everyday activities and routines. These assessments align with our play based curriculum and they are informed by knowledge of child development. They are used to identify each student's progress, interests, and next steps. Effective assessment in Early Years takes place when teachers use their knowledge of the child to identify what they know, understand and can do in order to shape teaching and learning experiences for each child.

Internal Assessment - Early Years

Internal assessments in Early Years include, the Two Year Progress Check, baseline assessments, regular RWI phonics assessments, and the EYFS Profile at the end of Reception.

- **2 Year Progress Check** - In PreNursery a key assessment is the Progress Check at Age Two. This is a summary of each child's development in the prime areas: Personal, Social and Emotional Development, Physical Development, and Communication and Language. The check is shared with parents and can help identify any areas where the student may need additional support. This is completed by the end of term 1.
- **Baseline Assessments** - Baseline assessments are carried out upon entry in Nursery and Reception classes at the beginning of the academic year. These assessments are used to identify each child's starting points in key areas of development. The assessments are designed to ensure teachers' have a greater understanding of students' individual strengths and areas of development and help teachers plan appropriate learning experiences for all students.

- **Phonics screening assessment (RWI)** - Students in Reception are assessed using the RWI assessment at key points throughout the academic year. This data is used to set student groupings and ensure teaching is appropriately targeted.
- **EYFS Profile** - Observations collected throughout EYFS, informs the final EYFS Profile, completed at the end of the Reception year. The EYFS profile is intended to provide a reliable and accurate summative assessment of each child's development at the end of Reception, supporting a smooth transition into Key Stage 1. There are seventeen early learning goals (ELGs) and each student will be awarded an outcome for each one.

Early Years Profile Attainment Key	
Expected	Meeting the level of development expected at the end of the EYFS.
Emerging	Not yet reaching expected level of development

Teachers should use their professional knowledge of the child to decide whether each ELG description best-fits the child's learning and development. The best-fit model requires teachers to consider the whole of each ELG description when making these judgements. Best-fit does not mean that the child has equal mastery of all aspects of the ELG.

Moderation

Moderation of the EYFS Profile, specifically moderation of writing takes place in term 3, prior to the reports being finalised. This timeframe allows for collaboration between teachers to discuss the profile of each child in detail and share their knowledge and professional judgment of the child with Year 1 teachers. Moderation of EYFS profile assessments should be a collaborative process with colleagues.

Reception teachers are required to provide a selection of evidence for moderation to support their overall judgment of the child's progress. When finalising judgments for the EYFSP, teachers must draw upon evidence that is predominantly from activities initiated by the pupil, as well as behaviour that students demonstrate consistently. To align with the ELG for writing, the evidence gathered should also demonstrate the child's ability to:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Formative Approaches in practice - Early Years

In line with the Early Years Foundation Stage (EYFS) framework, HISB uses ongoing formative assessment to support and guide each child's learning and development. Teachers observe children in their play and daily routines, using these observations to identify interests, strengths, and areas for development. This information informs teacher planning and helps to tailor learning experiences that build on what each child knows and can do. Regular conversations with parents and carers also contribute to a holistic understanding of each child, ensuring that assessments are meaningful, inclusive, and developmentally appropriate.

Feedback in Early Years should celebrate effort, guide learning through play, and support each child's emotional and cognitive development. Through appropriate feedback, teachers should aim to foster a responsive environment where children feel valued and motivated to explore and learn.

All student feedback should:

- Be Verbal or visual and immediate
- Given in the moment, during play or interactions.
- Simple, clear language suited to the child's age.
- Focused on effort, persistence, and the learning process.
- Reinforce what the child did well.
- Encourage further exploration or thinking.

Summative Approaches in practice - Early Years

Summative assessment is used to provide a clear overview of each child's progress and development at key points. This includes the Progress Check at Age Two and the EYFS Profile at the end of the Reception year. Teachers also draw on ongoing observations and formative assessments to make informed professional judgments about each child's development across the seven areas of learning and development. These assessments help identify any areas where additional support may be needed and ensure a smooth transition into the next stage of learning.

Data Tracking and Grading - Early Years

Data tracking in Early Years is used to monitor student's development and learning progress over time, identify individual needs, inform planning and targeted support, and ensure that all students are making expected progress in line with the EYFS framework.

Internal assessment tracking documents are completed by teachers at four key points throughout the academic year; baseline, end of term 1, end of term 2 and at the end of the academic year in term 3. To ensure consistency, teachers are expected to assess each student against the Development Matters age and stage related expectations and determine if a student is emerging or expected in all areas of the EYFS Curriculum. Teachers should use their professional knowledge of the child to decide whether each age and stage related expectation best-fits the child's learning and development. For students in Pre Nursery and Nursery tracking is completed against the 7 broad areas of development. Reception tracking is completed against the 17 areas to align with the Early Learning Goals.

Assessment Approaches - Primary School

In the Primary School, class teachers will use a wide variety of assessment opportunities including in-class participation, whole class and partner discussion, written and verbal understanding through end of unit and short burst assessments tasks. In wider curriculum subjects, students may be asked to create presentations, fact files, retrieve information orally or use practical activities such as drama and freeze frames to show understanding. The wide variety allows for a broad level of assessment opportunities to ensure all students have the opportunity to showcase their understanding regardless of ability or English Language level.

Internal Assessment - Primary School

To ensure a consistent and fair approach to assessment, class teachers will use a mix of internal formative and summative assessment strategies. Formative assessment approaches include class discussion, verbal feedback, short burst tasks and peer/self assessment. Summative assessment strategies include end of unit assessments, projects and BIG write tasks.

External Assessment - Primary School

Students also participate in a range of external assessments, which provide internationally recognised benchmarks of attainment and progress. These include:

- **GL Assessments**, including CAT4 (Cognitive Abilities Test), PTE (Progress Test in English), and PTM (Progress Test in Mathematics). These standardised assessments provide valuable data on student potential and progress, enabling the school to

compare outcomes against international norms and to tailor support for in learners.

- **Phonics screening assessment (RWI)**, students in KS1 are assessed half termly using the RWI assessment. This data is used to set student groupings and ensure teaching is targeted.

Formative Approaches in practice - Primary School

Formative approaches are a crucial component of our assessment and understanding of the students in the primary phase- with live marking, feedback and peer/self assessment students are supported to understand their own development while also ensuring future planning is adapted to suit the needs of the learners.

- Live marking- staff are encouraged where possible to live mark, this includes quick marking of books with green and pink marks to show areas of need.
- Live feedback- simple but precise communication between teacher and learners.
- Peer and self marking- students mark their own or another's books and provide guided feedback through success criteria.
- Self assessment- students are guided to self assess against the lessons success criteria, deciding whether they believe they have achieved the objective.

All student feedback should:

- Be linked to LOs and success criteria
- Provide clear and achievable next steps.
- Be aimed at progressing learners forward in an encouraging and supportive manner.

Responding to feedback

Feedback on student work should be returned in a timely manner which supports development in that subject area. If needed, students must be given the opportunity to engage with and respond to teacher feedback as part of the formative assessment process. This ensures feedback becomes a tool for learning rather than a final judgement.

How students respond will vary according to key stage and subject, but could include:

- Reflecting on and responding to teacher comments either verbally or in writing.
- Making corrections or redrafting sections of work.

- Identifying next steps in relation to the LOs.

Summative Approaches in practice - Primary School

Summative assessments are carried out to evaluate student learning at key points in the curriculum, provide evidence of attainment, and inform reporting and progression. These assessments take various forms, including end-of-unit tests, project work, and other formal tasks.

Frequency of Summative Assessment:

- **Y1-6 Maths & Science-** End of each unit, these assessments are carried out up to 2 weeks after the end to gain a deeper understanding of knowledge retention.
- **Y1-6 Writing-** All year groups will complete a BIG Write at the end of each term, this task allows students to demonstrate their growing understanding of SPaG, as well as writing features.
- **KS1 RWI (Read Write Inc) Phonics-** These summative assessments take place half termly, with groups being updated to align with attainment and progression.
- **Foundation subjects-** assessed half termly through a variety of formal tasks.

Data Tracking and Grading - Primary School

Every class teacher and subject specialist is required to complete the data tracker each half term. To ensure consistency, all summative assessments are recorded in tracking sheets which are stored on Google Drive and support a teachers' termly assessment of a student's attainment. At the end of each term, all class teachers and subject specialists are required to give students a level based on the above information.

Key Stage 1 and Key Stage 2 Attainment Key	
Exceeding	The student is working above the curriculum levels expected in this year group.
Secure	The student is working at the curriculum levels expected in this year group.
Developing	The student is working towards curriculum levels expected in this year group.
Emerging	The student is working significantly below the curriculum levels expected in this year group.

Assessment Approaches - Secondary School

Assessment may take the form of written tasks, tests, projects, extended essays, practical work, digital assignments, oral presentations, debates, performances, and portfolio submissions.

Internal Assessment - Secondary School

Teachers use a blend of formative strategies—such as questioning, peer and self-assessment, and feedback on classwork—as well as summative tasks like end-of-unit tests, coursework, and projects. Internal summative assessments should be standardised and moderated across departments to ensure consistency and fairness. Internal assessment data is used to track progress, identify areas for support, and inform teaching and learning.

External Assessment - Secondary School

Students also participate in a range of external assessments, which provide internationally recognised benchmarks of attainment and progress. These include:

- **IGCSE and A Level examinations**, which assess student learning at the end of Key Stage 4 and Key Stage 5 respectively, and provide qualifications for further study or employment.
- **GL Assessments**, including CAT4 (Cognitive Abilities Test), PTE (Progress Test in English), and PTM (Progress Test in Mathematics). These standardised assessments provide valuable data on student potential and progress, enabling the school to

compare outcomes against international norms and to tailor support for individual learners.

Formative Approaches in Practice - Feedback - Secondary School

Feedback is a vital part of formative assessment and is crucial to student progress. It should be given at every opportunity and always related to the learning objectives (LOs) of the lesson or task. Teachers are expected to provide informal feedback during lessons as a matter of course. Feedback that is expected to be seen in pupils books:

- Peer assessed work – students swap and check each other’s work against success criteria or LOs.
- Self assessed work – students reflect on their own work using rubrics, checklists, or target-setting.
- Live marking (the quick checking of student work as students are working)

In addition, at least one significant task per half-term should be teacher marked the appropriate attainment levels or criteria, **students need to respond in writing to this feedback**. For these assessments, more formal written or recorded feedback should be provided alongside the level or grade. This feedback must highlight areas where the student has successfully met the objectives as well as aspects requiring further development.

This is usually tied to an essay, test, project, practical, etc that is assessed against subject-specific criteria or attainment levels but does not include an end of term summative assessment.

- If this task is an online project, this must be uploaded to the **feedback evidence folder** by the end of that half term.
- If sheets are used for teacher assessment they must either be pasted into books or kept in an chronologically organised folder.

All feedback should:

- Identify what the student has done well in terms of meeting the LOs.
- Clearly highlight next steps for improvement.
- Be encouraging in tone, constructive in content, and supportive of a growth mindset.

Note: This in-depth formative assessment does not include an end-of-term or summative assessment, which serves a different purpose — to evaluate overall attainment. However, it may include end-of-topic tests or other substantial pieces of work that lend themselves to formative feedback and student reflection.

Responding to Feedback

Students must be given the opportunity to engage with and respond to teacher feedback as part of the formative assessment process. This ensures feedback becomes a tool for learning rather than a final judgement.

How students respond will vary according to key stage and subject, but could include:

- Reflecting on and responding to teacher comments either verbally or in writing.
- Making corrections or redrafting sections of work.
- Identifying next steps in relation to the LOs.

- Setting personal targets or success criteria for future learning.

WWW	EBI
1.	1.
2.	2.
3.	3.
Next steps	

Summative Approaches in Practice

Summative assessments are carried out to evaluate student learning at key points in the curriculum, provide evidence of attainment, and inform reporting and progression. These assessments take various forms, including end-of-unit tests, examinations, standardised assessments, project work, and other formal tasks. End of term tests may be adapted by teachers but always based on a standardised test to ensure accuracy.

Frequency of Summative Assessment:

- **Key Stage 3 (KS3)** – Core subjects: at least once every half term; Foundation subjects: at least once per term.
- **Key Stage 4 (KS4) and Key Stage 5 (KS5)** – All subjects: at least once every half term.

Data Tracking and Grading:

Every subject is required to complete the data tracker each half term. Where a significant summative assessment has not taken place, students are graded using the criteria outlined in the Grade Threshold descriptors. Each piece of assessed work is aligned with these descriptors to ensure consistency and transparency.

KS3 students are graded using the framework below that is consistent with Primary School levels, supporting smooth progression. **GCSE and A Level students are graded using the approved exam board descriptors (9-1 and A*-E).**

Key Stage 3 Attainment Key	
Exceeding	The student is working above the curriculum levels expected in this year group.
Secure	The student is working at the curriculum levels expected in this year group.
Developing	The student is working towards curriculum levels expected in this year group.

Emerging	The student is working significantly below the curriculum levels expected in this year group.
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The data collected is the students current performance attained by testing and reaching threshold descriptor criteria. Threshold descriptors must be written for all Key Stage three subjects and must describe the criteria needed to score “Secure” in each age group.

Consistency and Moderation

The Secondary school ensures reliable and consistent judgements across classes and subjects through a range of moderation and standardisation practices.

These include:

- Moderation meetings where teachers collaborate to review student work and align judgements.
- Shared rubrics and mark schemes to support consistency of expectations across classes.
- Standardised tasks, either created collaboratively by teachers or adapted from external exam boards, to ensure fairness and comparability in assessments.

Use of Data

This data is used to track attainment over time and identify areas of strength and need at class, subject, and whole-school level.

Data is reviewed **half-termly** to inform timely and targeted interventions. Interventions are scheduled on **Friday afternoons** as well as at other mutually available times when teachers and students can meet. In addition, **GL Progress Test data** is incorporated into the analysis to provide an external benchmark and support more precise identification of student needs.

The insights gained from this analysis directly inform teaching approaches, the planning of interventions, and broader school improvement priorities, ensuring that assessment data leads to meaningful action and improved outcomes for all students.

Reporting

Formal reporting to parents/carers:

Parents receive three formal reports each year, each containing assessment data and a homeroom teacher’s comment.

- Progress levels are reported as follows:
- Early years: - *The ELGs and RWI (see above) Emerging, Expected*
- KS1–KS3: *Emerging, Developing, Secure, Exceeding*

- Years 10–11: *GCSE grades*
- Years 12–13: *A Level grades*

Reports also include a section on Attitude for Learning and homeroom teacher's comments, all data is inputted into the Hubmis MIS system. Parents are invited to discuss their child's progress at three parent-teacher conferences each year, providing an opportunity for deeper dialogue and support planning.

Inclusion

Assessment at HISB is designed to recognise and celebrate the progress of all learners, regardless of background, ability, or need. We are committed to ensuring that assessment practices are fair, accessible, and inclusive. Teachers use a range of formative and summative methods to provide every student with the opportunity to demonstrate their learning in ways that reflect their strengths. Reasonable adjustments are made for pupils with special educational needs and disabilities (SEND) or with ELL (English Language Learner) . Data is carefully analysed to identify any patterns of underachievement among different groups, and interventions are implemented promptly to close attainment gaps. Our inclusive approach ensures that assessment informs teaching, supports wellbeing, and promotes equity across the curriculum.

Training

All staff involved in assessment receive regular training to ensure consistency, accuracy, and confidence in applying assessment criteria. Professional development opportunities include moderation sessions, workshops on formative assessment strategies, and updates on assessment expectations. Training may be delivered through a variety of routes, such as the National College, in-house sessions led by school leaders, or regional opportunities provided by guest speakers or partner organisations at locations around Bangkok. New staff are inducted into the school's assessment policy to understand procedures and data systems. The school prioritises ongoing reflection and sharing of best practice so that assessment remains responsive to changes in curriculum or examination frameworks.

Roles and responsibilities

Class teachers are responsible for planning and implementing assessment as part of everyday teaching, providing timely feedback to pupils, and maintaining accurate records of progress.

Subject leaders monitor assessment within their areas, support moderation, and ensure that standards are consistent across year groups.

Senior leaders analyse whole-school data to inform strategic decisions, identify trends, and evaluate the impact of teaching and interventions.

Quality assurance

Leaders regularly review assessment data for accuracy, consistency, and alignment with national benchmarks. Lesson observations, book scrutiny, and pupil voice activities are also used to evaluate the effectiveness of assessment in supporting learning. Findings from these processes inform professional development priorities and curriculum planning, ensuring that assessment remains a reliable tool for improving teaching and learning.