

Guide:

Assessment and Reporting

1. Introduction

Welcome to Thames British School. We are dedicated to providing an exceptional educational experience while clearly understanding how students are learning and how proficient they are at demonstrating this learning. It is important that we also have a common approach to judging and communicating this proficiency to other teachers, students and families. This guide outlines the practice, expectations, and reporting policies tailored to the unique needs of our school and covers years 1 to 13.

At Thames British School Warsaw, we c | a | r | e

Our Principles:

We care:

- that every one of our students reaches their full potential, academically, socially and emotionally;
- that every student is safe and feels safe at school, and this means we are all responsible all of the time;
- that communication and our choice of language is inclusive and respectful;
- about our behaviour and what it may communicate to others. We conduct ourselves in an ethical manner and with integrity at all times;
- about our communities culture, behave in a manner that fosters our values and insist that all members of our community do the same; and
- about learning first and foremost. Teachers are considered facilitators of learning and models for our community and its culture.

Revision 2: Absences and retakes

Approved: Berrin Schofield, 25/11/25

Next Review: the start of Academic Year 26/27

Our values:

c	Collaborative & Compassionate	We work together when needed to get the job done. We value the work of others, are compassionate, and recognise that success is mutually beneficial
a	Authentic	We are real, genuine and honest. We are true to ourselves and our community and represent our-selves as such with integrity
r	Responsible & Resilient	We have an obligation to reach our potential and fight to do so. We are accountable for our actions and utterances, and demonstrate respect for others needs and our environment. We don't give up.
e	Enlightened	We act on evidence, are factually well-informed, tolerant of alternative opinions, and guided by rational thought.

Section A: International Programmes:

Cambridge Primary, Cambridge Lower Secondary, Cambridge IGCSE, Cambridge A-Level and International Baccalaureate Diploma Programme

2. Academic Performance

Academic performance grades reflect students' achievements in both formative and summative assessments. Summative assessments are the primary contributor to final grades, ensuring alignment with international standards.

- **Formative Assessments:**
 - **Purpose:** Support development of academic skills, monitor progress, and provide feedback. Primarily used to "inform" learners and teachers

*Revision 2: Absences and retakes
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Next Review: the start of Academic Year 26/27*

on the effectiveness of learning opportunities and how well learners are able to demonstrate their learning.

- **Types:** Class tests, in-class quizzes, drafts, and mini-projects.
- **Weighting:** May be used as evidence to support decisions about academic grades.
- **Recording and Feedback:** Entered in SchoolBase within one week; feedback provided promptly.
- **Summative Assessments:**
 - **Purpose:** Evaluate the competency that a student is demonstrating with in a given “chunk” of work It is a “Summation” or summary of the work completed and is measured next to the standards expected by and articulated in the curriculum
 - **Types:** End-of-unit tests, major projects, final exams, mock exams.
 - **Weighting:** Overall final grades are a professional judgement based on evidence of the proficiency demonstrated by a student against standard required by the curriculum.
 - **Recording and Feedback:** Summative grades entered into SchoolBase within two weeks; detailed feedback provided.
- **General notes on assessment:**
 - Most Summative assessments are also Formative as they inform the next learning cycle with with expectation for final examinations in A-level or the IBDP

2.1 Adjustment of Academic Assessments for Individual Learning Needs

Note: At Thames British School Poland, we recognize the importance of accommodating individual learning needs to ensure that every student has the opportunity to succeed. Therefore, if a student has identified learning needs—whether they pertain to Special Educational Needs (SEN), English as an Additional Language (EAL), or other specific educational requirements—appropriate adjustments will be made to their academic assessments.

Key Points:

- **Assessment Modifications:** Teachers are encouraged to adjust assessments to better meet the needs of individual students. This may include extended time, alternative formats, simplified instructions, or modified tasks, depending on the student's specific needs.

Revision 2: Absences and retakes

Approved: Berrin Schofield, 25/11/25

Next Review: the start of Academic Year 26/27

- **Ongoing Support:** Regular reviews and adjustments will be made as necessary to ensure that the assessment strategies remain effective and supportive of the student's learning journey.
- **Collaboration:** Teachers, SEN coordinators, and parents will collaborate to create and implement an Individualised Education Plan (IEP) or other tailored support strategies that align with the student's learning goals and needs.
- **Monitoring and Feedback:** The effectiveness of assessment adjustments will be monitored regularly, with feedback from the student, teachers, and parents being integral to the process. Adjustments will be refined as needed to ensure that they are meeting the intended objectives.

This approach ensures that all students, regardless of their individual learning needs, are assessed fairly and have an equal opportunity to demonstrate their knowledge and skills in alignment with our educational standards.

2.2 Learning Behaviours and Attendance

2.2.1 Learning Behaviours

Learning behaviours are assessed separately from academic grades, focusing on student engagement, participation, and responsiveness to feedback.

- **Assessment Criteria:** Includes engagement, participation, effort, collaboration, response to feedback, self-assessment, peer assessment, and engagement with whole-class feedback as laid out in table 1.1.
- **Contribution to Learning Behaviours Grade:** 100% based on formative activities.
- **Reporting:** Reported separately but emphasised in parent-teacher conferences and learning conversations.

2.2.2 Attendance

Regular attendance is an important part of the learning process. We expect 100% attendance during the school year and consider minimum acceptable attendance to be 95% during the academic year.

When a student's overall attendance falls below 95% attendance, parents will be contacted.

When overall attendance falls below 90%, depending on the individual situation, the student's suitability to be classified may be impacted and may also affect the learning behaviour grade.

Punctuality is also considered important and as such Lateness will be considered in a similar way to overall attendance.

Revision 2: Absences and retakes

Approved: Berrin Schofield, 25/11/25

Next Review: the start of Academic Year 26/27

3. General Assessment Rules for International Programmes

1. **Minimum Grades Requirement:** Each student must obtain at least two to three grades per subject per reporting period, ensuring continuous assessment and regular feedback.
2. **Early Communication of Assessment Requirements:** Teachers inform students about assessment requirements during the first week of the school year, providing clarity and setting expectations.
3. **Adherence to Deadlines:** Students are required to complete all assessments according to set deadlines to encourage responsibility and time management skills.
4. **Advance Notice for Class Tests:** Class tests must be announced at least seven days in advance and are followed by revision and reflection sessions, supporting student preparation and learning.
5. **Restrictions on Retakes:** Retakes of tests are generally not permitted, emphasising the importance of initial preparation.
6. **No Tests or Homework During High-Stakes Assessment Periods:** No tests or homework during progress test sessions, mock exams, or final exam sessions, allowing students to focus on significant assessments.
7. **Consequences for Unauthorised Materials:** Using unauthorised materials during assessments results in no grade being awarded for the assessment, because the task is no longer a demonstration of student learning.
8. **Comprehensive Evaluation for Final Grades:** Final grades reflect a comprehensive evaluation of competencies acquired and demonstrated throughout the course. Final grades are based on professional judgements made by teachers based on evidence demonstrating skills, knowledge, and understanding required by the curriculum.

4. Grade Boundaries for International Programmes

For formative assessments, the Grade Boundaries, when used, are determined by the Teachers based on the assessment given and the work covered by the assessment. Regardless, these assessments must be based on work covered in class as prescribed by the curriculum or programme being studied.

For summative assessments, the grade boundaries, if used, must be consistent with the expectations set by external assessment partners if available. If there are no grade boundaries available then the teacher may set them using their professional judgement based on the curriculum expectations.

Revision 2: Absences and retakes

Approved: Berrin Schofield, 25/11/25

Next Review: the start of Academic Year 26/27

Grading will always be converted to the Thames universal Grading Scale before being entered into the SIS or reported on.

4.1 Annual Review of Grade Boundaries (programme dependent)

- **Data-Driven Analysis:** Grade boundaries are reviewed annually, aligning with the most recent exam board data or the average of the last three exams sessions.
- **Selection Criteria:** Boundaries reflect the data set that best aligns with predicted outcomes, ensuring consistency and fairness.
- **Transparency:** Criteria and adjustments are communicated clearly to students, parents, and teachers.

4.2 Retake assessments

- **Policy on Retakes and Failing Marks:** the nature of externally administered international programmes do not allow retakes during the same assessment cycle. In order to be consistent with external expectations, Thames British School maintains a similar policy particularly for final summative assessments. The absence of this grade may affect decisions regarding the promotions of students. The nature of the absence and prior performance will be considered in this case.
- **Promotion Criteria:** Students must achieve passing grades in all subjects to progress. Failure to meet these standards may result in non-promotion as per programme guidelines.

4.3 Handling Absenteeism on Assessment Days

Recording Absence:

If a student is **absent on the day of the test**, teachers **must record "SC" (Special Consideration)** if granted, or **"Not Evident"** for **unauthorised absence** as the assessment grade.

- **This grade cannot be changed** to a numerical or letter grade later.

Make-up Tests:

- When a student returns, the teacher **may provide the test**.
- This make-up test is **for internal teacher evaluation only** and **will not appear as the official assessment grade**.
- However, the teacher **may consider the result** of this test when determining

Revision 2: Absences and retakes

Approved: Berrin Schofield, 25/11/25

Next Review: the start of Academic Year 26/27

the **final report grade**.

IT IS THE STUDENTS' RESPONSIBILITY TO APPROACH THE TEACHER

Missing Summative Grades:

- For students who **have insufficient evidence for a teacher to judge competency**, teachers may **create a separate assessment** covering the content of **previous summative assessments** before the report grade is finalised.

Summative assessments must be spaced out appropriately based on a reasonable load for students. Students can participate in:

Up to **6 summative tests per week** and up to **2 per day for High School Students**,

Up to **4 summative tests per week** and up to **1 per day for Lower Secondary Students**.

It is the students responsibility to inform a teacher when the test is announced, if they exceed the number in a given time.

4.3 Reporting Periods and Learning Conversations for International Programmes

Reporting periods vary based on changes to the school year and the school's calendar. These dates are published on a year by year basis in the school's academic calendar as outlined in the table below.

5. Reporting Structure:

- **Final Academic Grades** reflect the combination of formative and summative assessments. They reflect a comprehensive evaluation of competencies acquired and demonstrated throughout the course and are based on professional judgements made by teachers considering the evidence demonstrating skills, knowledge, and understanding required by the curriculum.
- **Learning Behaviours** grades focus on student engagement and personal development.
- **Regular Learning Conversations:** Held at all reporting periods, providing opportunities for discussion with parents and students about academic progress, learning behaviours, and individual targets.
- **Use of CEM Data and External Assessment Tracking:** External and internal assessment data, including CEM, are used to track progress and set individual

Revision 2: Absences and retakes

Approved: Berrin Schofield, 25/11/25

Next Review: the start of Academic Year 26/27

targets. This data is reviewed regularly in meetings with parents and students to ensure accurate and supportive feedback.

5.1 Grading Expectations and entering marks into the School Information System.:

- Formative assessments are used by teachers and learners to understand proficiency and progression through an academic programme however are not necessarily published in the Student Information System.
- All summative assessments are visible. Minimum is 1 summative mark per unit of work
- We do not set the Number of units per reporting period as the curriculum delivery timing is variable according to the scope of sequence, however, each reporting period must include a minimum of 2 summative assessments.
- There must be: a target grade set in RP1 and RP3, 2 summative grades, two behaviour grades, one overall grade for behaviour and one overall grade for academic proficiency per subject per reporting period.

5.2 Reporting Period schedule

Semester	Reporting Period (RP)		Polish requirement	Timing
1	RP 1 Mid Semester report	→	Predicted Grades published	End of october / mid November
	↓			
	RP 2 Semester 1 Report	→	Semester 1 Reports / Classification	Day before winter break
2	↓			
	RP 3 Mid semester report	→	Predicted Grades published	End of April / Start of May
	↓			
	RP 4 End of Year	→	End of Year Reports / Classification	End of school year

Revision 2: Absences and retakes

Approved: Berrin Schofield, 25/11/25

Next Review: the start of Academic Year 26/27

For Year 11 and 13 only

Semester	Reports		Polish requirement	Timing
1	RP 1 Mid Semester report	→	Predicted Grades published	End of october / mid November
	↓			
	RP 2 Semester 1 Report	→	Semester 1 Reports / Classification	Day before winter break
	↓			
	RP 3 Mid semester report	→	Predicted Grades published	Mid March
	↓			
2			Grades set	
	Report 4 End of Year	→	No change, classification, end of the year will be based on predicted grades for those subjects with external examinations.	Mid April

Revision 2: Absences and retakes

Approved: Berrin Schofield, 25/11/25

Next Review: the start of Academic Year 26/27

5.3 Thames British School Universal Grading Scale

This table provides a comparative guide for interpreting grades across different programmes and aligning them with Polish grading standards:

Cambridge Letter Grade	IB	Primary / Lower Secondary	Early Years	Our descriptive grade	Family Friendly	Polish Grade
A / A*	7,6	Outstanding	Working at greater depths	Exceeding	I've got this like a boss	6
B	5	High		Proficient	I've got this	5
C	4	Good	Working at age expectations	Competent	I can do most of this most of the time	4
D	3	Aspiring		Developing	I can do some of this some or most of the time	3
E	2	Basic	Working towards	Emerging	I don't get this yet but I am working on it	2
FGU	1	Ungraded		Not evident	I don't get this	1
Insufficient Evidence / Not yet covered / Special Consideration						

Revision 2: Absences and retakes

Approved: Berrin Schofield, 25/11/25

Next Review: the start of Academic Year 26/27

5.4 Learning Behaviours - Descriptors and Polish System Equivalents

The impact of Attitudes to Learning on demonstrated behaviour during school time.

Band / level	Description, Evidence shows that:	Polish grade
Impactful Learner	In addition to being an Ambitious Learner, I regularly engage in behaviour and optional activities that enhance the learning for others and extend my own learning both in the classroom and beyond.	6
Ambitious Learner	I am consistently fully engaged in lessons and learning activities, and actively listen at all times. I consistently complete all of my work to the best of my ability and I am determined to try the most challenging tasks. I am consistently trying to improve my work by listening to teacher feedback and applying improvements independently and to the best of my abilities. I have a positive influence on the learning of others, and actively engage in discussions.	5
Engaged Learner	I am engaged in the majority of lessons and learning activities, and actively listen. I am focused on learning in my lessons and complete my work to a standard consistent with my ability most of the time. I want to improve my work, and will listen to teacher feedback and make improvements when prompted. I usually have a positive attitude in lessons and am determined even when tasks get challenging. I am enthusiastic most of the time and engage in discussions.	4
Passive Learner	I am sometimes disengaged in lessons and learning activities but do try to listen. I can focus on learning in lessons but my work isn't always to my best ability. When prompted by the teacher, I want to improve my work, and respond to feedback but this may not be in as much detail as I'm capable of. I sometimes give up when tasks get hard or I get stuck, and at times I can show a lack of effort though I can engage in discussion if prompted.	3
Reluctant Learner	I am regularly disengaged and do not always try to listen. I frequently lack focus in lessons, am often off-task or produce work which is below my ability level. The teacher may have to regularly prompt me to improve my work. I don't always respond to feedback. I often give up if I find a task hard or I get stuck.	2
Disruptive Learner	My behaviour regularly impacts others ability to learn or I endanger myself or others. I do not show respect for myself or others.	1
Insufficient evidence	I have not yet covered this area during this academic year, have not been present for sufficient time to demonstrate learning behaviour or I have been withdrawn for interventions. (Timetables have been shared by our SEN department).	

Revision 2: Absences and retakes

Approved: Berrin Schofield, 25/11/25

Next Review: the start of Academic Year 26/27

5.5 Items included on the report card

The following items must be included Per subject report for each reporting period.

- Academic grade
- Demonstrated Learning Behaviours grade
- Attendance
- Target grade/targets

General Form Tutor Reports must include:

- General Learning behaviour grade (takes into account extra curricular activities)
- Daily Attendance
- Overall values grade (based on age appropriate descriptors to be developed by teachers) TBA

6. Promotion Criteria for International Programmes

Promotion within international programmes is contingent upon meeting specific academic standards:

- **IB Programmes:** For progression from IB1 to IB2, students need 12 points in HL subjects and 9 points in SL subjects, with no grade 1 allowed in any subject. All deadlines from the IB calendar must be met.
- **Cambridge IGCSE and A-Level Programmes:** No failing marks are allowed; all grades must meet minimum standards to progress.
- **All programmes:** Overall Attendance, academic and behaviour grades 2 and below will be considered when determining whether students can progress to the next year.
- **In all cases** a conversation with the student and their family (as appropriate) about the available pathways to success open to the student will be had before any final decision is made.

7. Inclusion and Differentiation

- **Differentiated Assessment:** Assessments will be adapted to meet the needs of students with special educational needs (SEN) and those requiring additional support.

Revision 2: Absences and retakes

Approved: Berrin Schofield, 25/11/25

Next Review: the start of Academic Year 26/27

- **Inclusive Practices:** Strategies are in place to ensure assessments are accessible and fair, including adjustments for EAL (English as an Additional Language) learners.

8. Digital and Remote Assessment

- **Technology Integration:** Digital tools will be used for assessments, including online platforms where appropriate.
- **Remote Learning Considerations:** The policy outlines how assessments will continue seamlessly if remote learning is required, maintaining the integrity and standards of the assessment process.

9. Assessment Integrity

- **Academic Honesty:** Expectations for academic integrity during assessments are clearly defined, with consequences for breaches such as cheating or plagiarism.
- **Security Measures:** Robust measures are in place to maintain the security of assessments, particularly for high-stakes tests.

10. Parental Engagement

- **Parental Communication:** Regular updates will keep parents informed about their child's progress and assessment outcomes.
- **Workshops and Resources:** Parents are encouraged to participate in workshops and access resources to better understand the assessment processes.

11. Professional Development for Teachers

- **Ongoing Training:** Teachers will receive ongoing professional development related to assessment practices, data analysis, and feedback techniques.
- **Collaboration Opportunities:** Teachers are encouraged to collaborate and share best practices, ensuring consistency in grading and assessment.

12. Evaluation of the Assessment Policy

12.1 Annual Review:

- The assessment policy is reviewed annually, incorporating feedback from all stakeholders to ensure its effectiveness and alignment with educational goals.

Revision 2: Absences and retakes

Approved: Berrin Schofield, 25/11/25

Next Review: the start of Academic Year 26/27

- **Teacher Involvement:** Teachers are integral to evaluating and suggesting improvements to the assessment model.

12.2 Communication:

- **Updates:** Policy updates are communicated at the start of each academic year through formal channels such as meetings, newsletters, and the school website.

12.3 Continuous Improvement:

- **Monitoring and Evaluation:** Ongoing assessment of policy effectiveness ensures that practices remain aligned with both international and local educational standards.

13. Recognition and Rewards

- **Positive Reinforcement:** Recognition for academic achievements and positive learning behaviours is provided through certificates, awards, and special recognitions in school assemblies.
-

Section B: Local Curriculum (Polish National Curriculum)

1. Assessment Structure for Local Curriculum

1.1 Legal Framework and Compliance

All assessments must comply with Polish educational laws, including:

- **Prawo Oświatowe (Education Law):** Governing educational delivery and assessment.
- **Rozporządzenie Ministra Edukacji Narodowej:** Regulations on grading and promotion.
- **Programy Nauczania i Podstawa Programowa:** Outlines learning objectives and standards.

Revision 2: Absences and retakes

Approved: Berrin Schofield, 25/11/25

Next Review: the start of Academic Year 26/27

1.2 Assessment Criteria

- **Formative and Summative Assessments:** Include class participation, homework, projects, quizzes, oral presentations, and final exams.
- **Grading Scale:** 6 (Excellent), 5 (Very Good), 4 (Good), 3 (Satisfactory), 2 (Acceptable), 1 (Fail).

1.3 Recording and Reporting

Grades are recorded according to Polish standards and integrated into student reports. Feedback is provided regularly to support student progress.

2. Classification, Promotion, and Make-Up Exams for Local Curriculum

2.1 Classification and Promotion

- **Passing Grades:** A minimum grade of 2 (Acceptable) is required in all subjects for promotion.
- **Conditional Promotion:** The Teacher's Council may grant conditional promotion with one failing grade, provided the student meets improvement conditions.
- **Repeating the Year:** Students with multiple failing grades or who fail to meet promotion conditions must repeat the year.

2.2 Role of the Teacher's Council (Rada Pedagogiczna)

The Teacher's Council (Rada Pedagogiczna) plays a pivotal role in overseeing the academic progress and classification of students within the local curriculum:

- **Classification Decisions:** The council reviews student performance data, including grades, attendance, and behaviour, to make informed decisions about student promotion or repetition of the year.
- **Make-Up Exams and Retakes:** The council approves and schedules make-up exams for students who have legitimate reasons for missing assessments or who have failed a subject. Make-up exams are typically scheduled before the end of the academic year, and students are given clear guidance on the expectations and requirements for these assessments.
- **Conditional Promotion:** The council can grant conditional promotion for students with one failing mark, under the agreement that specific

Revision 2: Absences and retakes

Approved: Berrin Schofield, 25/11/25

Next Review: the start of Academic Year 26/27

improvement measures will be taken. This decision is made collaboratively, considering the student's overall potential and willingness to improve.

- **Support and Interventions:** The council identifies students in need of additional support and arranges for tutoring, remedial classes, or other interventions. This ensures that all students have the opportunity to succeed and meet the required standards.

2.3 Appeals and Support

2.3.1 Appeals:

Students and parents have the right to appeal grades or assessment outcomes in accordance with Polish education laws. Appeals must be submitted in writing to the relevant teacher or the Teacher's Council within the designated time frame. The appeals process includes a review meeting with the student, parents, and relevant staff to ensure transparency and fairness.

2.3.2 Support:

Additional support is available for students needing extra help in Polish curriculum subjects. This may include tutoring, remedial classes, or individual support sessions with teachers or school specialists.

3. Specific Provisions for Subjects Under Polish Law

3.1 Compliance with National Requirements:

- Subjects such as Polish Language (for nationals and foreigners), History of Poland, Geography of Poland, Physical Education (PE), and other required courses are assessed according to the regulations set by Polish educational law.
- **Assessment Criteria:** These subjects follow specific guidelines outlined by the Polish Ministry of Education, including mandatory assessments and grading scales.

3.2 Retakes and Make-Up Exams:

- **Retake Policy:** Retakes are available for major exams in these subjects, in accordance with Polish regulations. The retakes must be approved by the Teacher's Council and scheduled at appropriate times during the school year.
- **Classification and Promotion:** Students must achieve at least a passing grade (2 or higher) in all required subjects to progress to the next grade level. Failure

Revision 2: Absences and retakes

Approved: Berrin Schofield, 25/11/25

Next Review: the start of Academic Year 26/27

to do so may result in conditional promotion or the need to repeat the year, as determined by the Teacher's Council.

4. Review and Communication of Assessment Policy

4.1 Annual Review:

The assessment policy is subject to an annual review to ensure it meets the needs of students and aligns with educational standards. Feedback from students, parents, and teachers is considered in this review.

4.2 Communication:

Updates to the policy are communicated at the start of each academic year through school meetings, newsletters, and the school's website. This ensures that all stakeholders are aware of any changes and understand their roles and responsibilities.

4.3 Continuous Improvement:

The school is committed to continuously improving its assessment practices by monitoring their effectiveness and seeking input from the school community.

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