

Assessment
Policy and Procedures

Written & Ratified November 2026

Assessment is an integral part of teaching and lies at the heart of our pupils' educational opportunities and growth. At ISM, we believe that high-quality teaching, learning, and assessment supports all children to succeed, regardless of where they start.

Aims and objectives

ISM's Assessment Policy aims to:

- collect accurate assessment data at different stages of the learning cycle
- ensure effective tracking of assessment data informs our differentiation for students
- provide our students with feedback on their strengths and areas for development
- share meaningful educational information to parents
- provide clear information concerning attainment and achievement

Our Four-Tiers of Assessment:

1. Ongoing formative assessment – informal, in-class checking of understanding to evaluate students' understanding during lessons; data teachers can use immediately to tailor the next steps / lessons for students.
2. School-based summative assessment - assessing how much a pupil has learned at the end of a teaching period (this may be the end of a discrete unit of work; the end of a half-term unit of inquiry; and/or an end of term summative test). These results inform our formal end-of-term reporting to parents.
3. Nationally standardised UK summative assessment (SATs) - ISM uses this to compare our pupils' attainment against UK achievement standards.
4. MAP testing, three times per year, used by ISM leadership to internally track progression throughout the school each year and to compare our pupils' attainment against International schools' achievement standards. It is used by teachers to track their children's progress. This is not communicated to students or parents.

Assessment Across the Key Stages

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs.

Nursery and Reception

- Assessment in the Early Years uses both formal and informal observations lead by the principal class teacher, and also informed by observations from teacher assistants and specialist teachers, working together with parents and carers.
- The Reception Baseline Assessment (RBA) is carried out at the start of the year and provides a snapshot of where pupils are. At the end of Reception, the children's progress is recorded on to the Early Years Foundation Stage Profile.
- Each child's level of development is recorded against the Early Learning Goals.
- During the year, all children in Discovery, Nursery, and Reception are tracked according to their developmental band in Development Matters.

KS1 – Years 1 and 2

- In Years 1-2, ISM teachers take informal notes of formative assessment from lessons.
- Children are assessed for foundation subjects at the end of a phase or discrete unit of work, particularly in Phonics and Mathematics.

- Core subjects such as Science, History and Geography are assessed at the end of each unit, looking at the body of work created over the length of the unit.
- These data, along with teacher observations and daily book work / marking, are shared to parents in individual Records of Student Achievement.
- Where children need additional intervention, this is identified through observations and confirmed by assessment.

KS2 – Years 3-6

- In Years 3-6, ISM teachers take informal notes of formative assessment from lessons.
- Children are assessed for foundation subjects at the end of a phase or discrete unit of work, particularly in Spelling and Grammar, and Mathematics.
- Core subjects such as Science, History and Geography are assessed at the end of each unit, looking at the body of pupil work created over the length of the unit.
- These data, along with teacher observations and daily book work / marking, are shared to parents in individual Records of Student Achievement.
- Where children need additional intervention, this is identified through observations and confirmed by assessment.

Sharing assessment outcomes

- Pupils receive feedback verbally during lessons and when teachers collect formative data.
- Teachers prepare formal, written, individual reports (Record of Student Achievement) for each student from Nursery through to Year 6, at the end of each term.
- ISM invites parents to two Parent – Teacher conferences each year, to discuss their student's Record of Student Achievement.
- The pupils' Record of Achievement report whether the child is:
    - Working below the national standard (Below Expectations: BE)
    - Working towards the national standard (Approaching Expectations: AE)
    - Working at the national standard (Meeting Expectations: ME)
    - Working in greater depth at the national standard (Exceeding Expectations: EE)

Comparison with UK Standards for Attainment and Progress International School of Morocco

To ensure that standards remain aligned with those expected in British schools, ISM uses a combination of internal assessments and standardised assessments, such as Standard Assessment Tests (SATs) to compare pupil outcomes with UK national averages.

Children in Years 2 and 6 take statutory Standard Assessment Tests in English and Maths.
Year 1 children take the phonics screening check in the Summer Term, the results of which are reported to parents.