



European Schools

Office of the Secretary-General

Pedagogical development Unit

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Assessment Policy in the European Schools

Approved by the Joint Teaching Committee - Meeting on 10 and 11
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Background

The purpose of this revised assessment policy (Document Ref; 2011-01-D-61-en-6) is to adopt a systematic and harmonised approach to the assessment practices across the nursery, primary and secondary cycles with attention also to the transition phases. This revision takes account of recent developments in concepts and practices of assessment in Education generally.

This assessment policy is consistent with the provisions of the Convention Defining the Statute of the European Schools and is in line with the Key Competences for Lifelong Learning¹. The Key Competences encompass knowledge, skills and attitudes; they underpin the learning objectives of the European Schools' syllabuses. These learning objectives accompanied by the attainment descriptors are the basis for assessment.

Preamble

Assessment is an integral part of teaching and learning. It takes into account the needs of the diverse community of learners in the European Schools and is based on a common assessment approach.

Assessment accompanies the pupils on their learning journey. It helps pupils to develop both academically and personally in line with educational aims. It provides them with appropriate feedback on their progress and motivates them to take responsibility for their further learning.

The assessment of learning and the process of assessment are integral to teaching and learning. Assessment is, therefore, central to the work of teachers, to pupils' progress, to communication with parents and to the evolution of the school and indeed the evolution of the ES system.

Purpose

The purpose of assessment is to establish current learning in order to inform future learning. Assessment serves summative and formative functions. Summative assessment establishes what has been achieved at a particular moment in time. Formative assessment uses this knowledge to inform on-going learning.

Assessment has three dimensions, and these are interlinked.

Assessment OF learning

This involves evaluating learning outcomes in order to establish levels of achievement. This information can be used to certify pupils' competences and can be used to take decisions regarding promotion.

Assessment FOR learning

This involves identifying pupils' abilities and needs to inform future teaching and learning and to promote understanding of learning goals and improve pupils' performance.

Assessment AS learning

This involves pupils engaging with assessment thereby ensuring that the outcomes and process of assessment are internalised by pupils and evolve into learning. Assessment as

¹ Brussels, 17.1.2018 COM (2018) 24 final ANNEX to the Proposal for a Council Recommendation on Key Competences for Lifelong Learning

learning encourages pupils to develop an awareness of their own thinking fostering their capacity over time to become agents of their own learning.

Aims

The aims of the assessment, as applied within the European Schools system, are as follows:

- to identify, record and report on pupils' achievements, abilities, needs and progress
- to identify pupils' learning styles,
- to ensure that teaching and learning experiences are appropriate,
- to assist pupils to improve their learning achievements and experiences,
- to engage pupils in their own learning process and to enable them to improve their own strategies for learning,
- to encourage and help pupils to take responsibility for their own learning and to guide them for further learning,
- to provide a record of each pupil's achievements for making decision about promotion to the next class,
- to inform the quality of education and assessment at the school level and within the European Schools system.

Criteria

Quality assessment should meet the aims outlined above. In general, the following criteria should be met: validity, reliability, equity and transparency.

Validity

Every assessment tool must measure what is intended to be measured in order to draw appropriate conclusions. The more an instrument reaches its purpose the more validity it has.

Reliability

This is the extent to which the equivalent result would be achieved every time a pupil is assessed under the same conditions. Reliability means that the results of assessment can be trusted.

Equity

Equity in assessment allows all pupils to demonstrate what they know and can do without being unfairly disadvantaged by individual characteristics that are irrelevant to what is being assessed.

Transparency

Transparency means that the pupils have all the necessary information at their disposal to fulfil the assessment tasks. Learning objectives, assessment criteria, attainment descriptors, time for assessment and learning outcomes are clearly outlined. Transparency also refers to the extent to which all stakeholders (teachers, pupils, parents) know and understand what is required in the assessment.