



POLICY DOCUMENT

Guiding Practice • Inspiring Learning • Building Futures

ASSESSMENT POLICY

Policy Period: [2025 – 2027]

Skill Stork Early Learning Campus

POLICY NAME	Assessment Policy
EFFECTIVE FROM	April 2025
REVIEW DATE	April 2027
VERSION	3.0

OUR SHARED COMMITMENT


LEARN


CARE


EXPLORE


COLLABORATE


INNOVATE

IB EYP FOUNDATIONAL PILLARS

At the heart of our Early Years programme – nurturing curious, confident and caring learners



1. EXPLORATION AND EXPRESSION

Children are naturally curious. We encourage them to explore ideas, express their thinking in many ways, and make meaning of the world around them.

WE VALUE

- Curiosity
- Creativity
- Communication
- Multiple ways of expression



2. PLAY AND PERSONALISED LEARNING

Play is the engine of learning. Through play, children pursue their interests, take risks, and build understanding at their own pace and in their own way.

WE VALUE

- Play
- Choice
- Independence
- Agency
- Learner profile



IB EYP FOUNDATIONAL PILLARS

NURTURING • INQUIRING • CARING



3. RELATIONSHIPS AND RESPONSIBILITIES

Children learn through relationships. We foster a sense of belonging, empathy, and responsibility towards themselves, others and the world.

WE VALUE

- Belonging
- Empathy
- Respect
- Responsibility
- Community



4. LEARNING ENVIRONMENT

The environment is our "third teacher." We create safe, inclusive, inspiring spaces that promote well-being, exploration and meaningful learning.

WE VALUE

- Safety
- Inclusivity
- Inspiration
- Well-being
- Sustainability



Together, these pillars support the holistic development of every child, preparing them to thrive and make a positive difference in the world.



OUR IMAGE OF THE CHILD

At Skill Stork International School, we believe that every child is unique, full of potential and ready to make a difference.

COMPETENT

Children are confident in their abilities and believe in themselves.



CURIOUS

Children are inquisitive learners who explore the world around them.



CAPABLE

Children have the skills, knowledge and dispositions to take on challenges.



CREATIVE

Children express their ideas in multiple ways and think imaginatively.



RESILIENT

Children persevere through challenges and learn from their experiences.



ACTIVE CITIZENS

Children care for others, their community and the world, and take action.



We nurture the whole child so they can thrive today and become the changemakers of tomorrow.

IB Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

School Mission Statement

At Skill Stork International School we aim to provide holistic education which encourages our learners to become inquirers for life. Our independent and wise learners work together, to create and sustain a world that is caring, open-minded, balanced and peace-loving by thinking globally and acting locally.

Our values

From Learners to LEADERS

~~L~~ Learners for life

~~E~~ Efficient

~~A~~ Affectionate

~~D~~ Determined

~~E~~ Efficacious

~~R~~ Resilient

~~S~~ Self assured

1. Philosophy

At Skill Stork International School, assessment is an integral part of teaching and learning. It is not viewed as an isolated event or the conclusion of learning, but as an ongoing process that helps children, educators and families understand how learning develops over time.

In the Early Years, children learn through play, inquiry, relationships, exploration and meaningful experiences. Assessment therefore focuses on understanding children's thinking, documenting their learning journeys and identifying the next steps that will extend their curiosity, confidence and conceptual understanding.

Assessment honours each child's individuality and recognises that development is not linear. Children progress at different rates, demonstrate understanding in different ways and require varied opportunities to communicate their thinking. Assessment is therefore authentic, responsive, inclusive and developmentally appropriate.

The purpose of assessment is not to compare children or assign grades. Instead, it is to celebrate growth, make learning visible and ensure that every child receives the support and challenge necessary to thrive.

2. Purpose

This policy establishes a shared understanding of assessment within the IB Early Years Programme and provides a framework for consistent assessment practices across the school.

The policy aims to:

- promote assessment that supports learning rather than measures children against one another;
- ensure assessment reflects the IB philosophy of inquiry, play and child agency;
- guide educators in collecting meaningful evidence of learning;
- strengthen partnerships between educators and families through transparent communication;
- inform curriculum planning and responsive teaching;
- ensure equitable assessment practices that recognise the diverse strengths, identities and needs of every learner.

3. Principles of Assessment

Assessment within the Early Years Programme is guided by the following principles.

Assessment is:

Child-centred

Children remain at the heart of every assessment decision. Assessment values children's interests, strengths, perspectives and developmental readiness.

Authentic

Evidence is gathered from real learning experiences rather than artificial testing situations.

Continuous

Assessment occurs every day through observation, conversation, play and documentation.

Developmentally Appropriate

Children demonstrate understanding in many different ways including play, movement, art, construction, storytelling, music, dramatic play and dialogue.

Inclusive

Assessment recognises that every child learns differently and provides multiple opportunities for children to demonstrate their understanding.

Collaborative

Assessment is strengthened through collaboration between children, educators, families and specialists.

Reflective

Assessment informs future planning and supports ongoing reflection by both educators and children.

4. The Purpose of Assessment

Assessment supports:

Children

Assessment enables children to:

- recognise their own progress;
- develop confidence as learners;
- reflect upon their experiences;
- communicate their thinking;
- make choices about their learning;
- celebrate personal growth.

Teachers

Assessment enables educators to:

- understand children's interests;
- identify strengths and emerging needs;
- plan meaningful learning experiences;
- monitor conceptual development;
- differentiate teaching;
- evaluate the effectiveness of learning engagements.

Families

Assessment enables families to:

- understand their child's learning journey;
- celebrate growth and achievements;
- contribute observations from home;

- strengthen home-school partnerships;
- support learning beyond the classroom.

School Leadership

Assessment enables school leaders to:

- monitor programme quality;
- support teacher professional growth;
- ensure consistency of assessment practices;
- evaluate curriculum implementation;
- inform school improvement planning.

5. What We Assess

Assessment in the Early Years focuses on the whole child.

Educators assess children's development across interconnected areas including:

- identity and wellbeing;
- communication and language;
- inquiry and thinking;
- social relationships;
- physical development;
- creativity and expression;
- conceptual understanding.

Rather than assessing isolated knowledge, educators seek evidence of how children apply their understanding within authentic contexts.

6. How Learning is Assessed

Children demonstrate learning in many ways.

Assessment evidence may include:

- observations;
- conversations;
- photographs;
- videos;
- anecdotal records;
- learning stories;
- children's drawings;
- writing samples;

- constructions;
- dramatic play;
- performances;
- collaborative projects;
- portfolios;
- family contributions.

Multiple forms of evidence are collected to develop a holistic understanding of each child's learning.

7. Observation

Observation is the foundation of assessment within the Early Years Programme.

Educators intentionally observe:

- children's interests;
- questions;
- interactions;
- problem-solving strategies;
- communication;
- emerging understandings;
- social relationships;
- independence;
- wellbeing.

Observations occur during natural learning experiences and are documented using agreed school formats to ensure consistency.

8. Documentation of Learning

Documentation makes learning visible.

Its purpose is to:

- celebrate children's thinking – learning stories
- communicate learning with families – report cards, portfolios, academic fest, events and performances
- support teacher reflection – Toddle
- inform planning;
- monitor progress over time – Continuums

Documentation may include:

- learning stories;
- documentation panels;

- photographs;
- videos;
- portfolios;
- child voice;
- educator reflections;
- family reflections.

Children are encouraged to revisit documentation and reflect upon their own learning experiences.

9. Child Agency in Assessment

Children are active participants in assessment.

Educators intentionally create opportunities for children to:

- talk about their learning;
- explain their thinking;
- choose work for their portfolios;
- reflect upon experiences;
- identify what they enjoyed;
- suggest future investigations.

Assessment values children's perspectives as important evidence of learning.

10. Feedback

Feedback supports growth.

Effective feedback is:

- timely;
- specific;
- encouraging;
- responsive;
- focused on learning rather than judgement.

Educators provide feedback through:

- conversations;
- questioning;
- modelling;
- reflection;
- documentation;

- family communication.

Children are encouraged to see mistakes as opportunities for learning.

11. Reporting

Reporting provides families with a holistic understanding of children's learning and development.

Reporting may include:

- parent conferences;
- learning portfolios;
- written reports;
- student-led sharing experiences;
- learning celebrations;
- ongoing communication through the school's approved platforms.

Formal reports are issued **twice each academic year**, while ongoing communication occurs throughout the year through conferences and documented learning. Establishing reporting expectations addresses the need for clearer assessment timelines identified in the comparative report.

12. Assessment Timeline

To ensure consistency:

- observations are recorded regularly throughout the week;
- learning documentation is updated continuously;
- portfolio evidence is reviewed at least once every month;
- families receive ongoing feedback throughout each unit of inquiry;
- formal progress reports are issued twice yearly;
- parent-teacher conferences are conducted at least twice each academic year.

Where concerns regarding learning or development arise, families are contacted **within five working days** of the concern being identified.

13. Intervention Process

Assessment informs action.

When assessment indicates that additional support may be required, the following process is followed:

Step 1

Teacher identifies a concern through ongoing observations.

Step 2

Evidence is documented.

Step 3

Discussion with the Early Years Coordinator.

Step 4

Parent meeting.

Step 5

Additional observations and interventions.

Step 6

Referral to the Inclusion Team where appropriate.

Step 7

Development of an Individual Education Plan if required.

Step 8

Regular review of progress.

This formal intervention pathway addresses one of the major gaps identified in the comparative report.

14. Inclusion and Assessment

Assessment recognises that children learn in diverse ways.

Educators provide:

- differentiated assessment opportunities;
- reasonable adjustments;
- flexible ways for children to demonstrate understanding;
- additional time where appropriate;
- visual supports;
- alternative communication methods.

Assessment decisions are made collaboratively with the Inclusion Team and families where required.

15. Moderation

To ensure consistency and reliability, educators participate in moderation processes throughout the academic year.

Moderation includes:

- collaborative review of documentation;
- portfolio moderation;
- planning discussions;
- professional dialogue;
- calibration of assessment expectations.

Moderation meetings are conducted **once each term** and documented by the Early Years Coordinator. This strengthens the policy in an area identified as underdeveloped in the comparative report.

16. Roles and Responsibilities

Principal

- ensures effective implementation of the Assessment Policy;
- monitors programme quality;
- supports professional learning.

Early Years Coordinator

- leads assessment practices;
- facilitates moderation;
- supports teachers;
- monitors documentation;
- ensures consistency.

Teachers

Teachers:

- observe children's learning;
- document evidence;
- provide feedback;
- differentiate learning;
- communicate with families;
- reflect upon assessment information.

Teaching Assistants

Teaching Assistants contribute observations, support documentation and collaborate with teachers in understanding children's learning.

Parents

Families:

- contribute information about children's learning at home;
- participate in conferences;
- support agreed next steps;
- engage with learning documentation.

Children

Children are encouraged to:

- share their thinking;
- reflect on learning;
- make choices;
- celebrate progress;
- contribute to portfolios.

17. Monitoring and Review

The implementation of this policy is monitored through:

- classroom observations;
- portfolio reviews;
- moderation records;
- collaborative planning meetings;
- parent feedback;
- professional reflections;
- annual programme evaluation.

The policy is formally reviewed **annually** by the Principal, Early Years Coordinator and teaching team to ensure continued alignment with the IB Early Years framework and school priorities. This directly addresses the report's recommendation for a formal policy monitoring and evaluation framework.

18. Indicators of Success

The successful implementation of this policy will be evident when:

- assessment is embedded naturally within play and inquiry;
- children actively participate in reflecting on their learning;
- documentation clearly demonstrates conceptual growth over time;
- assessment consistently informs planning and teaching;
- families understand and contribute to the assessment process;
- assessment practices are equitable, inclusive and developmentally appropriate;
- moderation ensures consistency across classrooms;
- assessment data is used to support early intervention and continuous programme improvement.

SKILL STORK INTERNATIONAL SCHOOL

Early Years Moderation Form

Collaborative Review of Assessment Evidence and Documentation

Confidential Internal Document

A. Moderation Details

Field	Details
Date of Moderation	
Programme/Class	Toddlers / Pre-Nursery / Nursery / PP1 / PP2
Unit of Inquiry / Learning Focus	
Central Idea / Learning Intention	
Assessment Type	Diagnostic / Formative / Summative / Ongoing Observation
Moderation Facilitator	
Educators Participating	
Evidence Review Period	
Next Moderation Date	

B. Purpose of the Moderation

The purpose of this moderation meeting is to:

- develop a shared understanding of learning expectations;
- review the quality and relevance of assessment evidence;
- ensure consistency in teacher judgements;
- identify children's strengths, progress and next steps;
- review whether documentation reflects authentic learning through play;
- strengthen future planning, differentiation and support.

C. Evidence Reviewed

Tick or list the evidence considered during moderation.

Evidence Source	Reviewed	Notes
Anecdotal observations	☐	
Learning stories	☐	
Photographs or videos	☐	
Child conversations	☐	

Work samples	☐	
Portfolio entries	☐	
Play-based observations	☐	
Child reflections	☐	
Teacher reflections	☐	
Parent observations or feedback	☐	
Developmental or language trackers	☐	
Specialist teacher observations	☐	
Individual Education Plan evidence	☐	
Other evidence	☐	

D. Child and Learning Context

Field	Details
Child's Name or Identification Code	
Age / Class	
Learning Context	Individual / Small Group / Whole Group / Play Environment
Type of Learning Experience	Child-initiated / Teacher-guided / Collaborative / Routine-based
Relevant Learning Goal(s)	
Learner Profile Attribute(s) Observed	
Approaches to Learning Skill(s) Observed	
Relevant Key or Related Concept(s)	

E. Individual Educator Judgement

Each educator reviews the evidence independently before the group discussion.

Educator	Judgement of Current Learning	Evidence Supporting the Judgement	Suggested Next Step
Educator 1			
Educator 2			
Educator 3			

Specialist Teacher, where applicable			
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F. Collaborative Moderation Discussion

1. What does the evidence show that the child knows, understands or can do?

2. Which specific evidence supports this judgement?

3. Is the evidence sufficient, authentic and gathered across more than one context?

4. Does the documentation capture the child's voice, choices and agency?

5. Does the evidence reflect learning through play, relationships, exploration and expression?

6. Were the child's language, culture, developmental profile and individual needs considered?

7. Were appropriate accommodations, scaffolds or reasonable adjustments provided?

8. Are there differences between educator judgements? If yes, what explains them?

G. Review of Documentation Quality

Rate each statement using:

C – Consistently evident

P – Partially evident

N – Not yet evident
NA – Not applicable

Quality Indicator	C	P	N	NA	Comments
Evidence is linked to a clear learning intention	☐	☐	☐	☐	
Evidence is based on authentic learning experiences	☐	☐	☐	☐	
Documentation describes what was observed objectively	☐	☐	☐	☐	
Interpretation is supported by specific evidence	☐	☐	☐	☐	
The child's voice is represented	☐	☐	☐	☐	
The child's strengths and capabilities are visible	☐	☐	☐	☐	
The context of play and learning is clear	☐	☐	☐	☐	
The documentation recognises language and cultural identity	☐	☐	☐	☐	
The evidence reflects progress over time	☐	☐	☐	☐	
The next steps are specific and achievable	☐	☐	☐	☐	
The documentation informs future planning	☐	☐	☐	☐	
Confidentiality and consent requirements have been followed	☐	☐	☐	☐	

H Portfolio Moderation

Review Question	Findings
Does the portfolio show learning and progress over time?	
Does it include a balanced range of evidence?	

Does it represent different areas of learning and development?	
Does it include child-selected evidence where appropriate?	
Are child and teacher reflections included?	
Does it reflect the child's identity, language, interests and agency?	
Are entries relevant rather than repetitive?	
Are learning intentions and next steps clearly connected?	

Moderation Facilitator's Confirmation

I confirm that the moderation process involved collaborative review, professional dialogue, comparison of evidence and agreement on the child's current learning and next steps.

Name: _____

Signature: _____

Date: _____

POLICY REVIEW PROCESS

COLLABORATIVE • REFLECTIVE • IMPACTFUL

A structured process to ensure our policies remain relevant, effective, and aligned with our mission, values, and the needs of our community.



Aligned to
Vision & Mission



Inclusive
Stakeholder Input



Evidence Based
& Practical



Supports Student
Learning & Well-being



Continuous
Improvement

1

**INITIAL
REVIEW**



Evaluate the policy against key criteria.

- Purpose and alignment
- Clarity and language
- Implementation and procedures
- Monitoring and evidence
- Review and improvement cycle

ASK:



- Is the policy clear, relevant, and practical?
- Is it being implemented effectively?
- How do we know?

2

**STAKEHOLDER
REVIEW**



Different perspectives create stronger policies.

TEACHERS



Classroom
Perspective

Focus:
Practicality,
Implementation,
Classroom Impact

**ACADEMIC
COORDINATORS**



Programme
Perspective

Focus:
Programme Alignment,
Monitoring, Systems
& Accountability

PARENTS



Home-School
Perspective

Focus:
Communication,
Support, Partnership
& Child Development

PRINCIPAL



Whole School
Perspective

Focus:
Compliance, Resources,
Consistency & School
Improvement

**DEAN
(STUDENT AFFAIRS)**



Student Well-being
Perspective

Focus:
Student Impact, Equity,
Agency, Rights &
Well-being

DIRECTOR



Strategic
Perspective

Focus:
Strategic Alignment,
Future Readiness,
Governance & Growth

We listen, reflect and integrate diverse voices to strengthen our policies.

3

**POLICY
QUALITY
AUDIT**



Check for essential policy elements.

- ✓ Purpose Statement
- ✓ Scope
- ✓ Guiding Principles
- ✓ Roles & Responsibilities
- ✓ Procedures
- ✓ Timelines
- ✓ Communication Plan
- ✓ Monitoring Mechanisms
- ✓ Documentation Requirements
- ✓ Review Cycle
- ✓ References
- ✓ Version Control



Ensure the policy
is complete,
clear, and
actionable.

4

**GAP
ANALYSIS**



Identify what's missing and what needs improvement.



Identify Gaps

- What is missing?
- What is unclear?
- What is outdated?



Improve

- What can be strengthened?
- What new requirements should be included?

5

**ACTION
PLANNING**



Plan actions to strengthen and implement the policy.



Define
Actions



Assign
Responsibility



Set
Timeline



Determine
Success
Indicators

6

**FINAL
RECOMMENDATION**



Make an informed decision.



Approve
without
changes



Approve with
minor
revisions



Major
revisions
required



Rewrite
required



**TOGETHER, WE CREATE POLICIES
THAT INSPIRE LEARNING,
WELL-BEING AND EXCELLENCE.**



REVIEW CYCLE

Most policies are reviewed annually.
Some are reviewed every 2 years.



**REVIEW
REFLECT
IMPROVE**

Better Policies. Better Future.

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