

Canadian International School
Teaching and Learning, Feedback and Assessment
Policy and Procedures

Introduction/ Principles

CIS aims to instill a love of learning through a broad and balanced curriculum, and high-quality learning experiences, to meet the needs of all students. It aims to give each learner the opportunity to develop intellectually, socially, personally, physically, and culturally. All students are encouraged to achieve to the best of their ability.

CIS supports and develops students of all abilities and backgrounds, including those who need additional support or challenge to fulfil their potential.

CIS staff adhere to the 'Alberta Education Teaching Quality Standard', which forms the basis of this policy. Teachers at CIS are supported in career-long professional learning and encouraged to be critical and reflective practitioners who always strive to improve their teaching and learning practices.

Aims

- To foster a love of learning;
- To provide students with the skills and knowledge to enable them to become confident, independent, lifelong learners;
- To provide inclusive learning environments, where every student is welcomed and cared for;
- To value and respect all cultures and embrace diversity;
- To provide a safe, happy and stimulating learning environment;
- To encourage all students to achieve their personal best;
- To learn from each other through a collaborative, inquiry-based approach, where good practice is shared;
- To enable teachers to teach as effectively as possible;
- To enable students to learn as effectively as possible.

Promoting High Quality Teaching and Learning

Inspirational teaching should:

- promote high expectations for all students;
- increase motivation;
- encourage creativity and imagination;
- develop effective communication and collaboration skills;
- foster healthy skepticism through critical thinking as a means of acquiring knowledge;
- encourage justification through analyzing and hypothesizing;
- develop confidence, self-esteem and emotional intelligence.

Successful learning involves:

- teachers and students being clear about the purpose of their learning and expected outcomes;
- students being constantly encouraged to ask questions as part of the learning process;
- students self-assessing and learning evaluative skills;
- students who are motivated and willing to talk about their own learning and how they learn best;
- teachers accepting feedback from students about how they learn best;
- teachers giving consistent, effective feedback which helps students to recognize their achievements and where they need to improve;
- teachers adjusting planning in response to students' levels of understanding.

Learning Outcomes and Success Criteria

Learning outcomes (LOs) are clearly evident in CIS teachers' planning at all levels.

Students should be aware of what they are learning and how to achieve it. Learning Outcomes and/ or success criteria should be shared with students in an age-appropriate way. Learners should be aware of what they need to do, and what new understanding or skills they will gain, and why.

Learning Outcomes:

- may be shared verbally, written down by students or displayed;
- are not always shared at the beginning of a lesson, but at an appropriate time when the students' interest and enthusiasm has been captured;
- may be skills-based and not always connected to the context of the lesson (e.g. to be able to include complex sentences in my island adventure story);
- should be referred to more than once within a lesson;
- often continue through a series of lessons;
- should be revisited at the end of the lesson.

Effective Learning Outcomes:

- explain clearly the reason for the lesson;
- use child-friendly, age-appropriate language;
- should use language, such as: 'By the end of today's lesson, you will know/ be able to/ understand more about.....'

Success Criteria:

- are elements linked to the LO, broken into chunks;
- should be shared with students to enable them to achieve their goals;
- explain clearly what is expected in relation to the LO;
- may be staged (e.g., all/ most/ some);
- are linked to students' individual learning targets;
- may be generated by the students, individually, in pairs or in groups;
- should be the basis of assessment or grading and performance should be judged against them.

Effective Lessons

Whether online or face-to-face, in the most effective lessons, or learning opportunities, students' engagement, enjoyment and progress are of utmost importance. There are many effective ways of sparking students' interests, or their attention. These should be shared regularly, so that teachers have a variety of high-quality strategies to fall back on. Different strategies suit different groups of students; therefore, it is acceptable and expected for teachers to use different strategies.

In lessons which take into account all groups of students and individual needs in a class, most students should be engaged for the whole lesson. Students should be able to show evidence of progress within the lesson.

Teachers should ensure that students are aware of expectations for various aspects of the lesson; this could include: engagement, behaviour, effort, work presentation, group organization. There may be cues in the classroom, such as reference posters or placemats, which remind students of lesson elements. Teachers should use a variety of age-related support prompts to ensure students are able to maximize their success and reach their full potential.

Student Engagement:

Teaching a lesson is not a workout, but a craft. Teachers should facilitate students' capacity to be enthusiastic, passionate learners. At CIS we share effective pedagogy and strategies. Getting students' attention could include strategies, such as:

- a review of where we are;
- an explanation or discussion around the Learning Outcomes;
- an explanation of rubrics or success criteria, linked to the LO or the student's individual target;
- sustained writing;
- opportunities to move around;
- lots of discussion;
- periods of silence, if appropriate;
- research opportunities, individually or in groups;
- check-ins (teacher checking that the students understand what they are doing or are on the right track). For this, students could use traffic lights, thumbs up or down, etc. to indicate to the teacher whether they are happy with how things are going or finding it too easy or too challenging;

Lessons should end with a 'closure' or lesson ending, with opportunities for a brief discussion on how the lesson went and an assessment of whether students achieved the LO. Lesson closures can be carried out in several ways: student exit slip, group feedback, use of mini white boards, short video clips, selected students showing their work.

Student Feedback and Assessment (Please also refer to CIS Assessment Guidelines)

CIS Assessment Guidelines: [CIS Assessment Guidelines](#)

The purpose of feedback and assessment is to ensure students demonstrate progress and improvement over time. There should be a direct relationship between the LO and the assessment.

Formative assessments are for learning and are not graded; they inform practice.

Summative assessments are of learning; they are a measure of the student's understanding of the learning outcome.

A broad range of assessment types could be used for triangulating knowledge about students' progress and achievement: conversations, observations, formative and summative assessments.

Baseline assessments may be used to determine a student's starting point and their progress against that starting point will be tracked regularly. Baseline assessment data is not included in student marks.

Student feedback and assessment practices should:

- accurately reflect Learner Outcomes, in full or in part;
- be an ongoing dialogue, through a blend of written and verbal, age-appropriate communication,
- clearly inform students of how and what they have achieved and what they need to do to improve;
- generate information which is used to inform future planning;
- provide a variety of methods through which students can demonstrate their achievement;
- be an appropriate balance of formative and summative assessment activities;

Self-assessment/ self-review: students should be given regular opportunities to assess or evaluate their own work, according to a given rubric or set of success criteria. They should become comfortable with going back to their work, reviewing it, or improving it.

Peer-assessment/ peer-review: students should be given regular opportunities to review or evaluate the work of their peers. They should be taught to do this in a supportive and positive manner.

Green pen may be used by students for self and peer assessment. This makes it easy to differentiate between teachers' writing and students' writing.

KG 1 and 2:

Kindergarten teachers will assess their students through ongoing observation, discussions, questioning, and evaluation of age-appropriate written work. Some comments will be written on work and can be read to children and discussed. This is not necessary on every occasion, rather stickers happy faces etc. should be used to offer positive encouragement.

Evidence of KG students' progress will be kept in portfolios and writing books. This evidence could be: writing or mark-making samples, pictures and photographs of the child involved in a range of activities. Teachers will annotate the samples with 'I can...' statements, and any relevant anecdotal notes.

Children's initial skills will be assessed using the KG1 or KG2 baseline assessment. Development of these skills will be observed and noted regularly. Children will be given ongoing, frequent opportunities to develop their skills through high quality indoor and outdoor provision.

Grade 1 – 12

Rubrics or success criteria should be used consistently to guide teacher judgements and to give clarity to students about their success or achievement.

Teachers should write comments on student work - note books, binders, or Teams - in all core subjects a minimum of twice every four weeks, and in other subjects a minimum of once. They should make supportive judgements about students' level of achievement. Comments and judgements should be linked to the Learning Outcome or success criteria. Other ongoing feedback should be verbal, or brief and supportive.

G1 – G3 grading system:

| S Surpassing Grade Level Expectations | E Excelling within Grade Level Expectations | A Achieving Grade Level Expectations | D Developing | B Beginning |
|---|--|---|--|---|
| Student is exceeding grade level expectations | Student consistently demonstrates excellence within grade level expectations | Student consistently and independently demonstrates expectations at grade level | Student inconsistently demonstrates grade level expectations and may require support or assistance | Student demonstrates an insufficient understanding of grade level expectations and requires extensive ongoing support or assistance |
| NE: Not Evaluated. Student has not submitted sufficient work to enable teacher to make an informed assessment decision. | | | | |
| NA: Not Assessed. Standard/unit is not being assessed at this time. | | | | |

G4 – G12 grading system:

| EE Exceeding Expectations | ME Meeting Expectations | BE Below Expectations |
|--|--|--|
| 80% - 100% | 50% - 79% | 0 – 49% |

Teachers are required to use PowerSchool as a means of recording student achievement and tracking their progress. There should be a PowerSchool entry a minimum of once every two weeks.

From Grade 1 to Grade 12 PowerSchool is used by teachers as a student information portal (achievement, growth and tracking). From Grade 4 student grades and assignment marks can be accessed by students and parents on a continual basis.

Teachers provide quarterly, outlining student achievement and progress:

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Q1: grades and comments

Q2: grades

Q3: grades and comments

Q4: grades

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