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IB Mission Statement

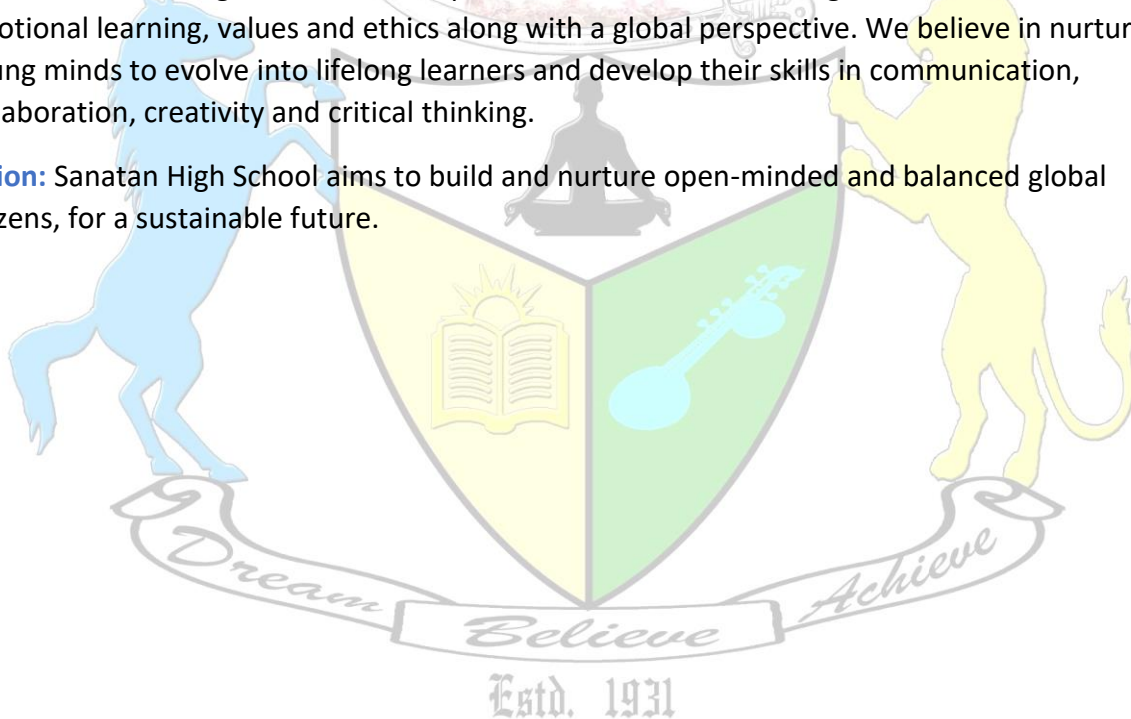
The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop 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.

(From IB Website)

Sanatan High School, Bharatpur Mission Statement

Mission: Sanatan High School aims to provide learners with a strong foundation of social and emotional learning, values and ethics along with a global perspective. We believe in nurturing young minds to evolve into lifelong learners and develop their skills in communication, collaboration, creativity and critical thinking.

Vision: Sanatan High School aims to build and nurture open-minded and balanced global citizens, for a sustainable future.



IB Learner Profile

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers: We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Open-Minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-Takers: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced: We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

At Sanatan High School, Bharatpur, assessment is not only about mere academic progression of the learner, but it also focuses towards all-round growth of the learners ensuring that they imbibe the attributes too and become internationally-minded learners.

Philosophy

Sanatan High School, Bharatpur believes:

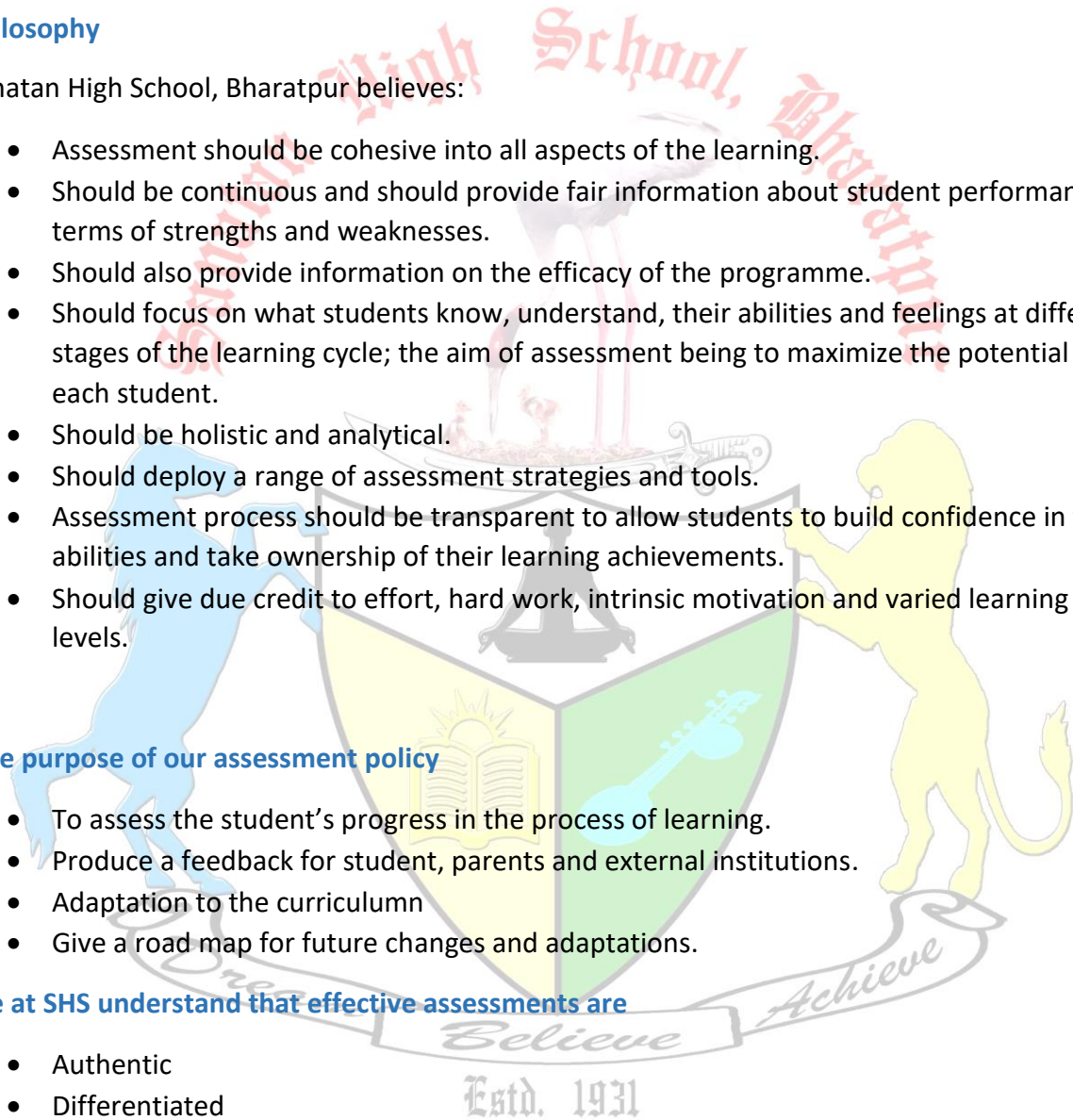
- Assessment should be cohesive into all aspects of the learning.
- Should be continuous and should provide fair information about student performance in terms of strengths and weaknesses.
- Should also provide information on the efficacy of the programme.
- Should focus on what students know, understand, their abilities and feelings at different stages of the learning cycle; the aim of assessment being to maximize the potential of each student.
- Should be holistic and analytical.
- Should deploy a range of assessment strategies and tools.
- Assessment process should be transparent to allow students to build confidence in their abilities and take ownership of their learning achievements.
- Should give due credit to effort, hard work, intrinsic motivation and varied learning levels.

The purpose of our assessment policy

- To assess the student's progress in the process of learning.
- Produce a feedback for student, parents and external institutions.
- Adaptation to the curriculum
- Give a road map for future changes and adaptations.

We at SHS understand that effective assessments are

- Authentic
- Differentiated
- Developmental
- Collaboratively planned
- Interactive
- Varied
- Planned which helps to give feedback to feed forward



We at SHS, Bharatpur PYP assessment practices will holistically integrate

- Assessment for learning
- Assessment of learning
- Assessment as learning

Who made the Assessment Policy?

- PYPC , associate PYPC and selected members of the staff collaboratively made the assessment policy
- The assessment policy was made in February,2021 and was reviewed and edited in March 2021 ,when the whole school team was together before starting the new academic session .

Essential Agreements of the Assessment Policy

- Assessment Policy will be reviewed collaboratively by selected members of the staff every year and will be shared with staff once reviewed.
- A collaborative meeting will be held to review and to give suggestions on the assessment policy.
- Assessment policy will be a working document for the staff and administrators to connect to the practices of assessment at the school.
- The assessment policy will be open for new ideas and modifications suggested by the educators, coordinators and pedagogical leaders.
- Any modifications done in the policy will have the consensus of all the stake holders and will be shared with school community.
- Assessment will be an integral part of the planning, teaching and learning, which will focus on gathering as well as analyzing information to facilitate teaching and learning.
- The current policy will also be revisited and reviewed post authorization as per the recommendations received. (if any)

Assessment in Early Years

Little learners of Sanatan High School, Bharatpur acquire key learning milestones that are fundamental for future school success. This includes their cognitive ability to reflect on their knowledge, conceptual understandings and skills. A wide range of assessment strategies informs learning and teaching of young learners.

Early years teachers will observe how students monitor and adjust their own behavior, especially at play, in order to:

- build a clear picture of the student and their interests.
- identify what and how the student is thinking and learning.
- assess the effectiveness of the learning environment on the student's learning.
- plan learning engagements for individuals and small groups.

How to assess in Early Years

- When observing, teachers also document what the students say and do.
- Teachers of early years will listen to learners carefully to the dialogues between students.
- Teachers will learn about their current interests, existing knowledge, level of involvement and social skills.
- Teachers will share these observations with parents.
- Teachers will collaborate with colleagues, they analyze group interactions, discover strengths, identify learning goals and reflect on the effectiveness of teaching practices.
- Writing anecdotes for learners.
- Video recording their reflections and actions.
- Recording their reflections.

Assessment in Primary Years Programme

Assessment at Sanatan High School, Bharatpur, Pre-Primary and Primary School is continuous and ongoing. Learners are assessed on regular basis. We use different tools and strategies to assess the learners in a child friendly environment.

Why do we assess?

- To celebrate students learning.
- To evaluate the level and the prior knowledge of the student and laying the foundation of the teaching and learning process.
- To understand and cater to the differentiated levels in the classroom
- Learner Profile and Approaches to learning.

What do we assess?

At Sanatan High School, we want our learners to be internationally minded. Teachers at SHS plan multiple opportunities for their students to develop knowledge, conceptual understanding and skill to support self-regulatory learning.

Inquiry

Teachers at SHS recognizes the importance of monitoring, recording and documenting the process of inquiry. Through careful observations of the inquiry process.

Conceptual Understanding

We take utmost care to strengthen the conceptual understanding of the basic concepts under study. Monitoring, documenting and measuring on how concepts are recalled, explained, transferred and applied through range of learning experiences and visible thinking routines.

Kinds of Assessments

Prior Knowledge Assessment:

- Enables teachers to plan and modify the teaching learning process.
- Helps in meeting individual or group needs/goals.
- Provides data regarding student's knowledge, skills and conceptual understanding.

Formative Assessment

- Ongoing process.
- Assess the learning process including learning knowledge, concepts and skills of the students and provides regular feedback to enhance learning.
- Hence to plan the next phase of learning.
- Demonstrates application of range of skills.
- Exhibits student's commitment to the attributes of the learner profile.

How to assess?

PYP assessment has four dimensions

- Monitoring Learning
- Documenting Learning
- Reporting Learning
- Measuring Learning

At Sanatan High School, monitoring learning, documenting learning, reporting learning and measuring learning would be done through different tools and strategies.

Monitoring (Strategies)	Tools	Documenting Tools	Measuring tools	Reporting strategies
<ul style="list-style-type: none"> • Observation • Questioning • Reflection • Discussions • Peer assessment • Self-assessment • Planning, monitoring on learning goals. 	<ul style="list-style-type: none"> • Open ended tasks • Written and oral assessments • Learning logs • Learning stories 	<ul style="list-style-type: none"> • Exemplars of student work and progress • Checklists. • Rubrics • Anecdotal records • Reflection Journals • Portfolios 	<ul style="list-style-type: none"> • School designed • Commercial tests 	<ul style="list-style-type: none"> • Parent /teacher/ student conference • Student Led conference (once a year) • Written reports (twice a year) • Unit end presentations after 2 units • Written feedback and feed forward to students

- **Observation:** Learners are observed by the mentor often and regularly. The observation can be a group observation or individual observation.
- **Performance Assessment:** Learners are assessed on the goal-directed tasks with established criteria. These tasks are usually multimodal and require the use of many skills: Audio, video and narrative records.
- **Process Focused Assessment:** The Learners are observed often and regularly and observations are recorded in many forms. Checklists, inventories, and narrative descriptions are common methods.
- **Selected Responses:** One dimensional exercises, tests and quizzes are the most common examples.
- **Open-ended Tasks:** Learners are presented with a stimulus and asked to communicate an original response. The answer can be brief written answers, a drawing, a diagram or a solution.

Tools are the different ways of recording the assessments given:

- **Rubrics:** Predetermined scale is set to assess the learner's performance. Rubric can be developed by the learners collaboratively or by the mentor.

- **Exemplars:** Samples of student's work is set as a bench mark and is shared with the learners.
- **Checklists:** These are the list of information, data, attribute or elements that should be present. A mark scheme is a type of checklists.
- **Anecdotal Records:** These are brief written notes based on observation of the learners this is maintained by the mentor.
- **Continuums:** These are visual representations of developmental stages of learning. They show a progress of achievement or identify where a student is in a process.

How do we report?

Written reports

What it contains?

- It will contain areas of strength— these are in quantum.
- Indicate areas of improvement.
- Indicate co-curricular activities.
- IB learner profile and Approaches to learning are addressed.
- Anecdotal records indicating the progress of the child and are as he/she needs to work on.

Unit end Presentations

- Samples of the work one by the child showcasing understanding the theme
- The samples will include the TD links as well as subject specific content done during the same period

Exhibition

The E-exhibition / Face-to-face exhibition will be held in the final year of PYP.

How it will be done?

Learners will do any one Transdisciplinary Theme/Any Topic (Voice, Choice and Ownership)) which they want to inquire on, where in each student will demonstrate 5 essential agreements of PYP along with IB learner profile and Approaches to learning.

Student Led Conference

Should be held once a year other than PTMs.

How it will be done?

The student will present their work and showcase their learning process including the challenges and achievements through their portfolios/ E-Portfolios. Parents and other stakeholders will be invited to witness the same.

Portfolio /E-Portfolio

What is a portfolio?

Portfolio is a folder which has records and evidences of learning showing a student's progress/change over time, goals and reflections. It is a tool for assessment of learning and assessment as learning. It is an important document to be maintained by the learners. It is maintained throughout the year, and handed over to the child when he/she graduates from PYP or moves from the school.

What the Portfolio will look like and what will it contain?

The portfolio will be a dynamic two-tier portfolio wherein one will be grade specific portfolio showcasing the work year around and then best pieces selected by the student will be put in a master portfolio at the end of the academic year.

The portfolio will be a binder with inserts to document work. It will constitute:

- A personal narrative by the learner describing himself/herself, his/her likes or dislikes. It could be pictorial for early years learners (will be updated every year)
- Class Photograph (updated every year)
- Me and my friends and what they have to say about me (reflections) not mandatory
- Learners Profile – self-reflections by the learner and some anecdotes about it by the learning community (to be done every year)

Unit of Inquiry:

- 6 Themes (varied work to show learners understanding of concepts, inquiry process/ acquisition of ATL's).
- Student's choice along with student's reflection of the same- 1 each.
- Teacher's choice along with teacher's reflection of her choice of work (updated every year)- 1 each.

Language English and Hindi

- 1 from each semester for each language.
- Creative writing (from ideation to publishing).

- Student's choice along with student's reflection of the choice of work.
- Teacher's choice along with teacher's reflection of her choice of work.
- One self-selected work added every year to the master portfolio to show the learner's progression in writing skill.
- Reading logs or book review. (as per learners' choice)
- Student's choice along with student's reflection of the choice of work.
- Teacher's choice along with teacher's reflection of her choice of work.

Mathematics

(Annotated samples to show understanding of work and acquisition of problem-solving skills)

- 1 Self-selected Sample work from each strand with reflections.

Arts:

- **Performing Arts:** Two pieces of annotated samples of student's knowledge, understanding and acquisition of specific skills with reflections. Photographs can be included.
- **Visual Arts:** Two pieces of annotated art work showcasing learner's acquisition of sample of student's knowledge, understanding and acquisition of specific skills with reflections. Progression of skills to be highlighted.

PE:

- Two pieces of annotated sample of student's knowledge, understanding and acquisition of specific skills with reflections.
- Teacher's reflection on the same.
- Action
- Student's reflection on the same. (if any)
- Anecdotes by teachers/ parents or any other member of the learning community.
- Student-Led Conference.
- Parent's and teacher's feedback and self-assessment by the learner.
- Any other item which child wants to add to celebrate or showcase her/his learning.

Responsibility

Who will be responsible for the portfolio? Where will they be kept?

The learners will be having the responsibility of their portfolio with guidance from the facilitator wherever required.

Early Year Learners

- Portfolios will be managed by the Home Room Teachers.
- Then students will have the agency to select pieces as per pre-determined criteria collaboratively made with peers and teachers.

- The portfolios will be kept in the classroom.
- Each master portfolio will have a cover page with handprints of the learner (updated every year) and a passport size photograph to be put every year.
- Also it would have height and weight at the end and at the beginning of the academic year to mark the physical development.
- Over and above student will have the agency and ownership to decorate or present the portfolio the way they want to.
- We would be exploring the scope of usage of digital portfolios and will incorporate as and when collaboratively decided.

Middle and Senior School Assessment Policy

Class VI to VIII:

Subjects offered to classes VI to VIII are English, Hindi, Mathematics, General Science, Social Science, III Language- Sanskrit, German, Computer Science, Moral Science, General Knowledge, Music, Art, Dance, Physical Education, various sports and Co-Curricular activities.

To increase the confidence in the students to start preparing for class X Board examination when they join the upper primary stage in class VI, the CBSE has decided to implement the uniform system of assessment, examination pattern and issue of report cards for classes VI to VIII also on the similar pattern. A briefing of the changed structure is given below:

Best of Periodical Assessment II & III (of Term II) will be considered to award the final score in Annual Result.

The assessment structure and examination for classes VI to VIII will comprise of two terms i.e., Term-I and II as explained below:

TERM-I		TERM-II		
Periodical Assessment I (25 M) Weightage- (10 M)	Half-Yearly (80 M)	Periodical Assessment II (25 M) Weightage- (10 M)	Periodical Assessment III (25 M) Weightage- (10 M)	Annual Exam (80 M)
Written – 25	Written Exam for 80 marks with syllabus covered till half-yearly exam Note book Submission-5	Written – 25	Written – 25	Written Exam for 80 marks with syllabus covered till half-yearly exam Note book Submission-5

	Subject Enrichment Activity -5			Subject Enrichment Activity -5
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Class IX & X:

As you are aware, the CBSE has issued orders on the restoration of Board Examination for Class X and revised assessment structure and examination for Class X.

New scheme will bring the uniformity in the system of assessment and examination for classes IX and X in all the CBSE affiliated schools.

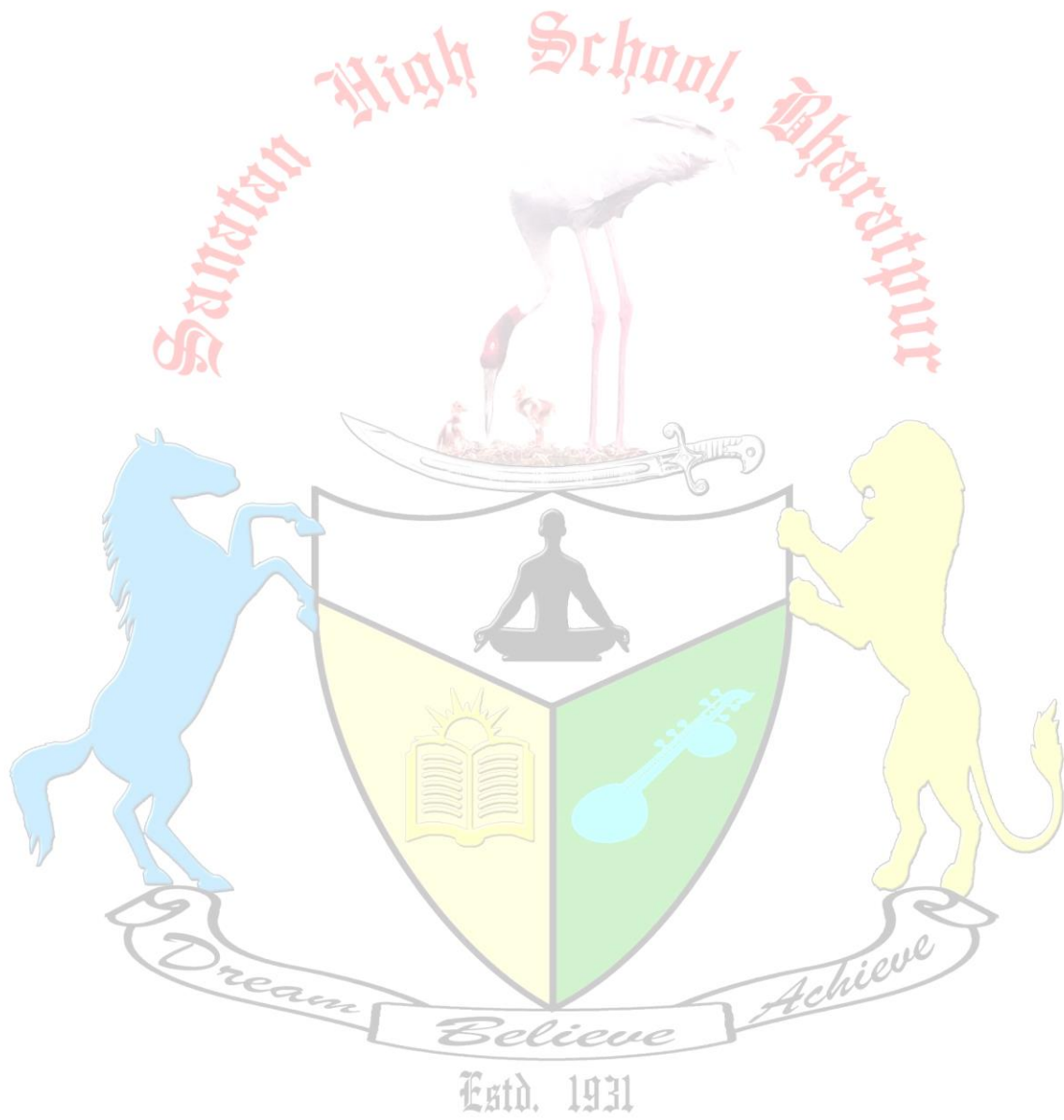
With restoration of Class X Board Examination, the CBSE will issue the report card for Class X based on the board examination. As the assessment structure and examination pattern for Class IX will be similar to that of class X.

Best of Periodical Assessment II & III (of Term II) will be considered to award the final score in Annual Result.

The assessment structure and examination for classes IX & X will comprise of two terms i.e., Term-I and II as explained below:

TERM-I		TERM-II		
Periodical Assessment I – (25 M) Weightage- (10 M)	Half Yearly (80 M)	Periodical Assessment II (25 M) Weightage- (10 M)	Periodical Assessment III – (25 M) Weightage- (10 M)	Annual Exam (80 M)
Written – 25	Written Exam for 80 marks with syllabus covered till half-yearly exam Note book Submission-5 Subject Enrichment Activity -5	Written – 25	Written – 25	Written Exam for 80 marks with syllabus covered till half-yearly exam Note book Submission-5 Subject Enrichment Activity -5

				Pre – Board – 50 (Only for Class X)
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References

- Making PYP happen 2009 (IBO Publication)
- PYP Principles into practice (IBO publication)
- Primary Years Programme- Learning and Teaching
- CBSE website

