European School Brussels II

2020.09.01 Assessment, Planning, Recording and Reporting Guidelines for Teachers

Part 1 – Assessment, Planning, Recording and Reporting: General Information

1.1 Introduction

A recommendation from the 2016 Whole School Inspection was the creation of Whole School Assessment Guidelines, and it has been a source of much reflection over the past few years. With so many changes taking place in the system it has been a challenge to produce a document which covers the areas which need to be considered without simply cutting and pasting information from the **General Rules**. It is necessary to refer on a regular basis to the latest published version of the General Rules in the articles referred to below for the most recent information.

Since assessment is closely connected with the planning of teaching and learning, assessment strategies must be incorporated into all aspects of lesson planning to ensure that the learning outcomes reflect the strategies which have been put into place to achieve them, and this will involve an understanding of the nature of assessment, differentiation and the harmonization which will achieve greater consistency across the school so that the pupils are treated in a fair and constructive manner.

1.2 Assessment in the General Rules.

Article 3 – the responsibility of the school management.
Chapter IX, Articles 55 - 62 –grades, repeating the year, promotion
The General Rules are not very specific about the nature of the assessment and it is dealt with more in terms of promotion or non-promotion and makes no specific reference to whether the assessment should be formative or summative.

1.3 "Assessment Policy in the European Schools" (2011-01-D-61-en-4):

The general aim according to the document:

- "Assessment provides pupils with appropriate feedback in order to help them to develop both academically and personally in line with educational expectations.
- Assessment processes, practices and results are important for the pupils, teachers, parents, schools and the European Schools system."

More specific aims:

- to inform about individual pupils´ strengths and weaknesses
- to inform about pupils' development and ability to meet the objectives set
- to engage pupils to improve the quality of their achievements

- to engage pupils in their own learning process and to enable them to improve their learning strategies -
  to motivate and guide pupils towards further learning
- to improve the quality of teaching by modification of teaching strategies in relation to achieved results
- to provide a record of each pupil´s achievements; especially for making decision about promotion to the next class
- to provide a record of each pupil´s achievements for parents
- to provide a record of each pupil' s achievements at the European Baccalaureate
- to evaluate the quality of education and assessment at the school level and within the European Schools system

The document goes on to provide some useful descriptions regarding the nature of assessment, and this is rather more challenging for teachers than to observe the General Rules alone in which assessment is not broken down into different types. As the descriptions below show a teacher could carry out his/her assessment solely by using summative assessment methods, and for many teachers it is a major shift in focus to adapt to other methods.

1.4 Annex 1 of the document, "Assessment Policy in the European Schools" (2011-01-D-61-en-4):

1.4.1 Formative assessment
- Formative assessment draws on information gathered in the assessment process *to identify learning needs and adjust teaching and learning*.
- The pupil´s *self-assessment is a fundamental part* of formative assessment. Formative assessment is linked to pre-determined learning objectives and systematically built into the curriculum.
- It requires defining of clear assessment criteria. Formative assessment provides the pupil with information during the process of learning when he/she can still improve the performance.
- It provides the pupil with systematic reflection of his/her knowledge, skills, attitudes and learning strategies and helps him/her to achieve determined objectives.
- Formative assessment motivates the pupil and significantly contributes to the development of his/her personality.

1.4.2 Diagnostic assessment
- *Diagnostic assessment* provides teachers with information about *pupils' knowledge, skills and attitudes in certain periods of process of their learning*; often at the

beginning of a new level of education, at the beginning of the school year (entry assessment), during the school year, when a new child comes into the class (ongoing assessment) etc.

- It proceeds with use of special methods with the aim to draw conclusions and take measures. It helps teachers to set appropriate learning strategies for each pupil and to modify the course and/or teaching approaches.
- Diagnostic assessment can be a basis for providing the pupil with appropriate support.

1.4.3 Initial assessment

- *Initial assessment* identifies the strengths and weaknesses of a pupil's knowledge or skills at the beginning of the learning process.
- It is carried out to ensure that pupils are on the right programme and properly supported while on it. It provides a baseline for further assessment and evaluation of the pupil's progress*.*

1.4.4 Summative assessment

- Summative assessment refers to summary assessments of pupil's performance.
- It is conducted *at the end of some period of learning*, e.g. after acquirement of some part/issue of the curriculum or in the certain period of the school year when there is a need to get an overall overview/information about the pupil´s performance.
- Summative assessment can be used for promotion, certification or admission to higher level of education.

1.4.5 Evaluation

- Evaluation is a process of reflecting upon all the data the teacher/the school has collected.
- Teachers and school management refer to data on school and pupils' performance *to identify areas where they are performing well and where they may need to improve.*
- The school evaluates its work towards its educational conditions and uses the data for future work, setting priorities, developing planning and implementation etc.

1.4.6 Validity

- The tool must measure what is intended to be measured in order to draw appropriate conclusions. For example when an instrument for assessment is used to assess active listening, this instrument should really assess the skill 'active listening'.
- The more an instrument reaches its purpose the more validity it has.

1.4.7 Reliability

- Is the extent to which identical results would be achieved every time a pupil is assessed under the same conditions.

- Even if validity can be considered as the most important requirement of assessment, assessment can never be valid when it is not at the same time reliable.
- Reliability means that the results of assessment can be trusted.
- Reliability is important because decisions that have to be taken following assessment must be based on data that does not depend on different coincidences.

1.4.8 Transparency

- Transparency means that the pupils have all the necessary information at their disposal to fulfil the assessment tasks.
- Learning objectives, assessment criteria, time of assessment and learning outcomes are clearly outlined.

1.4.9 Competences

- Competences are defined as a combination of knowledge, skills and attitudes appropriate to the context. (Key Competences for Lifelong Learning - European Reference Framework)

1.5 Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning [Official Journal L 394 of 30.12.2006].

Key competences for lifelong learning are a combination of knowledge, skills and attitudes appropriate to the context. They are particularly necessary for personal fulfilment and development, social inclusion, active citizenship and employment.

Key competences are essential in a knowledge society and guarantee more flexibility in the labour force, allowing it to adapt more quickly to constant changes in an increasingly interconnected world. They are also a major factor in innovation, productivity and competitiveness, and they contribute to the motivation and satisfaction of workers and the quality of work.

Key competences should be acquired by:
- young people at the end of their compulsory education and training, equipping them for adult life, particularly for working life, whilst forming a basis for further learning;
- adults throughout their lives, through a process of developing and updating skills

The acquisition of key competences fits in with the principles of equality and access for all. This reference framework also applies in particular to disadvantaged groups whose educational potential requires support. Examples of such groups include people with low basic skills, early school leavers, the long-term unemployed, people with disabilities, migrants, etc. This framework defines eight key competences and describes the essential knowledge, skills and attitudes related to each of these.

These key competences are all interdependent, and the emphasis in each case is on critical thinking, creativity, initiative, problem solving, risk assessment, decision taking and constructive management of feelings.

The Eight Key Competences for Lifelong Learning.

1	**Communication in the mother tongue**	the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts
2	**Communication in foreign languages**	in addition to the main skill dimensions of communication in the mother tongue, mediation and intercultural understanding. The level of proficiency depends on several factors and the capacity for listening, speaking, reading and writing
3	**Mathematical competence and basic competences in science and technology**	Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations, with the emphasis being placed on process, activity and knowledge. Basic competences in science and technology refer to the mastery, use and application of knowledge and methodologies that explain the natural world. These involve an understanding of the changes caused by human activity and the responsibility of each individual as a citizen
4	**Digital competence**	involves the confident and critical use of information society technology (IST) and thus basic skills in information and communication technology (ICT
5	**Learning to learn**	is related to learning, the ability to pursue and organise one's own learning, either individually or in groups, in accordance with one's own needs, and awareness of methods and opportunities
6	**Social and civic competences**.	Social competence refers to personal, interpersonal and intercultural competence and all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life. It is linked to personal and social well-being. An understanding of codes of conduct and customs in the different environments in which individuals operate is essential. Civic competence, and particularly knowledge of social and political concepts and structures (democracy, justice,

		equality, citizenship and civil rights), equips individuals to engage in active and democratic participation
7	**Sense of initiative and entrepreneurship**	is the ability to turn ideas into action. It involves creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. The individual is aware of the context of his/her work and is able to seize opportunities that arise. It is the foundation for acquiring more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance
8	**Cultural awareness and expression**	the importance of the creative expression of ideas, experiences and emotions in a range of media (music, performing arts, literature and the visual arts).

In the context of EEB2, it may be slightly confusing that we are talking about '8 Key Competences', when we also have our own programme of '8 Life-Skills'. However, it should be clear that the 6th, 7th and 8th Competencies are exactly what we are trying to impart to our students through the 8 Life-Skills programme. Lots of resources are available on Sharepoint for teaching these Key Competences. The Life-Skills will always refer to the Key competences, implicitly or explicitly and vice-versa.

A European reference framework for European Union (EU) countries and the Commission

These key competences provide a reference framework to support national and European efforts to achieve the objectives they define. This framework is mainly intended for policy makers, education and training providers, employers and learners.

It is a reference tool for EU countries and their education and training policies. EU countries should try to ensure:

- that initial education and training offer all young people the means to develop the key competences to a level that equips them for adult and working life, thus also providing a basis for future learning;

- that appropriate provision is made for young people who are disadvantaged in their training so that they can fulfil their educational potential;

- that adults can develop and update key competences throughout their lives, particularly priority target groups such as persons who need to update their competences;

- that appropriate infrastructure is in place for continuing education and training of adults, that there are measures to ensure access to education and training and the labour market and that there is support for learners depending on their specific needs and competences;

- the coherence of adult education and training provision through close links between the policies concerned.

It forms the basis for action at Community level, particularly within the Education and Training 2010 work programme and, more generally, within the Community education and training programmes. In this respect, the Commission should make a special effort to:

- help EU countries to develop their education and training systems, apply the reference framework so as to facilitate peer learning and the exchange of good practices and follow up developments and report on progress through the progress reports on the Education and Training 2010 work programme;

- use the reference framework for the implementation of the Community education and training programmes whilst ensuring that these programmes promote the acquisition of key competences;

- use the reference framework to implement related Community policies (employment, youth, cultural and social policies) and to strengthen links with social partners and other organisations active in those fields;

- assess, by December 2010, the impact of the reference framework within the context of the Education and Training 2010 work programme as well as the experience gained and the implications for the future.

1.6 Planning and Recording in the European Schools.

This is dealt with in Article 26 of the General Rules in which the planning and records, as well as the connection to the relevant syllabus, is explained. This is very brief and it is necessary for the school to develop its own guidelines. They are provided later in the document.

1.7. Reporting in the European Schools.

Articles 55 and 60 deal with the reporting procedures in the school, and specific guidelines are provided later in the document.

Part 2 – Assessment, Planning and Reporting in the Nursery and Primary Cycles

2.1 Introduction

Planning, assessment and reporting are recurring themes of training and discussion since 2013.
With the introduction of the new school reports, assessment has been a topic of INSET training in nursery and primary in 2014.
During section meetings and level meetings, opportunities for pedagogical/didactical/organizational improvement are discussed and follow-up is guaranteed. Evaluation is every school year an important topic in the induction training for new colleagues and it is also a regular topic in the annual in-service training of teachers.
All evaluation activities in our nursery and primary school are based on the official document:
'***Assessment tools for the Primary Cycle of the European Schools'***, Ref.: 2013-09-D-38-en-7
Approved by the Joint Teaching Committee on 8 and 9 February 2018 in Brussels.

2.2 Assessment

Assessment in Nursery and Primary Cycle include a wide range of tools for formative as well as summative assessment.
Teachers use a variety of methods to obtain information on the process of learning:

- Observations
- Portfolio
- Tests
- Simulations
- Presentations
- Peer review
- Self-assessment

Observations

- Observations of pupils are used throughout the Nursery and Primary Cycle, to obtain information on the child's development as a learner, as a person and in relation to others.
- Nursery and Primary teachers systematically keep a record of pupil's observations.

Portfolio

- In Nursery Cycle there is a shared strong emphasis on reflection by pupils using Portfolio.

- The portfolio is a showcase, an illustration of learning, as well as an evaluation of learning objectives and outcomes. Nursery pupils present their work to class and parents at the end of each school year.

- In Primary the Portfolio includes samples of work and reflection.

- The presentation of the portfolio is harmonised.

One of the focal points in the coming school year is the introduction of a digital portfolio. This development will largely be based on the new policy currently being developed by the Nursery&Primary teaching committee.

Pending this development, the current portfolio procedure is still being used.

Tests

- In Primary teachers make use of tests to evaluate specific objectives and learning outcomes (including method bound tests, standardised test and self-made tests by teachers).

  In most language sections, digital tests are often used, which are often method-related.

- Sometimes teachers also use standardised tests to follow up on the learning process of pupils along their school career. Most of these results are kept in an electronic file, and are used to inform the teachers' evaluation for the carnet scolaire.

Peer review and self-assessment

- With a growing importance of collaborative learning, learn-to-learn activities and reflection on own development, peer review and self-assessment are more and more important as assessment tools in the Primary Cycle.
   Teachers frequently use self-evaluation materials. Various forms of peer assessment are integrated into daily teaching activities.

2.3 Planning

- Nursery teachers use a common planning document in all sections.

- Primary teachers use a common template for annual and period planning, with reference to the syllabus.

- Assessment is included in the period planning.

2.4 Reporting

Meetings (Parents/teacher/pupil)
- Oral meetings for Nursery take place in November and June, with additional meetings throughout the year whenever necessary.
- Primary has a fixed report meeting beginning of November, with additional meetings throughout the year whenever necessary. (Request done by teacher or parent(s))
- Pupils attend on the request of the teacher.

Reports Mid-term/End-term

Primary pupils receive a school report in February and in July.
The report reflects a child's results for cross-curricular learning areas, as well as the achievement of subject objectives and the acquisition of skills, using scale marks, combined with written comments of the teachers.
Teachers are several times during the school year informed about the attainment descriptors and the criteria related to the evaluation on the school report. This is to promote harmonisation in evaluation.

The comments of teachers give more information on the child's strengths and areas for development, should add value to the scales, and:

- reflect the level assigned (in situ or online).
- take into account the child's effort.
- reflect on achievements related to the programme covered in class.
- are positive, constructive, truthful and fair (the message as well as the tone).

The parents of LSI pupils are regularly informed by the class teacher and the support teacher about their child's progress. This happens not only in the SAG meeting, but also in other meetings during the school year.
The parents of LSG and LSM pupils are informed of their child's progress in writing twice a year. This is done with a standardised form that is sent to the parents at the same time as the report.

2.5 Areas for development

These guidelines are part of regular discussion and development to take further steps towards qualitative, contemporary assessment of our students.

- Although most of the information is known to the school, the entry profile page has not been used yet.

- Planning: discussion on systematic integration of differentiation in planning documents must lead to common approach.
- Use of portfolio: making arrangements for a digital approach.
- Support on peer-review and self-assessment: capture current situation, ideas and options for future approach
- Comments from teachers on the draft of the report should be addressed at system level.

Part 3 – Assessment, Planning, Recording and Reporting in the Secondary Cycle

The rules about assessment are defined in the General Rules of the European Schools
Document 2014-03-D-14-en-9

3.1. Assessment

The teacher must use different assessment strategies as defined in the table below.

Assessment	*Diagnostic*	*Formative*	*Summative*
Purpose (Why?)	To have an exact overview of the situation: -What do the students already know? - Which competences have they already acquired? To assess common misunderstandings in knowledge and mistakes often made in practice. The use of the diagnostic results is valid only in order to adapt the teaching to suit the students' needs. This is the first step in differentiation.	The formative assessment provides information about individual student's progress in achieving given objectives. "Errors" can be seen as a source of progress, "learning by their mistakes". Using the information to find solutions.	To sum up the student's individual attainment in terms of their knowledge and competences.
Time (When?)	At the beginning of a school year, of a teaching section/unit or of a course.	During the learning process.	At the end of the learning process for the particular section/unit or course.
Recipients (who needs the information?)	- The teacher - The pedagogical team - Students and parents	The students: to raise awareness of their own progress, strengths and weaknesses. The teacher: to evaluate teaching methods and problems encountered by each individual student..	- The teacher - Students and parents - The institution

Means (How?)	- Oral or written tasks. - Group and individual tasks (open questions, tests, pictures, debates etc.)	Various methods can be used including: - looking at the students' work, - observing their notebooks, - listening to individual or group contributions, freely chosen, in order to allow the expression of the different competences - proposing new exercises - applying knowledge and skills to new situations. - using explicit criteria developed with students - Self evaluation	Test on Individual performance according to official criteria. Must include complex tasks. S1-S3: as relevant to the subject. S4: B tests S5-S6: formal examinations, or B tests. S7: Pre-Bac and Bac examinations, or B tests.
Result of the assessment.	No mark or grade required.	The evaluation in terms of a numeric grade is not necessary; it is more relevant to evaluate in terms of acquisition of competences and progress made.	Alphabetical grades (S1-S3) and Numerical grades (S4-S7) with comments, if possible.

3.2 Marking systems

For assessment purposes, the following marking scales will be used.

New marking system for S1-S7 since 2020-21

https://www.eursc.eu/en/European-Schools/studies/marking-scale

	Grade S1-S3	Numerical Mark S4-S6	Numerical mark 1 decimal S7 preliminary mark	Numerical mark 2 decimals S7 final mark	Performance Indicator
Excellent though not flawless performance entirely corresponding to the competences required by the subject	A	10/ 9.0/9.5	9.0-10	9.00-10	Excellent
Very good performance almost entirely corresponding to the competences required by the subject	B	8.0/8.5	8.0-8.9	8.00-8.99	Very good
Good performance corresponding overall to the competences required by the subject	C	7.0/7.5	7.0-7.9	7.00-7.99	Good

Satisfactory performance corresponding to the competences required by the subject	D	6.0/6.5	6.0-6.9	6.00-6.99	Satisfactory
Performance corresponding to the minimum of the competences required by the subject	E	5.0/5.5	5.0-5.9	5.00-5.99	Sufficient
Weak performance almost entirely failing to meet the competences required by the subject	F	3.0/4.5	3.0-4.9	3.00-4.99	Failed (Weak)
Very weak performance entirely failing to meet the competences required by the subject	FX	0.0/0.5/1.0/1.5/2.0/2.5	0-2.9	0.00-2.99	Failed (Very weak)

- Teachers shall use alphabetical grades in years 1-3 and numerical marks (half marks), 0 to 10, in years 4, 5 and 6. Equivalences between the various marks on the scale and the pupil's performance are set out in the tables above
- Each syllabus contains specific attainment descriptors for each sub-cycle (S1-S3; S4-S5 and S6-S7) based on this scale that describe the level of performance of a pupil in a given subject.
- Numerical marks are used to express term, semester and final marks in years 4-7. In years 4-6, numerical marks are expressed in whole and half numbers.

- In year 7, decimal numerical marks must be used. The overall average preliminary mark in year 7 will be expressed with whole numbers and one decimal and the overall final mark in year 7 will be expressed with whole numbers and two decimals. The required mark for promotion is 5.

- **In years 1-3**, the term or semester grades and the final grades shall reflect all the observations and results available to the teacher of the subject concerned

- **In years 4-6**, the semester mark shall comprise two numerical components**: A mark and B mark.**

The A mark is a reflection of all the observations and of the pupil's overall performance, both written and oral, not taken into account in the B mark for the subject in question. It is not an arithmetical average of the semester marks. The teacher has to use a range of different works:

- Written or oral work and short tests undertaken during lessons
- Homework
- Group projects
- Commitment during lessons
- Fieldwork; experiments
- Attitude: effort, improvement, motivation, behaviour (if having an impact on the academic performance of the student), willingness to contribute, self-evaluation.
- The teacher has to explain this system to the students; he has to inform which criteria, according to the subject, count for the A mark.

The B mark is based on the marks obtained in examination(s) or through other forms of assessment. It covers the pupils' competences acquired during an extensive period of time in certain subjects.

The B mark corresponds:

- in **year 4**, for each of the semester reports, to the average mark of the two B tests taken each semester. These two tests can be taken in one lesson period each or one in one period and the other one in two periods.
- in **year 5**, for the first semester report, to the mark obtained in the first semester examination (harmonised or not) and for the second semester report, to the mark obtained in the harmonised second semester examination;
- in **year 6**, for the first semester report, to the mark obtained in the first semester examination and for the second semester report, to the mark obtained in the second semester examination;
- in **year 4-6**, for subjects for which no B assessments or semester examinations are organized, to the average score of tests organized in normal lesson times or to the mark obtained by other rules of assessment specific to the subjects.

- **In year 7** (European Baccalaureate) the marks follow the specific rules established in the Arrangements for Implementing the Regulations of the European Baccalaureate.

The C mark (final year mark) in a given subject shall reflect all the observations and results available to the teacher. It provides the basis to judge the progress and level of attainment of the pupil. It is not necessarily an arithmetical average of the semester marks (two A marks and two B marks) but it may not be lower than the lowest, or higher than the highest

No mark on the report If a mark cannot be given to a student (e.g. due to a long period absence, dispensation for Physical Education etc.) one of the following symbols is used on the report:

Exempt in S1-S3,

D or *Exempt in S4-S7*

3.3 Planning and lesson records

Aims of forward planning and record of material covered:

- To ensure implementation of syllabus (learning objectives are achieved, topics in the syllabus are covered)
- To harmonize teaching across the language sections and facilitate cooperation between teachers. For harmonization's sake, s7 and S5 forward planning will be agreed upon (in the main lines) and prepared jointly by all teachers teaching the same subject.
- It is recommended to extend this practice to year s6.
- To share best practice and give information to the new/next teacher
- To share resources
- To make a connection between the planning and its implementation. This means that forward planning and record of material covered must be in the same document.

Principles for forward planning and record of material covered

- Forward planning is a working document for the teacher. It's a road map which ensures that the aims mentioned above are fulfilled. This is a document where changes are made during the semester if needed.
- Forward planning is available at all times to the School management and the Inspectors.

- It can be shared with the students
- Forward planning has to be sent to the Quality Control Coordinator (francesca.dionisi@eursc.eu)
- Forward planning can be made for the entire school year or for a semester. It must be shared by 15th October and second semester by 20th February.
- A template of forward planning is provided, teachers can smoothly modify this template. In any case, the forward planning must be clear and easy to understand, and the following elements have to be covered:

  1. Link/reference number to the syllabus

  2. 8 Key Competences (relevant to the subject) and subject specific competences

  3. Topics/ themes have to be covered by the end of the year (it should be detailed enough to provide a replacement teacher a clear idea of what you intend to cover as well as a successor)

  4. Timescale - how much time (estimated number of weeks or periods) can be spent to different topics/themes

  5. Assessment

     ▪ What types of assessment are used (self, peer, diagnostic, formative, summative)

     ▪ What and when is assessed (tests, research etc.)

  6. General ideas about possible differentiation (e.g. by tasks, time, assessment, support etc.).

  7. Main resources if already known (e.g. text books, books, Internet links, videos, films, handouts etc.)

  8. Record of material covered - date and topic/activity

  9. Subject related day/residential trips/field work

     ▪ Secondary teachers shall also keep a regularly updated individual record of material covered.

3.4 Recording of students results

- Teachers are responsible for analysing and keeping/recording students' marks
- Half semester and semester marks are recorded in SMS
- Reports are given four times per school year, as shown in point 3.5.2.

3.5 Communication

3.5.1   Communication of the results of the tests and exams S5-S7

- In order to reduce pressure on teachers and students, have consistency and prevent difficulties during the exam period, the marks of the B-tests and exams of S5-S6 are not communicated until the test/exam period is over. This said, results of S6 B-tests can be communicated right as soon as corrected because there is no test-period. After that the marks can be communicated and consultation of individual scripts can take place.

- S7 B-tests and Pre-BAC exam marks must not be given to the pupils and consultation of individual scripts should not happen until after the school reports have been published in February and May. However as an approach of formative assessment teachers can (and should) of course give a feedback on the questions to the whole class in an anonymized way.

- Only the papers of harmonized exams for S5, S6 and S7 must be kept in school, the rest of the classes can get their papers back.

3.5.2 Calendar of the School reports

Years 1-6
The school uses the following information system:
- **November**: The mid-semester report contains comments and alphabetical grades (in years 1-3) whole and half numerical marks (years 4-6) for every subject. It may also contain an overall comment by the class teacher.
- **December/January**: First semester report. It contains alphabetical grades (years 1-3), numerical marks (years 4-6) and comments on every subject. It can also contain an overall comment by the Class Council or the Class teacher. This report may be accompanied of a warning letter indicating the possible risk of failing the year.
- **March/April:** The mid-semester report contains comments and alphabetical grades (years 1-3), numerical marks (years 4-6) for every subject. The marks only reflect the performances of the first part of the second semester (not including the results from the first semester). This report may be accompanied of a warning letter indicating the possible risk of failing the year. For the decision to send this warning letter, all the performances since September have nevertheless to be taken into consideration. The fact that a warning letter is not received is not in itself a guarantee of promotion to the year above, nor a procedural irregularity within the framework of the deliberations concerning promotion to a higher class. When the pupils' legal representatives receive a warning letter about the risk of failing, they are required to provide spontaneously any information in their possession liable to have an influence on the forthcoming Class Council's deliberations.

- **July:** End-of-year report. It contains the alphabetical grades (years 1-3), the numerical marks (years 4-6) of the second semester and the final mark accompanied of a comment for every subject. It also contains the Class Council's decision on promotion.

Year S7

- November: in EEB2 there is a non-mandatory S7 class council (followed by a report) in order to guarantee enough time to prepare support if needed and to inform students/parents about a possible risk for the BAC.
- End of February: first semester report. It contains numerical marks with precision to one decimal place. It can also contain an overall comment by the class council or the class teacher
- Before the start of the European Baccalaureate written examinations: A report with the communication of the overall preliminary mark (numerical, whole numbers and one decimal).

3.5.3 Guidelines for the comments on the report to produce a consistent and professional document.

- The school report is an official document, which represents the school.
- The font is given automatically. In order to avoid spelling mistakes, choose your language, only in that case the spelling will be checked automatically.
- The comment should be addressed to the students. If you use the name of the student the official name must be used, and please pay attention to the spelling.
- The comment should reflect on;
  - Effort
  - Work attitude
  - Performance
- The comment should (if possible) be constructive, including areas of improvement
- The comment should be of an individual character (and not general).
- Take into account that a comment has to relate to the mark given, or could be an explanation which
  justifies a lower or higher mark.

3.6 Promotion to the year above

3.6.1 Competence

- Decisions on promotion to the year above shall be taken at the end of the school year by the relevant Class Council in accordance with Article 18 of the General Rules.

- The Class Council shall not reach a decision on the basis solely of the results achieved by the pupil in each subject but on the basis of the overall picture of the pupil as it emerges from all the information available to it.

- Parents shall ensure that they communicate during the school year any relevant element which is likely to influence this general image of the pupil.

- The outcome of the Class Council's assessment cannot be challenged on the basis of opinions given by psychologists, therapists, experts or any other third party external to the European Schools.

3.6.2 Criteria taken into account

- Decisions on promotion to the year above shall be taken by the relevant Class Council, following the examination of the pupils' results presented in the form of summary tables expressed in alphabetical grades in years 1-3, in whole marks and half marks in years 4-6 and in whole marks accurate to 2 decimal places in year 7.

- The final assessment shall not be an arithmetical average. It must be a reflection of all the observations and results available to the teacher of the subject concerned enabling him/her to judge in particular whether the pupil will be capable of keeping up successfully with the work in this subject in the year above.

- During their deliberations, Class Councils shall take account of the following considerations:
  - To be promoted a pupil needs to have the basic competences, the motivation and the maturity required to keep up successfully with the work in the year above.
  - A pupil's promotion should not impede the academic progress of the class in the year above.
  - The marks for all subjects which a pupil may drop at the end of years 5 and 6 shall also be taken into account, irrespective of the pupil's choice of subjects for the following year.

- The Class Council may disregard unsatisfactory results in Languages II, III or IV or in subjects taught through LII (EN, FR or DE) in the case of a new pupil at the end of his/her first year in the school. However, this derogation shall not apply to Language 3 in year 1 or to Language 4 in year 4 if the pupil has been attending the course in this subject since the beginning of the school year.

- In fully justified special cases, notably prolonged absence because of illness, and where the pupil's interest so demands, the Class Council may waive the above rules in order to promote a pupil. Such a derogation shall be authorised only where, in view of the precise circumstances characterising it and differentiating it from other cases, a given situation requires promotion to be granted notwithstanding unsatisfactory results, in so far as it is accepted that the pupil will be able to continue his/her schooling successfully in the year above. The decision, and the reasons justifying

promotion, must then be recorded in detail in the minutes of the Class Council's meeting.

- A pupil shall not be allowed to repeat the same year in the secondary cycle twice. In very special cases, the Class Council may grant an exception to this rule. Before taking a decision the Class Council will hear the opinion of the pupil's legal representatives.

3.6.3 Guidelines for the promotion of pupils in secondary years 1, 2 and 3

- Pupils who have achieved a grade of E or above in each of the promotion subjects shall be promoted to the year above, without the need for deliberation.

- The situation of pupils who have not achieved the standard (a grade E or above in each of the promotion subjects) shall be subject to special scrutiny. On the basis of all the information available to it, the Class Council shall decide whether or not to promote the pupil to the year above, applying Article 61.B-5 if need be. The Class Council alone shall be competent to judge whether it is advisable to make use of that provision.

- Without prejudice to Article 61.B-5, pupils in the following situation shall not be promoted to the year above:

  Pupils shall not be promoted to the year above if they fulfil both of the following criteria:

  A. Pupils who have not achieved the standard (at least a grade E) either in three or more basic subjects, or in two basic subjects and in two or more other subjects and

  B. cannot compensate for their failures in the following way:
    i. each F has to be compensated for by one D (or higher grade);
    ii. each Fx has to be compensated for:
       A. by one grade B (or A) or
       B. by one grade C and one grade D or higher or
       C. by three grades D or higher.

3.6.4 Promotion subjects in years S1, S2, S3

Basic subjects

1. Language 1
2. Mathematics
3. Language 2
4. Human sciences

5. Integrated science
6. Language 3

Other subjects

1. Art
2. Music
3. Physical education
4. Latin
5. ICT
6. ONL (Other National Languages)

Religion/Ethics and Complementary subjects are not promotion subjects.

3.6.5 Guidelines for the promotion of pupils in secondary years 4, 5 and 6

- Pupils who have achieved a mark of at least 5 out of 10 in each of the promotion subjects shall be automatically promoted to the year above, without the need for deliberation.

- The situation of pupils who are not promoted automatically shall be subject to special scrutiny. On the basis of all the information available to it, the Class Council shall decide whether or not to promote the pupil to the year above, applying Article 61.B-5 if need be. The Class Council alone shall be competent to judge whether it is advisable to make use of that provision.

- Without prejudice to Article 61.B-5, pupils in the following situations shall not be promoted to the year above:
    - Pupils who have failed to achieve an average of 5 out of 10 calculated on the basis of all the marks achieved in the promotion subjects and who have achieved four or more marks below 5 out of 10 in all the promotion subjects. (The average shall be calculated rounding it to the nearest integer or half mark according to the standard rules for rounding).

- Formal congratulations shall be given when the average of all the grades (without counting Morale / Ethics) is an "8", which means "B" for S1 to S3 or above and does not have any grade under "6" which correspond to a D in S1 to S3.

3.6.6 Promotion subjects in years S4-S6

All subjects except for Religion/Ethics.

3.7 Assessment of pupils in Intensive Support and Adapted Program at the EEB2:

As stated in the official ES document: *Provision of Educational Support in the European Schools – Procedural document 2012-05-D-15-en-11:*

"Educational Support aims at enabling the pupil to reach the levels of performance as required for all pupils. A pupil benefiting from a modified curriculum in order to meet his/her needs will be promoted only if he/she meets the expected requirements for his/her study level as defined in the General Rules of the European Schools and in the assessment criteria of the different subjects."

ILPs and evaluation reports:

The pupils who receive intensive support (A/B) and/or are in the adapted program, have an Individual Learning Plan which:

- is written by the support teacher(s) in cooperation with the subject/class teacher(s) and/or support coordinator

- includes specific learning objectives and criteria for evaluating pupils' progress and the success of the support

The pupils who receive intensive support, but who are *not* in the adapted program, get Intensive Support Evaluations from their support teachers twice a year (in the end of Term 1 and Term 2), in addition to the normal grade reports (4 times a year).

The pupils who are in the *adapted programs*, get Intensive Support Evaluations *and* the grade reports twice a year (in the end of Term 1 and Term 2). In their grade reports, they get a star (*) instead of the number, in addition to the written comments of the teachers.

Furthermore, the support teachers and the assistants of the fully adapted pupils fill in a Monthly Report of the pupil, which is uploaded on the respective Teams folder to be seen and monitored by the educational support coordinators and the school management.