



Europäische Schule RheinMain  
The European School

# Assessment Policy – PP-P5

## European School RheinMain

EN

June 2024



## **Introduction**

This new assessment policy takes into account all new changes that start in the European School System from September 2024. The various documents that direct these changes are identified in this document. This document was developed with all stakeholders having their joint opinion and input into the document. However, many of the new changes in the European School system will need the 24-25 school year to be fully implemented into full effect. For this reason, some of the annexes i.e. that of the report format, are only examples, and the final look may look different in February 2024. For this reason, all the aspects in this document have a trial phrase for the 2024-2025 school year, with modifications potentially being needed during the school year for further imbedding in school year 2025-2026.

## **Assessment Policy in the European School System**

The current concept of on-going assessment, self-assessment, mid-term/end-term formative and summative assessment of learning processes and results (the Toolkit) is in force since September 2014. The use of the assessment tools has been continuously evaluated. The tools themselves take notice of European Union strategies in this area and are informed by the actual situation and needs of the ES system.

In recent years, the assessment of learning and assessment as learning - both processes and outcomes - have been at the centre of attention for education systems not only in EU countries, but throughout the world. Systematic attention to this area and the development and implementation of new assessment tools especially for assessment as learning is needed.

The period of the COVID-19 pandemic brought new challenges in this area, especially the question of how to ensure continuous and transparent formative assessment of learning during the distance learning context, how to communicate to parents about their children's progress and how to link the planning of learning with the assessment of learning and assessment as learning.

The European School RheinMain Assessment Policy follows the European School's Assessment Policy document 'Assessment Tools for the Primary Cycle of the European Schools' (2013-09-D-38-en-11) which comes into force in September 2024. This policy is for all stakeholders to see the different areas of assessment at ESRM, how it relates to all European Schools, and local modifications to improve the assessment of teaching and learning at our locality.

## **8 Key Competencies**

Since 2018, the 8 Key Competencies have been a unifying element of assessment from the Pre-Primary to Secondary Cycles. Within assessment of children at ESRM, the assessment of the key competencies and their development is the main pillar of teaching and learning. The syllabi of the European Schools are revised with the 8 key competencies in mind. The document 'Key Competences for Lifelong Learning in the European Schools' (2018-09-D-69-en.2) gives further details and examples of the Key Competencies within the European School System.

Competences are defined by the European Commission (*Annex to the Proposal for a Council Recommendation on Key Competences for Lifelong Learning.*) as a combination of knowledge, skills and attitudes appropriate to the context, and where:

*a) knowledge is composed of the facts and figures, concepts, ideas and theories which are already established and support the understanding of a certain area or subject;*

*b) skills are defined as the ability and capacity to carry out processes and use the existing knowledge to achieve results;*

*c) attitudes describe the disposition and mind-sets to act or react to ideas, persons or situations.*

Key competences are those which all individuals need for personal fulfilment and development, employability, social inclusion and active citizenship. They are developed in a lifelong learning perspective, from early childhood throughout adult life, and through formal, non-formal and informal learning.

The Reference Framework (2018) sets out eight key competences:

- 1) Literacy competence;
- 2) Multilingual competence;
- 3) Mathematical competence and competence in science, technology and engineering;
- 4) Digital competence;
- 5) Personal, social and learning to learn competence;
- 6) Civic competence;
- 7) Entrepreneurship competence;
- 8) Cultural awareness and expression competence

The key competences are all considered equally important. They overlap and interlock: aspects essential to one domain will support competence in another.



## **Formative Assessment**

Formative assessment in the classroom means that the teacher is monitoring pupils' learning by providing regularly and timely feedback on what they've done well and what they need to improve.

It can take a variety of forms from informal quizzes to verbal feedback on a piece of work. To be effective, formative assessment needs to take place on a daily basis during teaching and learning. It's conducted to help teachers decide how to further develop student understanding.

Formative assessment is sometimes referred to as **assessment for learning**. This allows the teacher and the pupil to identify gaps in the pupils' learning and then target those gaps by adjusting their planning sequences of learning to address those gaps. Depending on the subject and topic, this might involve revising previously taught concepts, practising particular skills or extending existing knowledge.

At ESRM the portfolio is at the heart of formative assessment, as it puts the student at the heart of their learning and enable them to reflect and be in charge of their own academic progress.

## **Summative Assessment**

Summative assessment 'sums up' learning at the end of a set period of time such as a term, semester or year. It can even be at the end of a key stage in the form of national tests. It will also be linked to specific learning aims set out in the European School Syllabi.

Summative assessments for many subjects take the form of end of topic tests. Depending on the subject and topic, they can be in a variety of forms such as:

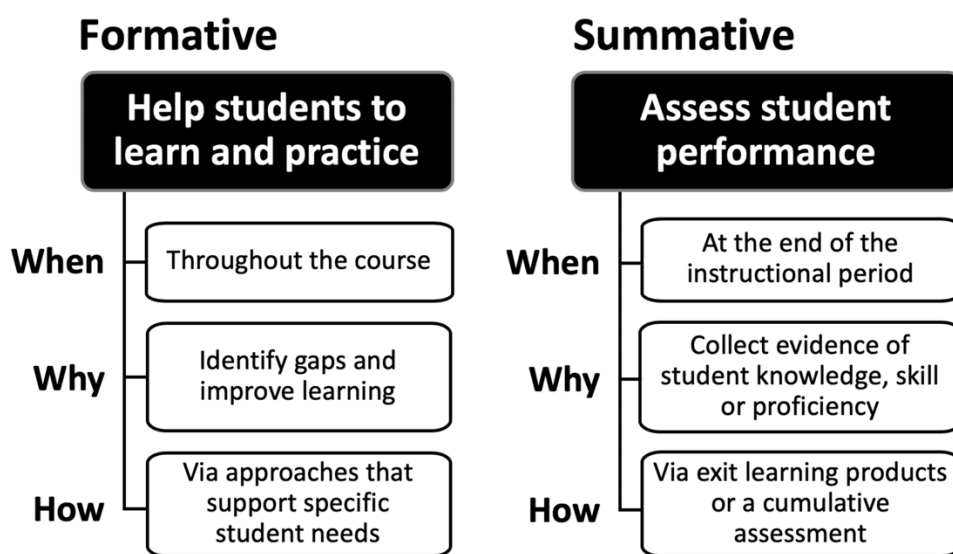
- a task,
- a written test,
- a conversation,
- presentations,

- an observation,
- a benchmarked activity.

For that reason, responses to a summative assessment could be in a range of media including writing, photography, artwork, audio or video recordings. Whatever form taken, it will summarise pupils learning at a given point in time. Typically, this data is used to record and track progress. It is also used for reporting to all Stakeholders.

Summative assessment is often known as '**assessment of learning**'

It must be noted, that the majority of assessment at ESRM is formative, with summative assessment largely being seen through the Benchmarking month in March. The rounded assessment of the individual student is through all assessment methods.



### Annual calendar for Assessment at ESRM (PP-P5)

Assessment happens at every moment of every day at ESRM. Assessment is not something you do at fixed moments in time, but it's an on-going process which involves different stakeholders: teachers, students and parents, and which reflects students' progression over time. Together, the stakeholders use a wide range of tools. These tools are important, because they provide a range of different kinds of information and data,

and they provide a concrete measure of the child’s learning in all aspects of his/her development.

However, certain assessment events form a very clear pattern through the school year. The assessment calendar of the school can be seen below. Black events are those that are with the parent, **red events are internal processes.**

**Please note the following terms:**

**IEP** – Individual Education Plan (only given to students with a diagnosis).

**Pupil Progress Meeting** – meeting between the Head of Primary and each class teacher to discuss mid-term progress of all students.

**1<sup>st</sup> Semester**

<b><u>September</u></b>	<b><u>October</u></b>	<b><u>November</u></b>	<b><u>December</u></b>	<b><u>January</u></b>	<b><u>February</u></b>
Start of year class parent meeting with homeroom teacher.  Parents with Sts who have an IEP meet with the Educational Support Coordinator.	<b>Start of Year Benchmarking Assessment</b>	1 <sup>st</sup> Parent teacher conference (1:1) (Early in month)		<b>Educational Support Coordinator meets and updates IEPs with class teachers.</b>  Changes in IEPs communicated with parents.	<b>Pupil Progress Meetings (class teacher with Head of Primary).</b>  1 <sup>st</sup> Semester Report handed out on the last day before February Holiday.  Parent/ Teacher conference (1:1 – as requested by the individual stakeholder) in

					first week after the February holiday.
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## 2nd Semester

<u>March</u>	<u>April</u>	<u>May</u>	<u>June</u>	<u>July</u>
Benchmarking Month	Parents are informed (latest end of April) by Head of Primary if a child is at risk of repeating the year.		<p>Class conferences to discuss progression of students to the next year level.</p> <p>Educational Support Coordinator meets and updates IEPs with class teachers. Changes in IEPs communicated with parents.</p> <p>Parents are informed about confirmed repeat of years by Head of Primary (if applicable)</p>	Semester 2 reports handed out on last day of school year.



## **Benchmarked Assessment**

The focus of the European School System is the formative assessment of children over time. These have been explained in the document previously. However, to aid with the holistic assessment of the student, certain key competencies and learning areas will be assessed via a yearly Benchmarked Assessment. At the start of the school year (normally in October) there will be short ‘Start of Year Assessments’ in P2-P5 in the following areas:

	<b><u>P2</u></b>	<b><u>P3</u></b>	<b><u>P4</u></b>	<b><u>P5</u></b>
<b><u>Maths</u></b>	Addition and Subtraction written strategies to 20 and onwards to 100	Addition and subtraction strategies to 100 and onwards to 1000.	Addition, Subtraction strategies to 1000 and onwards to 10 000 Multiplication and division calculations 2 digit by 1 digit.	Addition, Subtraction strategies to 10 000 and onwards to 1 000 000 Multiplication and division calculations 2 digit by 2 digit.
<b><u>L1</u></b>	DE – Dictation EN – High Frequency Words (P1 review)	DE – Dictation EN – High Frequency Words (P2 review)	DE – Dictation EN – High Frequency Words (P3 review)	DE – Dictation EN – High Frequency Words (P4 review)

The start of year assessments act as a guide to where deep learning has been achieved within core maths and spelling work from the previous academic year. These assessments are not tests, and are looking specifically if a student is confident in a specific competence. These assessments act alongside all other work to inform about respective progression and attainment within these areas. This informs the teacher on additional support that is needed, or areas that need to be further taught within the Semester. The assessments must be put into the respective portfolio (either digitally uploaded or in paper form) as a record of a student’s ability in the given areas at that place in time. All assessments are 30 minutes in length. The assessments are standardized across the year grade, and within the language section. These assessments may be shared with the school management, however are more to inform teachers about the current attainment in given areas at that stage of the school year. It supports with

differentiation within the respective class, and can inform Educational Support allocations (also for Enrichment). They may be shared with parents within parent teacher meetings.

In March there is a further assessment linked to key identified learning competencies in years P1-P5. The assessments will be in the following areas:

	<u>P1</u>	<u>P2</u>	<u>P3</u>	<u>P4</u>	<u>P5</u>
<b><u>Maths</u></b>	Numbers and calculations to 20, Place Value	Numbers to 100 (addition and subtraction + multiplication 2,3,4,5,10 times table) and place value, Mental Maths	Numbers to 1 000 (all 4 calculation methods with basic word problems (one-step) and place value, Mental Maths	Numbers to 100 000 (all 4 calculation methods with basic word problems (one and two-step) and place value, Mental Maths	Numbers to 1 000 000 (all 4 calculation methods with basic word problems (one and two-step) and place value, Mental Maths
<b><u>L1</u></b>	Emergent Reading and Reading Comprehension, accuracy of reading of sight words (+phonics screening assessment in P1EN)	Reading Comprehension, Creative Writing based on a known stimulus, accuracy of reading of sight words	Reading Comprehension, Creative Writing based on a known stimulus. Spelling Assessment	Reading Comprehension, Creative Writing based on a known stimulus. Spelling Assessment	Reading Comprehension, Creative Writing based on a known stimulus, Spelling Assessment
<b><u>L2</u></b>	NA	NA	Reading Comprehension	Reading Comprehension and short writing	Reading Comprehension and longer story

				piece based on writing a postcard.	writing piece based on writing a short story.
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No benchmarking is planned in PP.

All students in a class in a specific year group will have the same assessment, in the same time frame. These assessments are not tests, and are looking specifically if a student is confident in a specific competence. When a student has not performed well on the benchmark, then naturally other assessment factors can be taken into consideration, or extra support (including Educational Support) can be given to support the learning in a specific area.

Benchmarked assessments give an open assessment for all stakeholders about where a student is within specific competencies and are not there to put pressure on students. They are a piece of the yearly assessment jigsaw, with the assessment being put into the portfolio (either digital or paper) so show the progression in the individual assessment, which is then available for all stakeholders to see. The assessments are standardized across the school by the subject coordinators in approval from the Head of Primary.

### **Triangle system (PP)**

Since September 2019 the Pre-Primary also has a School Report in the first Semester and the Second Semester. The report format is the same for Semester 1 and Semester 2. This report is based on skills, as well as within initial development and attainment within the taught subjects. The comments in the report are the main detail of the report, with a 'triangle' being used to identify how far a child has attained within a competence. The meaning of the triangle is as followed:

Δ	Shows independence in this skill
∧	Is gaining confidence in this skill
/	Is beginning to develop this skill

A report to Pre-Primary (M1 and M2) parents is not a common part of European School practice, and the report is developed internally at ESRM. It is the case that before the

Semester 1 report of February 2025, the Pre-Primary report will be changed to reflect developments in the system and educational theory. These will be communicated before the report is released, and added as an annex at the end of the first year of implementation.

It must be noted that the Pre-Primary report is advisory, and should not be a sole indication of if a child is succeeding/ failing in an area. It is a holistic part of the assessment of the Pre-Primary Curriculum as one of the assessment tools.

### **Five Star System (P1-P5)**

From September 2024, the previous 4-star system is replaced by a 5-star system. The stars refer to ATTAINMENT not PROGRESSION. The grid explaining the updated star system (applicable to all learning areas) is as follows.

Level of achievement of learning objectives	General Criteria for Achievement of Subject Objectives			
	Understanding	Accuracy	Autonomy	Use/Application
<b>+++++</b> Learning objectives are completely achieved	Deep understanding High achievement. Able to explain concepts to others.	Accurate work showing a very good level of understanding and comprehension.	Works independently, showing self-confidence.	Use of the knowledge and skills in different situations and contexts Able to create own learning strategies.
<b>++++</b> Learning objectives are almost completely achieved	Good understanding of the objectives required by the syllabus. Few gaps remain. There is room for further acquisition.	Most of the results are correct showing a good level of understanding and comprehension.	Works almost independently; sometimes needs encouragement.	Use of the knowledge and skills with confidence.
<b>+++</b> Learning objectives are partially achieved	Partial understanding of most of the objectives required by the syllabus The knowledge and skills need to be further developed and practised.	Results are sometimes correct. However, the frequency of incorrect results shows a basic level of understanding and comprehension.	Begins to work independently with occasional help from an adult or another pupil.	Able to use competence in common or simple situations only.

<p style="text-align: center;"><b>++</b> <b>A few learning objectives are achieved</b></p>	<p>Able to meet a minimum number of objectives required by the syllabus Indicates little understanding of concepts.</p>	<p>Frequent incorrect results, usually caused by lack of understanding and comprehension.</p>	<p>Very dependent on an adult's help.</p>	<p>Struggling to apply what is learned.</p>
<p style="text-align: center;"><b>+</b> <b>Learning objectives are not yet achieved</b></p>	<p>Struggling to meet the objectives required by the syllabus. Serious gaps in achievement of learning objectives.</p>	<p>Significant number of incorrect results caused by lack of understanding and comprehension.</p>	<p>Unable to work without constant support of an adult.</p>	<p>Unable to apply knowledge and skills to common or simple situations. Weak performance.</p>

### **School Report (P1-P5)**

The School Reports (Annexes 3 and 4) are obligatory tools which record the level of achievement of the objectives in all learning areas, subjects and cross-curricular domains. To ensure the continuity between on-going and end- of- semester assessment, the General Criteria for achievement of the subject objectives, the General Criteria for assessment of 'The Child as a Learner, The Child as a Person and The Child and the Others' (Annex 2) and the Attainment descriptors for each subject are used.

All students are assessed the same, meaning that a student with a diagnosis is assessed via the same star system as one without. A student, dependent on their diagnosis, might have 'accommodations' within classroom work, however in the end of semester reports, all students get the same performance indicators based on attainment. If a student in exceptional circumstances has a modified curriculum, then a separate school report will be issued (after consultation with the Head of Primary).

For PP, a report is also given (annex 5). In the ESRM PP reports, a triangle system is used to show attainment in a specific learning area. The PP report is given out on the same day as those in grades P1-P5.

The School Report is communicated to students and parents at the end of each semester.

### **First Semester School Report**

The aim of the First Semester School Report (annex 3) is to give parents and students an overview of the academic progress the student has made during the first semester. The report identifies areas of strength as well as areas where the student can make further development. Within the ESRM report, in grades P1-P5 an extra sheet will be added (example in annex 5) to the report to show students explicit progress within the key competencies (as indicated in the respective syllabi) in L1, L2 and Maths (main subject areas). This assessment will give more clarity to the stars given within a certain taught area. This sheet is only an annex to the school report.

### **Second Semester School Report**

The Second Semester School Report (annex 4) takes stock of a student's learning throughout the school year. It provides a record of attainment and commentary from teachers regarding both the achievement and progress of pupils. Included within this, but not graded, is the teacher's commentary on the student's personal and social development as well as their development as a learner. The Second Semester School report should be used as the basis for planning the next stage of the student's learning journey

### **Portfolio**

The Portfolio, including both paper and/or digital format, is a systematic compilation of pupil's works and a key tool for on-going formative assessment and self-assessment of learning processes and results. It is used starting from the Pre-Primary M1 up to P5.

In grades M1-P2, the Portfolio is a paper copy. Each student has a blue file which has the collection of work as indicated by an agreed set of requirements. These requirements can be seen in annex 1. The portfolio is transferred year to year to the next class teacher, and is handed to the parents as a record of progression in the lower Primary at the end of P2. The portfolio should be used as a basis of shared discussion at parent teacher conferences or other parent meetings. A portfolio is issued from M1-M2, and for P1-P3 (P1-P2 from school year 25-26).

In grades P3-P5 (P3 from the 25-26 school year), the students complete their portfolio via digital methods. ESRM uses Microsoft Teams and OneNote to complete the portfolio. Each period, in the last week, the children will have the work to update their digital portfolio with special pieces of work through the respective period. Unlike in PP-P2, there is no list of requirements of what must go into the Digital Portfolio. However, when items are uploaded, a commentary or 'note' must be added to the piece to explain why the piece of work has been included. It is however expected that the class teacher ensures that students have a range of different work collected in the portfolio across a range of subjects within that school year.

In grades P3-P5 the responsibility of the portfolio rests more on the student. However, the teacher will support the children with developing of the digital competencies needed to complete the relative assignments i.e. with uploading files, accessing the needed software, and evaluating pieces. Parents are encouraged to look at the digital portfolio with their children to see the development in work through the upper years. It is the expectation of the teacher that time is set aside to complete and upload elements in the digital portfolio, with the last week in every period being assigned to completing this task. It is not anticipated that the Digital Portfolio will be extended into the lower years.

## **Student Self-Assessment**

In the annual Student Survey, it is always apparent that the students do not know fully themselves how they are progressing themselves, and need the teacher's feedback for this. Students in all years need to be empowered to lead their own learning, know their mistakes and areas for improvement, as well as where they can push themselves on.

With the implementation of the new assessment policy, Self-Assessment will become a big training and development point in the Primary School. Initially, year grades will be free to trial ideas and ways to encourage children to understand their learning continuum. Some methods include:

- two stars and a wish,
- traffic light systems,
- learning pit,
- emojis.

Especially in the Primary cycle, it is encouraged that self-assessment methods (where applicable) follow a 5-stage format, following that of the 5 stars in the School Report.

## **Marking**

Effective marking is key for a student knowing if they have succeeded or needs further improvement in a given area. At ESRM teachers mark in 'green' and students complete 'peer marking' in 'orange'. When there is peer marking, the teacher should ensure this is done accurately.

When marking L1 and L2, it is expected that spelling, grammar and punctuation is marked regularly. It is not needed for each word to be corrected; however, it must be underlined for students to know it was incorrect (time to improve work should be given based on this marking). It is not acceptable when a page is simply ticked once. It is considered good practice when students have a short comment to reflect on as well, thus always looking to improve.

In maths, calculations and individual answers need to be correct. It is not acceptable when a page is simply ticked once. It is considered good practice when students have a short comment to reflect on as well, thus always looking to improve.

All homework that is given will be marked. This shows the importance of homework at ESRM as part of the learning continuum.

Within longer projects, grouped presentations or tasks, the 5 'star' system must be used as a basis of success criteria. The respective star must reflect the meaning of what the stars mean in the school report.

From the start of the 2024-2025 school year, there will be no standardised marking codes. The expectations of marking at ESRM are identified as above, leaving the individual class teacher the flexibility to ensure that these key aims are delivered to the highest standard.



## **List of annexes**

- Annex 1 - Easy Guide to Portfolio (including digital format)
- Annex 2 - General Criteria for The Child as a Learner, The Child as a Person, The Child and the Others
- Annex 3 – Example of the First Semester Report (P1 – P5)
- Annex 4 – Example of the Second Semester Report (P1-P5)
- Annex 5 – Example of additional sheet for school report (P1-P5)
- Annex 6 - Guideline on the end of semester assessment – School Report (P1-P5)

## Annex 1 - Easy Guide to Portfolio (including digital format)

10 key items

<b>1 Aim</b>	<b>- To visualize, activate, record, and examine learning process and progress over time.</b>		
<b>2 Objectives and functions</b>	<b>For the pupil</b> <ul style="list-style-type: none"> <li>- To develop awareness of his/her identity</li> <li>- To build positive self-esteem</li> <li>- To show what he/she likes, does not like</li> <li>- To stimulate thinking and awareness of what he/she knows and can do</li> <li>- To enjoy learning and be motivated to learn</li> <li>- To reflect on his/her progress, to make it visible</li> </ul>	<b>For the teacher</b> <ul style="list-style-type: none"> <li>- To help the pupil develop his/her identity</li> <li>- To highlight success</li> <li>- To recognize and encourage interests</li> <li>- To give an overall picture of the pupil's learning and achievements.</li> <li>- To help the child to identify and use his/her knowledge and learn new things.</li> <li>- To make the pupil's progress visible</li> <li>- to create means for the pupil's self-evaluation.</li> </ul>	<b>For the parents</b> <ul style="list-style-type: none"> <li>- To reflect family stories, culture and languages</li> <li>- To appreciate success</li> <li>- To recognize and discuss the child's interests and preferences.</li> <li>- To be aware of the child's knowledge and abilities</li> <li>- To motivate the child to learning</li> <li>- To see the child's progress</li> <li>- To encourage reflectiveness and a positive attitude which favors progress.</li> </ul>
<b>3 Portfolio as a tool for assessment</b>	<p>A Portfolio is a systematic compilation of pupil's work that exhibit the pupil's efforts, progress, and achievements.</p> <p>A Portfolio makes the pupil's performance visible and demonstrates levels of achievement in different areas of the curriculum. It helps pupils identify what they know, understand, can do, and feel at different stages of the learning process. Portfolios help them set goals for learning, review their goals periodically and assume responsibility for their own learning.</p> <p>A Portfolio provides an overall picture of the child for teachers and allows the school community to be informed partners in the pupil's learning.</p>		
<b>4 Work portfolio with</b>	<p>The pupil himself/herself chooses documents to be put into portfolio. This process is fundamental for developing the ability to self-evaluate.</p> <p>Teachers will need to help the pupil to build his/her own portfolio, acting as a guide, helping the pupil make reasoned choices about what to include. They will need to help the pupils choose samples of work from different learning areas (both cross-curricular and subject areas).</p>		

	The pupil does not only choose and add his/her work into portfolio, but under the teacher's guidance regularly compares, characterizes, and assesses either single documents or areas of his/her work to become self-reflective and independent.
<b>5 Criteria</b>	<p>Criteria for the creation and use of the portfolio:</p> <ul style="list-style-type: none"> <li>- <i>Criteria related to GDPR</i> are harmonised across the system of the ES.<sup>1</sup></li> <li>- <i>Technical criteria</i> (format, processing, storage etc.) will be set by the school.</li> </ul> <p>For the portfolio to achieve its purpose, it is important that the teacher explains to the pupils the role and importance of the portfolio, which is to show the pupil's progress over time, and that it is they who are evaluating their work and progress.</p>
<b>6 Content</b>	<p>The portfolio includes the following:</p> <ul style="list-style-type: none"> <li>• Learner's Biography (all about me)</li> <li>• Learner's Progress (in subject areas and cross-curricular areas)</li> <li>• Evaluation (e. g. self-assessment, peer-reviews, teacher's feedback, parent's comments)</li> </ul> <p>The portfolio can include various visual and audio documents, occasionally with some reflection by the child, such as: working sheets, pictures, drawings, notes, symbols, charts, photos, videos, records of songs, performances etc. All the documents should illustrate competences developed by the child. It is important that adults (teachers, support assistants, parents) also include some of their own feedback on the child's work.</p>
<b>7 Sustainability</b>	In order to make growth and progression visible, a portfolio should reflect a longer period and should exceed a single school year. N1/N2/P1/ P2/P3, P4/P5.
<b>8 Ownership</b>	The child is the owner of the portfolio. However, it is an assessment tool and therefore teachers have full access to it during the duration of the portfolio's development. Both pupils and teachers may invite various members of the school community (all pedagogical staff who are involved in the pupil's education, parents, school directors and national inspectors) to view the portfolio.
<b>9 Format</b>	<p>The portfolio can have different forms:</p> <ul style="list-style-type: none"> <li>- Physical: notebook, folder, box, drawer etc.,</li> <li>- Digital: OneNote Class notebook or PowerPoint(recommended)</li> <li>- Mixed: one part in paper and another one digital</li> </ul>
<b>10 Transition</b>	The use of portfolios is important in relation to transition and can be used as a tool to demonstrate to the next teacher the work and development of the child.

## Annex 2 - General Criteria for The Child as a Learner, The Child as a Person, The Child and the Others

<b>The Child as a Learner</b>	
<b>Enjoys engaging in learning.</b>	The pupil is actively involved (asks and answers questions, is curious, explores, inquires etc.) in his/her learning and activities. Enjoyment arises from a sense of curiosity, from learning something new and developing as a learner.
<b>Focuses and sustains attention.</b>	The pupil listens, understands and responds to lessons and instructions. The pupil is able to concentrate on a task for an extended period of time that is appropriate for his/her age.
<b>Is developing appropriate learning habits.</b>	The pupil plans and organises his/her work following the teacher's instructions and expectations. He/she begins and completes work on time. He/she keeps his/her working place organised, develops and follows classroom routines and builds on learning strategies that support his/her own learning. The pupil can work independently, takes the initiative and is not constantly reliant on the teacher. Homework is completed conscientiously and meets deadlines. The work reflects the child's understanding.
<b>Persists with increasingly challenging tasks.</b>	In case of a challenging task the child does not give up at the first obstacle and can persist despite difficulties. He/she understands that mistakes are a part of the learning process. FAIL = First Attempt in Learning. He/she looks for new information and solutions in order to accomplish the task.
<b>Applies critical thinking and problem-solving skills.</b>	The pupil is aware of the diversity of the world around him/her and is interested in questioning and investigating it. The pupil assesses arguments, analyses what evidence supports them and makes a reasoned decision about the validity of those arguments. He/she is able to think on their feet, assess problems, use knowledge, facts, and data to effectively solve problems using various strategies.
<b>Makes connections across subjects.</b>	The pupil is able to transfer experience, knowledge and skills gained in one topic/subject to another area of the curriculum. The pupil makes connections between different topics/subjects and how they relate to the world around them.
<b>Assesses his/her progress realistically.</b>	The pupil collects records and reflects on his/her achievements. He/she assesses his/her work and can reflect on his/her own learning experiences. He/she can monitor progress, recognise his/her strengths and weaknesses and adapt accordingly. He/she has a sense of ownership of their learning, takes pride in their learning and can follow guidelines to improve their learning.
<b>Is achieving well in relation to his/her ability.</b>	The pupil puts effort into his/her work and strives to achieve his/her full potential.
<b>The Child as a Person</b>	
<b>Seems content at school.</b>	The pupil enjoys life at school. He/she feels comfortable in class/school. He/she willingly participates in the full range of activities, both inside and outside of school.
<b>Is aware of and knows how to influence his/her development as a person.</b>	He/she is aware of his/her strengths and weaknesses. The pupil considers and acts to develop his/her talents and interests. The pupil is willing to listen to and to accept feedback on areas for development. He/she can set appropriate goals based on developing different areas for improvement. The pupil can reflect on their learning journey, including the academic, personal and social.

<b>Manages and expresses his/her own needs, wishes and feelings.</b>	The pupil expresses his/her own needs, wishes and feelings in an appropriate manner respecting him/herself, others and the school environment. The pupil is aware of where to receive help and is not afraid to ask for it when needed.
<b>Demonstrates an enquiring and open-minded attitude towards themselves and others.</b>	The pupil notices the diversity of the world around them. He/she has a desire to understand more about other cultures/communities/religions/languages etc. The pupil is willing to learn about the world from another person's point of view. He/she understands that people may have different opinions and is willing to listen and to respect them. He/she is tolerant and respectful towards others.
<b>Recognises appropriate and inappropriate behaviour in themselves.</b>	He/she knows what is right and wrong and can present his/her opinion in an appropriate way. He/she responds to the behaviour of others in an appropriate way. He/she is not afraid of expressing his/her opinion even if it is different from others.
<b>Is self-assured across the full range of settings at school.</b>	The pupil feels safe and comfortable in different settings around the school including the canteen, the playground, the library, on school transport, on school trips etc. He/she is able to adapt to different settings, situations, pupils and teachers and acts accordingly.
<b>The child and the others</b>	
<b>Contributes to the development of class rules and follows them</b>	The pupil is involved in creating the class rules and follows them in the classroom. He/she regulates his/her own behaviour in a classroom setting.
<b>Understands and respects school rules.</b>	The pupil understands and follows the agreed rules of the school, in the corridors, in the canteen, on the playground, on school trips etc. He/she regulates his/her own behaviour in the school setting.
<b>Cooperates respectfully with others.</b>	The pupil works and plays with others in a respectful way. He/she interacts, shares ideas, recognises different points of view, negotiates and reaches a solution/compromise. He/she assumes different roles in various situations. By working with others, the pupil identifies new approaches and ways of thinking.
<b>Is aware of and is responsive to the needs of others.</b>	The pupil is sensitive to the feelings and needs of others. He/she can moderate their behaviour depending on the feelings and/or behaviour of children/adults around them. The pupil shows consideration for others and is aware of how his/her words and actions affect them. He/she is willing to help other children and adults in various situations and settings.

## Annex 3 - School Report First Semester



Pupil:  
Date of Birth:  
Class:  
Class Teacher: .....

# School Report 2024/2025

### First Semester School Report

Subject	Five grade scale	Teacher's comments (Strengths and areas for development)
Language 1 (English) Teacher:		
Language 2 (German) Teacher:		
Maths Teacher:		
Discovery of the World Teacher:		
Art Teacher:		
Music Teacher:		
Sport Teacher:		
European Hours Teacher:		
Ethics/Religion Teacher:		
<b>Additional information:</b>		

Date .././20..

Class Teacher

Director

- +++++ Learning objectives are completely achieved
- ++++ Learning objectives are almost completely achieved
- +++ Learning objectives are partially achieved
- ++ A few learning objectives are achieved
- + Learning objectives are not yet achieved

## Annex 4: Second Semester School Report



Pupil:  
Date of Birth:  
Class:  
Class Teacher:

EUROPEAN SCHOOL .....

# SCHOOL REPORT 2024-2025

## Second Semester School Report

<b>The child as a learner</b>	<b>Achieved / Doing great / Working at grade level /</b>	<b>Partially achieved / Learning this / In progress / Developing</b>
Enjoys engaging in learning.	✓	
Is developing appropriate learning habits.		✓
Applies critical thinking and problem-solving skills.		
Assesses his/her progress realistically.		
Focuses and sustains attention.		
Persists with increasingly challenging tasks.		
Makes connections across subjects.		
Is achieving well in relation to his/her ability.		
<b>Teacher's comments (strengths and areas for development explaining the judgement of 'achieved' or 'partially achieve</b>		

<b>The child as a person</b>	
Seems content at school.	Is aware of and knows how to influence his/her development as a person.
Manages and expresses his/her needs, wishes and feelings appropriately	Demonstrates an enquiring and open-minded attitude towards themselves and others.
Can recognise inappropriate behaviour in themselves and respond appropriately.	Is self-assured across the full range of settings at school.
<b>Teacher's comments (strengths and areas for development)</b>	

<b>The child and others</b>	
Contributes to the development of class rules and follows them.	Understands and respects school rules. Can respond appropriately to in appropriate behaviour in others
Cooperates respectfully with others.	Is aware of and is responsive to the needs of others.
<b>Teacher's comments (strengths and areas for development)</b>	

Pupil:

Class:

<b>Learning area: : Language 1</b>		<b>Teacher:</b>	
Listening and understanding		Speaking	
Reading and understanding		Writing	
Linguistic development			
<b>Teacher's comments (strengths and areas for development)</b>			

<b>Domaine d'apprentissage : L2</b>		<b>Enseignant :</b>	
Ecouter/ comprendre		Lire/ comprendre	
Parler en interaction		Parler en continu	
Ecrire		Compétences linguistiques	
<b>Commentaires de l'enseignant (Reusites et domaines à developper)</b>			

<b>Learning area: : Mathematics</b>		<b>Teacher:</b>	
Knowledge and Comprehension		Methods	
Problem solving		Interpretation and Evaluation	
Communication		Digital Competence	
<b>Teacher's comments (strengths and areas for development)</b>			

<b>Learning area: Discovery of the World</b>		<b>Teacher:</b>	
Biological		Technological	
Geographical		Historical	
Socio-cultural			
<b>Teacher's comments (strengths and areas for development)</b>			





Learning area: Art		Teacher:	
Plastic and static visual arts		The arts and entertainment	
<b>Teacher's comments (strengths and areas for development)</b>			

Learning area: Music		Teacher:	
Perception		Interpretation	
Creation			
<b>Teacher's comments (strengths and areas for development)</b>			

Learning area: Physical Education		Teacher:	
Individual activities		Team activities	
Swimming			
<b>Teacher's comments (strengths and areas for development)</b>			

Learning area: Religion/Ethics		Teacher:	
Religion/Ethics			
<b>Teacher's comments (strengths and areas for development)</b>			

Learning area: European Hours		Teacher:	
Communication and working with others			
<b>Teacher's comments (strengths and areas for development)</b>			

- +++++ Learning objectives are completely achieved
- ++++ Learning objectives are almost completely achieved
- +++ Learning objectives are partially achieved
- ++ A few learning objectives are achieved
- + Learning objectives are not yet achieved

**ABSENCES**

Authorised ..... Days

Unauthorised ..... Days

**DECISION OF THE CLASS COUNCIL**

The pupil is/is not promoted

**DATE:****SIGNATURES**

Class teacher

Director

## Annex 5 – Example of additional sheet for school report (P1-P5)



Europäische Schule RheinMain  
The European School

### European School RheinMain

Pupil:

Date of Birth:

Class:

Class Teacher:

# SCHOOL REPORT 2024-2025

## Semester 1: Report Attachment

The following content areas are assessed to give further insight into a student's attainment in defined key competencies. Competencies are assessed against the individual syllabi and in relation to the 5-star system. This attachment is not a statutory document in the European School System and has been developed for the use of the European School RheinMain only.

<u>Key Competencies</u>	+++++	++++	+++	++	+	NA
<b><u>Child as a Learner.</u></b>						
Enjoys and engages in learning.						
Focuses and sustains attention.						
Is developing appropriate learning habits.						
Persists with increasingly challenging tasks.						
Applies critical thinking and problem-solving skills.						
Makes connections across subjects.						
Assesses his/her progress realistically.						
Is achieving well in relation to his/her ability.						

<b><u>The Child as a Person</u></b>						
Seems content at school						
Is aware of and knows how to influence his/ her development as a person.						
Manages and expresses his/her own needs, wishes and feelings.						
Demonstrates an enquiring and open-minded attitude towards themselves and others.						

Recognises appropriate and inappropriate behaviour in themselves.						
Is self-assured across the full range of settings at school.						
<b><u>Key Competencies</u></b>	+++++	++++	+++	++	+	NA
<b><u>The Child and Others</u></b>						
Contributes to the development of class rules and follows them.						
Understands and respects school rules.						
Cooperates respectfully with others.						
Is aware of and is responsive to the needs of others.						

<b><u>Language 1:</u></b>						
Listening and understanding.						
Reading and understanding.						
Linguistic development.						
Speaking.						
Writing.						

<b><u>Language 2:</u></b>						
Listening and understanding.						
Spoken production.						
Spoken interaction.						
Reading.						
Writing.						
Linguistic Development.						

<b><u>Maths:</u></b>						
Numbers and the Number System.						
Written Calculations.						
Mental Calculations.						
Problem Solving.						

- +++++ Learning objectives are completely achieved
- ++++ Learning objectives are almost completely achieved
- +++ Learning objectives are partially achieved
- ++ A few learning objectives are achieved
- + Learning objectives are not yet achieved

## **Annex 6: Guideline on the end of semester assessment – School Report**

- The School Report is a part of the system of assessment tools used in the European Schools.
- The **First Semester** School Report presents an overview of the progress, in the subject learning areas, that the child has made since the beginning of the school year. These are assessed on the five-grade scale + teacher's comments. On the bottom of the report, teachers can write additional comments e.g. behaviour, how they have settled into the year group so far, motivation, engagement in learning etc.
- ***The Second Semester School Report presents a full profile of the child (rather than a collection of marks)*** with formative and summative assessments of learning processes and results from the entire school year.
- The School Report is framed in positive language.
  
- The School Report is a combination of ***assessment scale and written comments/ descriptions of the child's strengths and areas for development.***
- The School Report records the level of achievement of the learning objectives. ***Learning objectives and competences are/will be fixed in the subject syllabuses.***
- Teachers use the ***General Criteria (Annex 2) to assess The Child as a Learner, The Child as a Person and The Child and Others.*** For the area of *The Child as a Learner*, teachers will indicate whether the general criteria for this area have been achieved or partially achieved. The teacher's comment should explain the teacher's judgement.
- ***The School Report is communicated to pupils and parents twice a year. The Second Semester School Report reflects the results of the entire school year in relation to the objectives and content.***
- The final decision regarding promotion to the year above lies with the Class Council.

- Pupils with an **Individual Learning Plan (ILP) without a modified curriculum** will be assessed against the objectives in the Syllabus corresponding to the level of the class. A note about an existing ILP can be made in the comment boxes.
- ICT is evaluated as a general aspect of the child's overall achievement.