



2021.09.01

## European School Bergen

### Assessment, Planning, Recording and Reporting Guidelines for Teachers

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

##### 1.1 Introduction

A recommendation from the 2012 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-3):

***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-3):**

##### **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 in to 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 (LS, SEN, SWALS).

##### **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)
- The Key Competences need to be fully implemented in the European Schools in 2022-2023. The school year 2021-2022 is still a transition year. In the primary school, competence-based assessment has been in use for several years. In secondary schools, although several ways of competence-based assessment are already implemented, new syllabuses (more competence based) will focus on the implementation of the key competences in the assessment. It is strongly advisable subject coordinators discuss the competence-based assessment criteria within their meetings with the subject teachers.

### 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	<b>Literacy</b>	Strengthening literacy as a basis for further learning and communication in different societal and cultural contexts
2	<b>Languages</b>	Enhancing the ability to use a variety of languages to be active and better cope with the challenges of today's multilingual and diverse societies.
3	<b>Science, technology, engineering and mathematics (STEM)</b>	Focusing on improving acquisition of these competences to nurture scientific understanding.
4	<b>Digital</b>	Strengthening the confident and critical use of digital technology, including coding and programming , safety and citizenship related aspects.
5	<b>Personal, social and learning</b>	Improving the skills necessary to participate in an active social life
6	<b>Civic</b>	Stressing the importance of democratic participation, European values, sustainable development and media literacy.
7	<b>Entrepreneurship</b>	Enhancing entrepreneurial attitudes to unlock personal potential, creativity and self-initiative.
8	<b>Cultural awareness and expression</b>	Increasing intercultural skills and the ability to express ideas in a variety of ways and contexts.

### **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 (class) teacher meetings, opportunities for pedagogical/didactical/organizational improvement are discussed and follow-up is guaranteed.

### **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 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 differs from A3 envelope folder to electronic version (individual folders on laptops)

#### **Tests**

- In Primary teachers make use of tests to evaluate specific objectives and learning outcomes (including method bound tests, standardized test and self-made tests by teachers).
- In the Dutch section teachers also use the national CITO tests to follow up on the learning process of pupils along their school career.
- All CITO results are kept in an electronic file.

#### **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 will become more important as assessment tools in the Primary Cycle.

### **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.
- Period planning should include reference to assessment.

## 2.4 Reporting

### Meetings (Parents/teacher/pupil)

- Oral meetings for Nursery take place in November and May, 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 June.

The report reflects a child's results for cross-curricular learning areas, as well as the achievement of subject objectives, by scale marks combined with written comments of the teacher(s). **Comments**

*Teachers are informed about the descriptors and the criteria related to the evaluation on the school report.*

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.
- 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).

## 2.5 Areas for development

- Although most of the information is known to the school, the entry profile page has not been used yet. This should be looked at in the near future, aiming to implement from September 2016 onwards.
- Planning: discussion on integration of differentiation in planning documents must lead to common approach.
- Use of portfolio: making arrangements for systematic 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 to improve the format and enable teachers to write qualitative comments

## 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-10

### 3.1. Assessment

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

Assessment	<i>Diagnostic</i>	<i>Formative</i>	<i>Summative</i>
<b>Purpose</b> (Why?)	<p>To have an exact overview of the situation:</p> <ul style="list-style-type: none"> <li>-What do the students already know?</li> <li>-Which competences have they already acquired?</li> </ul> <p>To assess common misunderstandings in knowledge and mistakes often made in practice.</p> <p>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.</p>	<p>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".</p> <p>Using the information to find solutions.</p>	<p>To sum up the student's individual attainment in terms of their knowledge and competences.</p>
<b>Time</b> (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.
<b>Recipients</b> (who needs the information?)	<ul style="list-style-type: none"> <li>-The teacher</li> <li>-The pedagogical team</li> <li>-Students and parents</li> </ul>	<p>The students: to raise awareness of their own progress, strengths and weaknesses.</p> <p>The teacher: to evaluate teaching methods and problems encountered by each individual student...</p>	<ul style="list-style-type: none"> <li>-The teacher</li> <li>-Students and parents</li> <li>-The institution</li> </ul>
<b>Means</b> (How?)	<ul style="list-style-type: none"> <li>-Oral or written tasks.</li> <li>-Group and individual tasks (open questions, tests, pictures, debates etc.)</li> </ul>	<p>Various methods can be used including:</p> <ul style="list-style-type: none"> <li>- looking at the students' work,</li> <li>- observing their notebooks,</li> <li>- listening to individual or group contributions, freely chosen, in order to allow the expression of the different competences</li> <li>- proposing new exercises</li> <li>- applying knowledge and skills to new situations.</li> <li>- using explicit criteria developed with students.</li> <li>- self evaluation</li> </ul>	<p>Test on Individual performance according to official criteria. Must include complex tasks.</p> <p>S1-S3: as relevant to the subject. S4: B tests S5-S6: formal examinations, or B tests. S7 :Prebac and Bac examinations, or B tests.</p>

<b>Result of the assessment.</b>	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.	Numerical grades with comments, if possible.
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### 3.2 Marking systems

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

	<b>Grade (S1-S3)</b>	<b>Numerical Mark (S4-S6)</b>	<b>Numerical mark 1 decimal  S7 preliminary mark</b>	<b>Numerical mark 2 decimals  S7 final mark</b>	<b>Performance Indicator</b>
<b>Excellent though not flawless performance entirely corresponding to the competences required by the subject</b>	A	10 9.0-9.5	9.0-10	9.00-10	Excellent
<b>Very good performance almost entirely corresponding to the competences required by the subject</b>	B	8.0-8.5	8.0-8.9	8.00-8.99	Very good
<b>Good performance corresponding overall to the competences required by the subject</b>	C	7.0-7.5	7.0-7.9	7.00-7.99	Good
<b>Satisfactory performance corresponding to the competences required by the subject</b>	D	6.0-6.5	6.0-6.9	6.00-6.99	Satisfactory
<b>Performance corresponding to the minimum of the competences required by the subject</b>	E	5.0-5.5	5.0-5.9	5.00-5.99	Sufficient
<b>Weak performance almost entirely failing to meet the competences required by the subject</b>	F	3.0-4.5	3.0-4.9	3.00-4.99	Failed (Weak)
<b>Very weak performance entirely failing to meet the competences required by the subject</b>	FX	0-2.5	0-2.9	0.00-2.99	Failed (Very weak)



- Teachers shall use grades in years 1-3 and numerical marks (full and half numbers), 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, 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) or B-test and for the second semester report, to the mark obtained in the second semester examination (harmonised) or B-test;
  - in **year 6**, for the first semester report, to the mark obtained in the first semester examination or B-test and for the second semester report, to the mark obtained in the second semester examination or B-test;
  - 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:

**\* or 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 the implementation of a 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 documents will be agreed upon 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.
- Forward Planning can be shared with the students
- Forward planning has to be uploaded on SharePoint>ES Bergen Secondary teachers> Forward Planning
- Forward planning can be made for the entire school year or for a semester. It must be shared by 15<sup>th</sup> October and second semester by 20<sup>th</sup> February.
- A template of forward planning and record of material covered is provided on Sharepoint, however teachers can modify this or use their own template. Whatever template is used, 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. It is strongly advised to join annex 1 [this document](#) to the Forward Planning.

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.)
  - What counts for the mark on the report (S1-S3)
  - What counts for the A-mark (S4-S7)
  - What counts for the B-mark (S4-S7)
6. Differentiation – general assessment of the class/group (strengths, weaknesses, different needs), how teaching/learning is differentiated (e.g. by tasks, time, assessment, support etc.).
  7. Resources (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 analyzing 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 S4-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 S4-S6 are not communicated until the test/exam period is over. 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.
- Only the papers for the S5 June exams, S6 and S7 B-tests and exams must be kept in school, the rest of the classes can get their papers back. All the exam papers that need to be kept in school must be given to Petra, where they will be archived and kept for three years.

#### 3.5.2 Calendar of the School reports

- **November**: mid-term report, containing, for each subject
    - S1-3: one mid-term grade (A,B,C,...)
    - S4-6: one mid-term numerical mark (0,5 precision)
    - a comment giving an indication on students' performances
  - **January/February**: first semester report, containing, for each subject:
    - S1-3: the first semester grade (A,B,C, ...)
    - S4-6: the first semester A and B mark, also called A1 and B1 mark (0,5 precision)
      - In S4 the B1 mark corresponds to the average of the two B-test taken in semester 1
      - In S5-6 the B1 mark corresponds to the 1<sup>st</sup> semester B-test or exam result
    - a comment about students' performances
- The class teacher will add manually the Class Council's opinion, where appropriate.

- **March/April**: mid-term report, containing, for each subject
  - S1-3: one mid-term grade (A,B,C,...)
  - S4-6: one mid-term numerical mark (0,5 precision)
  - a comment giving an indication on students' performances
  - an indication of possible risk of failing the year, by adding a "R" in the comment of the concerned subjects; if a student has 3 R's or more, a warning letter, indicating the possible risk of failing the year, will be sent by the school.

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, containing, for each subject:
  - S1-3: the second semester grade (A,B,C,...)
  - S4-6: the second semester A and B mark, also called A2 and B2 mark (0,5 precision)
    - ➔ In S4 the B2 mark corresponds to the average of the two B-test taken in semester 2
    - ➔ In S5-6: the B2 mark corresponds to the 2nd semester B-test or exam result
  - the final mark (not an arithmetical average of all marks – can't be higher than the highest mark nor lower than the lowest mark)
    - ➔ in S1-3: grade (A,B,C)
    - ➔ in S4-6: numerical mark (0,5 precision)
  - a comment about students' performances.

The class teacher will add manually the Class Council's opinion, where appropriate.

#### Year S7

- **November**: mid-term report, containing, for each subject
  - numerical assessments (0,5 precision)
  - a comment giving an indication on students' performances.
- **February**: first semester report, containing, for each subject:
  - the first semester A and B mark, also called A1 and B1 mark (0,1 precision)
    - ➔ the B1 mark corresponds to the 1<sup>st</sup> semester/prebac B-test or exam result

The class teacher will add manually the Class Council's opinion, where appropriate.
- **March/April**: mid-term report, containing, for each subject
  - a numerical assessment (0,5 precision)
  - a comment giving an indication on students' performances
  - an indication of possible risk of failing the year, by adding a "R" in the comment of the concerned subjects; if a student has 3 R's or more, a warning letter, indicating the possible risk of failing the year, will be sent by the school.

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.
- **End of May/beginning of June**: before the start of the European Baccalaureate written examinations, communication of the preliminary mark (0,1 precision). More information about the preliminary mark can be found in the BAC regulations and handbook, available [here](#) under the rubric "Links".
- **July**: end of year grade certificate (marks have 0,01 precision): more information about the calculation of the BAC marks can be found in the BAC regulations and handbook, available [here](#) under the rubric "Links".

### **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 parents. 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 always 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 these 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 grades in years 13, 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 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:
    - by one grade B (or A) or
    - by one grade C and one grade D or higher or
    - 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.

**3.6.6 Promotion subjects in years S4-S6**

All subjects except for Religion/Ethics.