



BM CONCEPT SCHOOL

LEARNING BEYOND CLASSROOM

BMCS is a Candidate School for **IB PYP**

Assessment Policy

2025-26



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Table of content

<u>Overview of Bhagwan Mahavir Concept School:</u>	4
<u>VISION</u>	4
<u>MISSION</u>	5
<u>Core Values</u>	5
<u>A. Assessment Philosophy – BMCS</u>	5
<u>B. Objectives of Assessment:</u>	6
<u>C. Characteristics of Effective Assessment – BMCS</u>	7
<u>D. Design of Assessment Assessment:</u>	8
<u>Monitoring Learning at BMCS</u>	10
<u>Documenting Learning at BMCS</u>	11
<u>Feedback and Feedforward at BMCS</u>	13
<u>Reporting of Learning at BMCS (EYP to Grade 5)</u>	15
2. <u>Student-Led Conferences (SLCs)</u>	16
3. <u>Written Reports</u>	16
5. <u>End-of-Year Evaluation Report</u>	17
<u>D. Meeting the IB Standards for PYP at BMCS</u>	17



Overview of Bhagwan Mahavir Concept School:

At BMCS, we are more than just a school—we are a dynamic learning community where curiosity thrives, and young minds grow into global citizens. As an IB PYP candidate school, we embrace inquiry-based learning, empowering students to think critically, collaborate, and take meaningful action.

Our classrooms are alive with exploration, where students connect real-world issues with transdisciplinary learning. From robotics to language immersion, our curriculum is designed to nurture creativity, resilience, and a deep sense of responsibility toward the world. We believe in fostering independent thinkers who ask bold questions and develop solutions that make a difference.

Guided by the IB Learner Profile attributes, we cultivate inquirers, thinkers, communicators, and risk-takers who embody principles of integrity, open-mindedness, and care. Beyond academics, BMCS is a space where cultural intelligence and global perspectives shape every experience. We celebrate diversity, encourage innovation, and inspire students to see challenges as opportunities. With a strong foundation in international-mindedness, our learners embark on a journey that prepares them for a future without limits.

At BMCS, education is not just about knowledge, it's about transformation. We are shaping leaders, problem-solvers, and compassionate individuals who are ready to impact the world. Welcome to a school where learning is an adventure, and every child's potential finds its wings.

VISION

To cultivate a community of open-minded and compassionate individuals who embrace diversity, advocate for justice, and lead with purpose in building a more harmonious and sustainable world.



MISSION

Providing an engaging and inquiry-driven education that fosters resilience, critical thinking, and global awareness. Encouraging students to take ownership of their learning, act with integrity, and collaborate to create meaningful change in their school, local, and global communities.

Core Values

- **Integrity** – Acting with honesty, fairness, and strong moral principles.
- **Compassion** – Understanding and supporting others with kindness and respect.
- **Courage** – Embracing challenges, taking risks, and standing up for what is right.
- **Sustainability** – Making informed choices to protect our planet and future generations.

A. Assessment Philosophy – BMCS

At BMCS, we believe that meaningful education begins with a clear purpose and is rooted in nurturing the potential of every learner. Our vision is to develop compassionate, curious, and confident individuals who:

- Live with purpose
- Learn with understanding and reflection
- Lead with empathy and integrity



- Leave a meaningful impact on the world

In support of this vision, BMCS embraces an assessment philosophy that inspires excellence and continuous growth for both students and educators. Assessment at BMCS is not a mere evaluation of achievement, but a powerful tool embedded within the learning journey.

It serves multiple purposes:

- To enhance learning: Assessment helps students identify strengths, set goals, and take ownership of their learning.
- To inform teaching: Teachers use assessment insights to reflect, differentiate, and plan engaging, student-centered learning experiences.
- To communicate progress: Assessment provides transparent and timely feedback to students, parents, and the wider school community.
- To uphold programme standards: Assessments are aligned with the IB PYP framework and BMCS curriculum goals, promoting conceptual understanding and the development of learner profile attributes.

Our assessment approach is designed to be ongoing, authentic, inclusive, and empowering—ensuring that every learner at BMCS is supported in becoming a lifelong inquirer and responsible global citizen.

B. Objectives of Assessment:

- To tap the wellspring of confidence, motivation, and learning potential that resides within every student.
- To leave no child behind and support the learning.
- To provide feedback on the learning process.
- To know what students' know, understand and can do at different stages of the learning process.
- To promote wider critical-thinking, higher order thinking skills and self-assessment skills.
- To assess the process and product of inquiry.
- Assess student's independent and collaborative work.
- To inform the school community of the success of the programme.
- To report on the intended learning outcomes.



C. Characteristics of Effective Assessment –

BMCS

At BMCS, assessment is a meaningful and purposeful process that guides and supports the learning journey of every child. Effective assessment practices are central to student growth and achievement, and they reflect the following key characteristics:

- **Authentic:**

Assessments are designed to connect learning to real-life contexts, encouraging relevance and promoting deeper student engagement.

- **Clear and Specific:**

Learning objectives, success criteria, and learning processes are communicated transparently, helping students understand what is expected and how they can succeed.

- **Varied:**

A range of assessment tools and strategies are used to suit different learning styles and needs, providing a holistic and well-rounded picture of each learner's development.

- **Developmental:**

Assessment at BMCS emphasizes individual progress over time rather than comparison with peers, fostering a growth mindset and intrinsic motivation.

- **Collaborative:**

Teachers and students actively engage in the creation, understanding, and evaluation of assessments, building a shared responsibility for learning.

- **Interactive:**

Assessments are part of an ongoing cycle of learning that involves reflective dialogues, questioning, and continuous feedback between



learners and educators.

- **Feedback to Feedforward:**

Constructive, timely, and specific feedback is used not only to reflect on current learning but also to guide future learning. This approach enhances motivation and supports continuous improvement (Hattie & Timperley, 2007).

At BMCS, assessment is embedded in the planning process from the beginning of each unit and acts as a compass for teaching, learning, and reflection. Our approach integrates assessment for learning, of learning, and as learning, ensuring that it is intentional, inclusive, and empowering for all stakeholders.

D. Design of Assessment:

The school follows the “backward by design” process and “forward by design” approach. Designing assessments that are both backward by design and forward by design will ensure that knowledge, conceptual understanding, skills and attributes of the IB Learner profile are monitored, supported and valued. In the “backward by design” process, teachers design assessment by first identifying the desired knowledge, conceptual understandings and skills, followed by the design of the assessment, and finally planning learning activities to ensure acquisition of knowledge, conceptual understandings and skills. “Forward by design” approach considers other learning that may have occurred beyond what was planned. **Forward by design** is particularly relevant in supporting the development of **Approaches to Learning (ATL)** and the **IB Learner Profile**. It encourages student participation in assessment design, inviting them to evidence what else they know or can do.

This is monitored through regular student-teacher conferences, reflection journals, peer and self-assessments, and documentation of learning that captures student voice and ownership in the assessment process.



The assessment process is an ongoing conversation that promotes the continuum of growth. It requires the learning community to continuously and simultaneously reflect and ask questions about how we assess and what we assess.

Student Portfolio as Evidence of Learning

As part of our comprehensive assessment approach, each student will maintain a personal learning portfolio throughout the academic year. This portfolio will serve as meaningful evidence of their learning journey and progress across all subjects.

Students will exercise agency in selecting and curating pieces of work that they feel best represent their growth, achievements and learning experiences. By giving students the responsibility to choose what to include, we encourage reflection, critical thinking, and ownership of their learning process.

The portfolio will act as a living document, showcasing the student's development from the beginning to the end of the academic year. At the end of each term (twice a year), students will present their portfolios during a Student-Led Conference (SLC), where they will share their reflections and learning progress with their parents. This process fosters student voice, accountability, and confidence, while also strengthening the school-home connection.

D.1 - What to assess:

The school identifies content that is significant, relevant, engaging and challenging that supports the outcome of students being internationally minded. Once this content is identified, teachers plan multiple opportunities for their students to develop knowledge, conceptual understandings and skills to support self-regulatory learning.

In determining what to assess, teachers bear in mind the following questions.

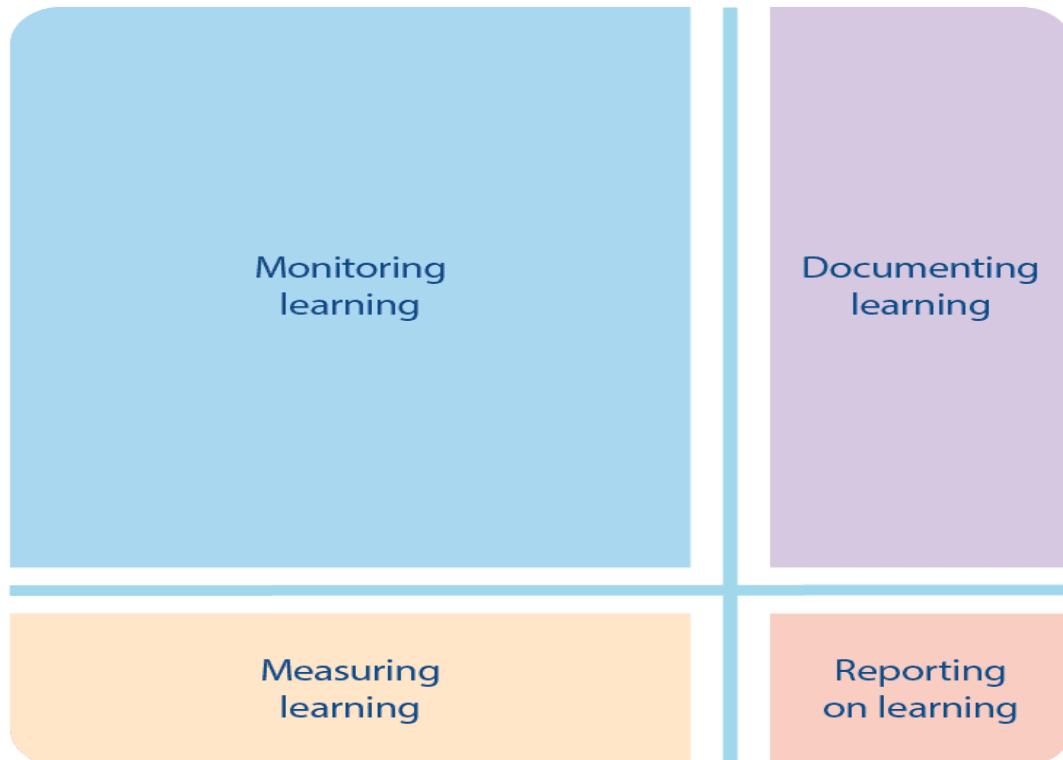
- Is it the process or product of learning we aim to evaluate?



- Is it to understand prior knowledge, what the student already knows and can do?
- Is it to check if learning is on track or if the student is ready for extension?
- Is it to elicit depth and breadth in understanding?
- Is it to extend students' learning?
- Is it to understand how the student makes connections and applies learning?

D.2 - How to assess

The assessment component in the school's curriculum is divided into four dimensions of assessment.





https://tessais.org/wp-content/uploads/2024/10/prc-images-figure_as03_assessment_to_inform_learning_and_teaching_en_8e7b30b9-4c19-4573-8618-2986fb4b9e6e.png

The school recognizes the importance of monitoring and documenting the process of inquiry, conceptual understandings, their transfer and approaches to learning skills.

Monitoring Learning at BMCS

At BMCS, monitoring learning is an ongoing process that helps track students' progress against their personal learning goals and clearly defined success criteria. It enables teachers to make informed decisions about instructional strategies and learning support.

Teachers use a wide range of strategies to monitor learning, including:

- Observation of student behavior and participation
- Purposeful questioning
- One-on-one conferences and peer discussions
- Encouraging student reflection
- Providing timely and specific feedback to guide next steps

Monitoring Tools include:

- Open-ended tasks and performance-based activities



- Written and oral assessments
- Physical and digital learning portfolios

Documenting Learning at BMCS

Documentation at BMCS is both a reflective and communicative process that makes learning visible. It allows students, teachers, and parents to revisit and reflect on growth and progress over time.

Modes of Documentation:

- **Physical Portfolios:** Compiled work samples, student reflections, teacher comments, and self-assessments.
- **Digital Platforms (e.g., Google Classroom):** Used to share assignments with parents and students, feedback, and student-created content.
- **Multimedia:** Videos, photos, voice recordings, and presentations are used to capture learning experiences in real-time.

Common Documentation Tools:

- **Learning Logs or Journals:** Regular entries to capture thoughts, challenges, reflections, and teacher/peer feedback.
- **Learning Stories:** Short narratives or snapshots of learning moments that demonstrate knowledge, understanding, or skill development.



- **Anecdotal Records:** Observational notes by teachers to highlight student behaviors, progress, or specific needs.
- **Rubrics, Checklists, and Exemplars:** To assess and clarify learning expectations.

This documentation is used not only for reflection but also to inform reporting and future learning decisions.

Feedback and Feedforward at BMCS

At BMCS, feedback is not just about correcting mistakes; it's a powerful tool to promote growth. Teachers focus on giving **feedback** (How am I doing?) and **feedforward** (Where to next?) to help students make meaningful progress.

Key Principles:

- Feedback is timely, constructive, and aligned to learning goals.
- Feedforward sets actionable next steps and inspires learners to stretch their thinking.
- Student self-reflection and peer feedback are encouraged to build ownership of learning.

By focusing on both feedback and feed-forward, BMCS nurtures a culture where learners feel supported and empowered to grow toward their personal best.

Measuring Learning:



The school believes in the efficacy of assessment for, of, as learning of student outcomes and adopts the following types of assessments:

Formative Assessment	Summative assessment at the end of Unit	Strand Assessment
Ongoing at the discretion of the teachers and reported through portfolios. <ul style="list-style-type: none">• Receiving regular feedback from teachers• Reflecting on their progress• Setting learning goals• Creating action plans to reach those goals• Sharing their achievements with teachers, parents, and peers	ATL skill, Learner Profile attributes and actions as self assessment through reflection and peer assessment by parents and recorded and reported in character and competence reports. Knowledge and concepts assessed by teachers. Reported through a competence report.	For Grades 1 to 6 Assessment in Math English Hindi Gujarati Review and Assessment tests are the evidence.

Analysing Learning:

Teachers document and collaboratively analyse student learning over time to design learning experiences based on data, to identify patterns and trends in student learning. Teacher moderation through professional discussions around



student samples is an effective strategy that is adopted by grade level teachers with reflective questions that steer the analysis.

Generation and collection of data and evidence	Collaborative analysis of data and evidence	Reflect and act on data and evidence
<ul style="list-style-type: none">• Focused observations• Learning tasks• Feedback from teacher and peer• Self-reflections• Self-assessment• Portfolios and journals	<ul style="list-style-type: none">• Identify working strategies• Possible changes to teaching practice• Students who require additional scaffolding, practice, reinforcement, deeper modelling• Students who need extension, deepen thinking, application of learning• Quality and depth of learning	<ul style="list-style-type: none">• Consider teaching strategies• Decision for time and material resource• How to share the data and decisions

Activities Aligned to

Reporting of Learning at BMCS (EYP to Grade 5)

At BMCS, we believe that **reporting is an integral part of the assessment process**, designed to inform, reflect, and guide student learning. Feedback is viewed as a powerful tool that helps students interpret performance, make informed improvements, and celebrate growth. Our reporting system aims to be **comprehensive, honest, balanced, and collaborative**, involving students, parents, and teachers in a continuous partnership.

Modes of Reporting

1. Parent-Teacher Meetings (PTMs)
 - Conducted **four times a year**.



- Teachers share insights about the child's **academic progress, personal development**, and specific learning needs.
- It is also a platform to address any **questions or concerns** raised by parents.

2. Student-Led Conferences (SLCs)

- Conducted once a year, these conferences are **student-driven**.
- Students present and reflect on their own learning journey, helping parents understand their progress, challenges, and growth.
- SLCs promote **student ownership, confidence, and self-awareness**.

3. Written Reports

- **Character and Competence Reports** are shared **four times a year** (after each quarter) and also after **core subject assessments** (strand tests).
- These reports provide a **comprehensive overview** of the child's academic competencies, personal dispositions, and progress in the context of the PYP framework.

4. Learning Portfolios

- Portfolios are a **collection of student work** demonstrating growth across the five essential elements of the PYP: **knowledge, concepts, skills, attitudes, and action**.
- Includes photos, work samples, reflections, and evidence of learning experiences.



- **Sent home weekly** to involve parents in reviewing and reflecting on their child's development.

5. End-of-Year Evaluation Report

- A **consolidated final report** is shared at the end of the academic session.
- This report encapsulates the child's overall growth and achievement, drawing from evidence across all units and the Program of Inquiry.

At BMCS, our reporting approach is **transparent, student-centered**, and aims to create meaningful dialogues between home and school that support each learner's unique journey.

Reporting frequency:

Types	Grades	Frequency	What
Unit Report	EY to G 5	6 times after each unit of inquiry	Knowledge Concept Approaches to learning
Numeracy and Literacy Tests	EY to G 5	4 times in a year	Numeracy & Literacy skills

D. Meeting the IB Standards for PYP at BMCS

At **BMCS**, we are committed to ensuring that **learning, teaching, and assessment are interdependent, cohesive, and informed by evidence**, in alignment with the **IB's philosophy** and the **2019 Standards and Practices**.

Approaches to Assessment (0404)

1. Feedback as a Tool for Growth (0404-01)

- **Students and teachers at BMCS actively use feedback** to guide and improve learning, teaching, and assessment.



- Feedback is **constructive, timely, and linked to the desired learning outcomes**, reflecting the IB's philosophy of assessment for learning.

- BMCS uses **clear and meaningful reporting structures** that help students and teachers understand progress and next steps.
(0404-01-0100, 0404-01-0200)

2. Diverse, Fit-for-Purpose Assessments (0404-02)

- Teachers use **a variety of assessment strategies and tools** tailored to the learning objectives and individual needs of students.
- Assessment at BMCS is **authentic, conceptual, and embedded in inquiry**, supporting deeper understanding and transferable knowledge.
(0404-02-0100, 0404-02-0200)
- Teachers at BMCS **document and analyze student learning over time**, using data to inform the design of responsive learning experiences.
(PYP-specific: 0404-02-0111)
- From the point of admission, **BMCS ensures transparency** by sharing documentation regarding assessment policies and expectations with families.
(0404-02-0300)

3. Fairness and Integrity in Assessment Administration (0404-03)

- Assessment at BMCS is **consistently administered in an inclusive, equitable, and transparent manner**.
(0404-03)
- BMCS follows all relevant **IB regulations and access arrangements**, ensuring **fair practices and academic integrity** in every aspect of assessment.
(0404-03-0100, 0404-03-0200)
- External reports and predictions, where applicable, are **accurate and context-sensitive**.
- Systems for reporting, managing appeals, and handling challenges are **clear, consistent, and regularly reviewed**.
- The school **monitors the assessment delivery process** to maintain quality and consistency.



(0404-03-0300 to 0404-03-0500)

4. Assessment as a Consolidation of Learning (0404-04)

- BMCS provides students with **frequent and varied opportunities** to demonstrate and consolidate their learning through **formative and summative assessments**.
- These assessments are thoughtfully designed to support **self-reflection, growth, and student agency**.
(0404-04-0100)

Our Commitment

BMCS's assessment practices:

- Promote **student-centered, inquiry-driven learning**,
- Are aligned with **programme goals and outcomes**,
- Encourage a **culture of reflection and academic honesty**,
- Support **differentiated learning pathways** through inclusive, fair and purposeful evaluation systems.

Connection between the policies:

- The **Language Policy** connects directly with assessment, since language proficiency influences how students articulate their thinking. Teachers ensure that assessments are linguistically accessible by offering clear instructions, scaffolding and differentiation for English language learners. This prevents language from becoming a barrier to demonstrating conceptual understanding. For example, a student who struggles with writing may present their learning through an oral explanation, presentation or visual representation. The Language Policy reinforces assessment by valuing multiple modes of expression—reading, writing, speaking, listening, viewing, and presenting. Assessment rubrics emphasize clarity of communication, proper use of vocabulary, and effective structuring of ideas. In multilingual settings, students may be allowed to use their home



language for brainstorming or drafting before presenting their final work in the language of instruction.

- The **Inclusion Policy** further strengthens this connection by ensuring that accommodations and modifications are made in assessments to support diverse learners. Extended time, simplified instructions, alternative formats or assistive technology are examples of how inclusivity is built into assessment practices. This alignment ensures that assessment is fair, equitable, and reflective of each child's potential. Teachers adopt Universal Design for Learning (UDL) principles, offering multiple ways of engagement, representation, and expression. For example, a visually impaired student may complete a listening-based task, while another with dyslexia may use oral presentations instead of written essays. These practices affirm the IB principle that every student has the right to demonstrate learning in ways that respect their needs. (***Differentiated tasks are designed for 2 specially abled learners of G1, and a visionary tool provided and allowed from home for one of the G2 visually impaired learners***)
- Assessment also has a strong connection with the **Academic Integrity Policy**. From early years onwards, students are taught that assessments must reflect their own thinking and effort. They learn about honesty in presenting ideas, respecting others' work and citing sources correctly. Teachers guide students in understanding the consequences of academic misconduct, reinforcing that integrity is not only a requirement but also a value that builds trust in the assessment system.
- The **Admissions Policy** links to assessment by ensuring that parents are informed about how the school evaluates and reports on student progress. Families learn that assessment at BMCS goes beyond marks or grades, it involves formative and summative evaluations, self-assessment, peer feedback and reflection. New families are also made aware of how the



school supports transitions, providing baseline assessments to understand students' starting points and to design appropriate learning support.

References

- [What is an IB education?](#)
- From Principles into Practice
- [IB Mission Statement](#)
- [Primary Years Programme Overview](#)
- [PYP Programme Standards and Practices](#)
- [NEP 2020 - Examination & Assessment Reforms](#)