



Wolfert Tweetalig

Openbare school voor tweetalig vwo en havo | Bilingual Secondary Education

Assessment Policy

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Context

With around 1,050 students from Rotterdam and the greater Rotterdam area, Wolfert Bilingual is the largest and best-known bilingual school for HAVO and VWO in the Netherlands. Students at Wolfert Bilingual gain first-hand experience of internationalisation, and know what it means to be a world citizen not only through the curriculum but also by working with students from other countries, taking part in exchanges and trips abroad and through international work experience placements. They also learn to speak and write the English language to near native level. Around 220 pupils from more than eighty primary schools are admitted to the school each year. Around 21% of Wolfert Bilingual's student population live outside Rotterdam. The others come from practically every district in the city.

Wolfert Bilingual's building also accommodates students in the upper forms of non-bilingual HAVO and VWO attending Wolfert College. This means that the school building accommodates more than 1,260 students. Prognoses for the next few years show a slight rise in student numbers – from 1,345 students in 2018 to 1,380 in 2022.

Wolfert Bilingual's management team comprises a head of school and four team leaders. The school has 110 teachers, of whom twenty are native speakers of English. The school also has seventeen support staff. As an academic teacher training school Wolfert Bilingual offers teaching practice places to twenty trainee grade one teachers each year.

Wolfert Bilingual is part of the Wolfert van Borselen School Group, which combines six public-authority schools for secondary education in the Rotterdam area, each with their own profile. The School Group falls under het Bestuur Openbaar Onderwijs Rotterdam (BOOR the governing body of the public-authority schools in Rotterdam).

Mission and Vision

The mission of the Wolfert van Borselen School Group is to give active, engaged students a high-quality education in a rich, internationally-oriented learning environment – an education in which involved parents can put their trust.

At Wolfert Bilingual, a high-quality education means that we aim for outstanding results, with smooth progress to the exam classes and excellent marks in the leaving examinations. However, the school wants to be more than just an institute of learning. We want our students to be equipped with a diversity of knowledge and skills when they leave school. We help our students to go out into the world with an open mind, and brimming with self-confidence and initiative. We want to help them grow into independent, critical and socially-aware young adults. Respect and responsibility are among the values we uphold.

With the students, we also welcome parents to Wolfert Bilingual. The school makes a great effort to maintain close contact with parents and we share responsibility for their child's learning process with them. With this aim in mind, we organise parents' and information evenings. Parents are more than welcome to attend many of our activities. We keep them up-to-date on what we are doing through newsletters and the website. The school greatly appreciates parents' involvement in many different areas.

High-quality education Wolfert Bilingual is a recognised school for bilingual education (tto) meeting all the quality requirements set out in the standard published on the Nuffic (Netherlands Organisation for International Cooperation in Higher Education) website. To foster talent, Wolfert Bilingual promotes participation in olympiads. In October 2012, the school was awarded the Olympiad school hallmark.

Wolfert Bilingual has also been awarded the designation Outstanding School. The Ministry of Education, Culture and Science awards this designation to schools that excel in providing their students with a high-quality education. Outstanding Schools serve as a model for other

schools. As an Outstanding School, Wolfert Bilingual is now taking part in a pilot project to reduce government regulation. Within this project, schools with demonstrably higher standards of teaching are given more opportunity to launch their own initiatives. Schools taking part in the project may depart from certain regulations, provided they have the approval of the Ministry of Education, Culture and Science. The aim of the project is to explore whether fewer regulations lead to better or more efficient teaching.

Scholen op de Kaart (Schools on the map), gives a clear picture of Wolfert Bilingual's performance. The information on the site is supplied by both the Ministry of Education, Culture and Science and the school itself. Surveys of parents, students and staff members are standard instruments in measuring levels of satisfaction with our policy and its quality.

Wolfert Bilingual's main qualities are as follows:

- We give students the opportunity to discover their talents and interests;
- We train our students to be successful world citizens, so that they can develop into role models in society;
- We ensure high-quality bilingual education, linking the Dutch and international education systems;
- We provide our students with an in-depth knowledge of the globalisation of society;
- We provide results-driven teaching for ambitious students;
- We provide our students with a lavish cultural programme that forms an integral part of our curriculum;
- We expect our students to take responsibility for their own working and learning process, wherever possible;
- We ensure a smooth transition to further education both in the Netherlands and abroad.

Wolfert Bilingual's distinctive trademarks are as follows:

- Bilingual senior secondary general and pre-university education (HAVO and VWO);
- Special subjects such as Spanish, Chinese, drama, philosophy and further maths;
- Internationally recognised certificates such as IB English, Goethe Zertifikat, DELF-DALF (French as a foreign language), DELE (Spanish as a foreign language), Global Politics (VWO) and Global Perspectives (HAVO);
- Obligatory participation each year in an international programme with projects, exchanges, partnerships and work experience placements;
- An extensive community service programme;
- Partnership with the Giving Back initiative for secondary school students from deprived backgrounds;
- Political awareness-raising through participation in the Model United Nations and the Model European Parliament;
- An average score of 7 to move on to the next class, and extra attention for the subjects in which individual students excel (the GUTS programme);
- the Wolfert Portfolio;
- a pre-academic programme (VWO);
- HAVO Houses;
- Participation in debating clubs and championships and public speaking contests;
- school drama group de Blaauwe Broek;
- a wide diversity of cultural activities;
- Wolfert Former Students' Association (WOLV);
- the Confucius Classroom;
- Outstanding School;
- Pilot project on reducing government regulation in schools;
- Academic teacher training school;

- the World Teachers Programme;
- GLOBE Science School;
- Jet-Net technology network school;
- Socrates Omega partner;
- Member of the iScholengroep information technology network.

Progression and Assessment

Wolfert Bilingual aims to provide for a curriculum that is coherently and purposefully built around subject areas and sequences that represent the learning for students within their year and across their years in the school. The curriculum is mapped and aligned with the school's guiding statements and the accrediting bodies it adheres to.

Wolfert Bilingual seeks to develop a culture of assessments that measures the effect of learning on our students. It includes qualitative and quantitative criteria and be creative in its conception, planning and delivery.

This includes different facets of assessment to establish progression. These facets are:

- Assessment for learning – or a continuous observation of a student's progress that influences instructional practice;
- Assessment of learning – or a snapshot in time that informs students, parents and teachers of progress;
- Assessment as learning – or students as their own assessors of their progress that encourage ownership and lifelong learning.

Assessment needs to consider the various learning stages of our students, their needs and how this represents genuine progress for them. In this regard, Wolfert Bilingual seeks to communicate effectively with parents with respect to student achievements and well-being, ensuring that a culture of partnership develops with families to maximise student progress.

Principles and Practice of Assessment

Wolfert Bilingual recognizes that learning, teaching, and assessment are fundamentally interdependent. Learning outcomes, which include knowledge and understanding of a subject as well as cognitive, personal and academic skills, should be explicitly stated for each unit of work, and these should be the pivot around which the whole course is developed.

Wolfert Bilingual recognizes that students:

- Have differing learning styles;
- Perform differently according to the context of learning;
- Have different cultural experiences, needs and expectations;
- Need to know their achievements and areas for improvement;
- Should receive feedback that is both constructive and positive.

Assessment:

- Should reflect student achievement after learning;
- Is continuous throughout the year to guide students in their learning;
- Should encourage students to be responsible for their own learning through self-reflection and peer assessment.

Throughout the curriculum and instructional process assessment should therefore:

- Account for a variety of learning styles;
- Be differentiated to account for diverse backgrounds of learners;
- Be criteria-related using published, agreed, learning objectives made clear to students by teachers before tasks begin;

- Measure what students understand, what they know and what they can do;
- Be both formative and summative;
- Be reflective;
- Allow students to evaluate and set targets for improvement;
- Allow the school to evaluate the measure of success;
- Be geared toward appraisal of a broad range of concepts, attitudes, knowledge and skills appropriate to an international and increasingly complex world.

Formative assessment:

- Allows teachers to monitor students' progress towards meeting standards;
- Allows both students and teachers to identify students' strengths and weaknesses;
- Gives feedback to students as they are learning;
- Shows students how they can improve.

Summative assessment:

- Judges the level of student understanding at the end of learning;
- Will require students to apply their learning to a new context.

Purpose of Assessment

Assessment should:

- Provide feedback and support to students;
- Develop further understanding of skills, knowledge and concepts in each subject;
- Provide opportunities for students to apply what they know in unfamiliar contexts to demonstrate deep understanding;
- Provide feedback for teachers to monitor the effectiveness of their course.

School Examinations Guidelines

- When instructed to enter the examination room, students must do so in a quiet and orderly manner;
- No form of refreshment, except water carried in a re-sealable container, may be taken into the examination room;
- Students may take to their desk/table only the following items:
 - General stationery. Pencil cases must be transparent.
 - Other materials specified by the school as required for a particular examination.
- The examination supervisor will decide where each student will sit during an examination;
- Students must remain seated until permission is given to leave the examination room;
- The instructions of the examination supervisor must be obeyed. The examination supervisor has the right to expel from the examination room any student whose behaviour is interfering with the proper conduct of the examinations.
- No examination materials – examination papers, answer papers, rough working – may be taken out of the examination room.
- At the end of an exam, students are required to leave the examination room in a quiet and orderly manner.

Academic Honesty

If a teacher suspects malpractice, he/she will refer to the school's Academic Honesty Policy for guidance. Submission of student work via Turnitin allows staff to pass all students' assignments through a software to check for plagiarism.

Teacher Expectations and Assessment

Teachers should:

- Provide students with samples of graded work;
- Share assessment criteria and rubrics in advance so as to ensure that students become familiar with the expectations of programme;
- Use a mark scheme or rubric which shows the student what constitutes a successful piece of work;
- Return work in a timely fashion with constructive feedback and publish grades in Magister;
- Post deadlines for assignments in Magister;

Student Expectations and Assessment

Students should:

- Be responsible for writing down all homework and deadlines;
- Use the mark schemes or rubrics provided by teachers to achieve their best work;
- Submit work on time;
- Correct mistakes when work is returned to them;
- Honour academic integrity at all times and understand the consequences if they do not.

IB Learners Profile

Wolfert Bilingual has offered its students the opportunity of acquiring IB English Certificates for over 20 years. We therefore feel the duty to and have experience in developing the IB Learner's Profile from early on and across the school to secure appropriate transition, continuation and progression for our students within the principles and practices of the programme. Our students are:

Inquirers	They develop their natural curiosity. They are skilled in inquiry and research and show independence in learning.
Knowledgeable Thinkers	They explore ideas and issues that have local and global significance. They exercise initiative in critical and creative thinking to recognize and approach complex problems.
Communicators	They are confident, creative and self-assured in expressing complex ideas in a range of ways and languages.
Principled	They act with integrity and honesty and take responsibility for their actions.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of others.
Caring	They show empathy, compassion and respect towards the needs and feelings of others.
Risk Takers	They approach unfamiliar situations and uncertainty with courage and forethought.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They reflect on their lives in ways which may be strongly emotional and spiritual.
Leaders	They show character, have vision and can motivate others to achieve the same.
Adaptable	They have the attitude and skills to respond to and take advantage of changes in an increasingly complex world.
Global minded	They understand that they are citizens of the world. They recognize global interdependence and appreciate diversity and have the

confidence and skills to relish the challenge of the future in a global society and workplace.