INFINIA
World School

IB PRIMARY YEARS PROGRAMME

Assessment Policy

Approved by the Assessment Policy Steering Committee · Academic Year 2026 – 27

Think Infinite

FOUNDATION

Vision and Mission

We prepare young minds not just for examinations, but for excellence in thinking.

Vision

Infinia World School envisions a transformative educational ecosystem where every learner discovers their unique intellectual strengths and infinite possibilities. Building on over two decades of educational excellence and pioneering spirit in Panipat since 2002, we continue our legacy of innovation as a premier institution for rigorous, inquiry-driven education. We see a future where our students emerge as skilled researchers, independent thinkers, and autonomous learners who ask probing questions, evaluate evidence critically, form their own conclusions, and possess the meta-learning skills to master any field they choose.

Mission

At Infinia World School, we develop independent, intellectually curious learners who think critically, reason effectively, and make informed decisions. Through the International Baccalaureate framework, we inspire students to master inquiry-based learning, cultivating the research skills, analytical thinking, and metacognitive abilities essential for lifelong success. We nurture each child's infinite potential, empowering them to learn how to learn, think for themselves, and navigate an ever-evolving world with confidence and competence.

SECTION ONE

Assessment Philosophy

Assessment at our school is integral to teaching and learning. It supports student growth, informs instruction, and provides meaningful feedback to learners, teachers, and parents. In alignment with IB PYP principles, assessment is ongoing, authentic, and reflective, focusing on conceptual understanding, skills development, and learner agency.

ASSESSMENT FOCUSES ON THE LEARNER'S ABILITY TO

- Learn and acquire desired skills related to different subject areas.
- Acquire an appropriate level of achievement in different subject areas.
- Develop individual skills, interest, attitude and motivation.
- Respond to different situations and opportunities both in and out of school.
- Apply what is learnt in a varied environment.
- Work independently, collaboratively and harmoniously.
- Reflect, analyze and evaluate and take action.

SECTION TWO

Roles at Infinia

Role of Students

Teachers involve students during the development of success criteria related to the unit and other areas of the curriculum. Students are also involved in providing feedback through self assessment and peer assessment. Students become effective, self regulated learners when they are actively engaged in assessment and act on constructive feedback. This helps them to set their goals for learning and engaging them in making decisions about what they need to do to achieve these goals.

Role of Teachers

Teachers reflect on their practices, adjust their teaching based on data, and offer timely, specific and well constructed feedback to support student's learning.

Role of Parents

Parents and guardians become more informed when they understand the learning goals their child is working towards and the progress their child is making. Teachers inform parents of the goals set by their child during parent-teacher-student conferences to monitor their child's progress and contribute to their child's learning.

SECTION THREE

Assessment Types

Assessments are designed to assess the essential elements of PYP (knowledge, concepts, ATL, attributes and action) and promote the acquisition of IB Learner profiles for development of international mindedness.

I **Pre-Assessment**

Occurs before the beginning of new learning to uncover prior knowledge and experiences.

II **Formative Assessment**

A tool used by the teachers to continuously monitor student progress in a nonthreatening, supportive environment. Formative assessment is carried out during a course of instruction for providing continuous feedback to both the teachers and the learners. It is also carried out for taking decisions regarding appropriate modifications in the transactional procedures and learning activities.

III **Peer and Self-Assessment**

Places students at the center of the assessment process, encouraging them to take ownership of their learning journey. At Infinia World School, this approach helps students develop the skills of self-monitoring, reflection, and goal setting. Through ongoing opportunities to assess their own work and progress, learners build metacognitive awareness, understanding not only what they are learning but also how they learn best. Teachers play a guiding role by modeling strategies, providing feedback and creating a safe space for honest reflection.

IV **Summative Assessment**

Carried out at the end of the course of learning. It measures, or sums up, how much a student has learned. Summative assessment evaluates conceptual understanding within the central idea.

Developing Assessment Capability

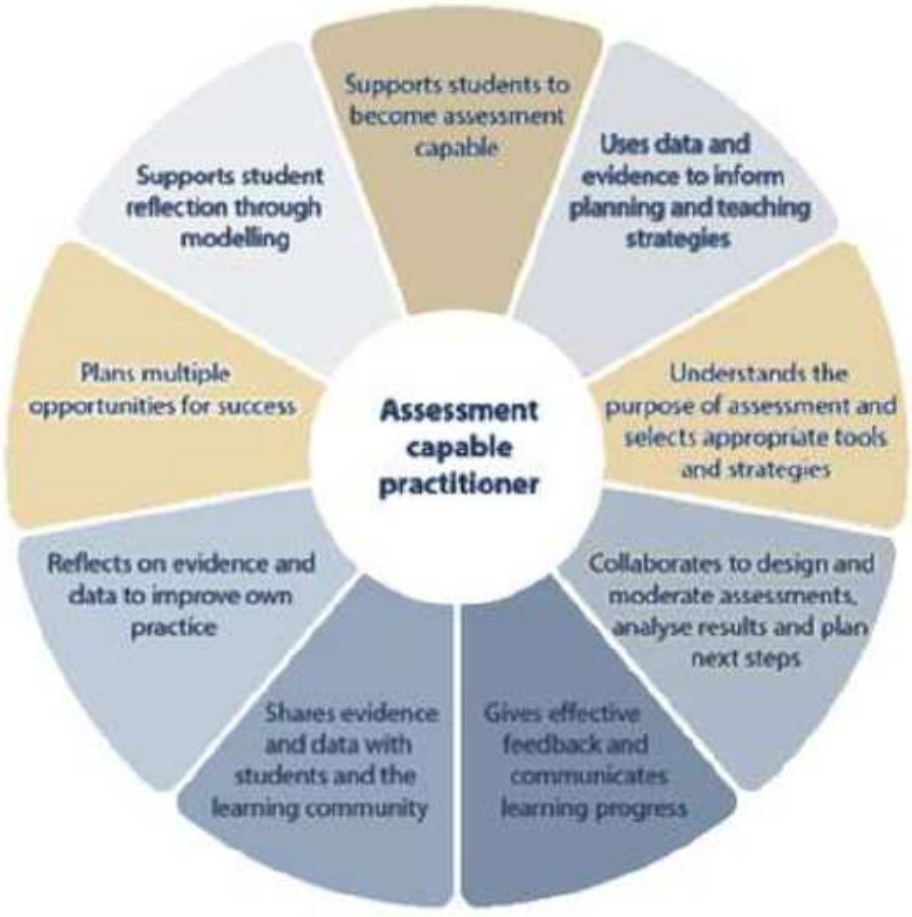
In an assessment capable learning community, everyone has a clear understanding of the reasons for assessments:

- Why and what is being assessed.
- The criteria for success.
- The strategies and tools of assessment.

The shared understanding involves inquiry regarding the efficacy of the programme implementation. We believe that it has a powerful effect on the development of knowledge, conceptual understanding and skills.

Teachers

Assessment capable teachers are supported through professional development and shared assessment culture. As indicated below, teachers support students to become assessment capable.



Source: Learning and Teaching, assessment in the PYP, Pg. 69

SECTION FIVE

What to Assess

The significant content identified by Infinia World School supports the outcome of students becoming internationally minded. Teachers plan multiple opportunities for their students to develop knowledge, conceptual understanding and skills to support self-regulatory learning (process, product, prior knowledge, extended learning and applied learning). Students showcase their understanding of global issues through their assigned learning experiences.

Infinia World School believes that the criteria for assessment must be known to students at the beginning of the inquiry and they can be revisited and modified during the course of the inquiry, ensuring that they also reflect knowledge, understanding and skills in the inquiry process.

Inquiry

Teachers recognize the importance of monitoring and documenting the process of inquiry. Through careful observation of the inquiry process, teachers monitor students' ability to make connections across subjects and to apply skills to construct new knowledge.

When monitoring and documenting student learning, the teacher considers

- The nature of students' inquiry over time by observing and making anecdotal notes.
- Students' awareness on the integration of knowledge that spans and connects different subjects through discussion in collaborative planning meetings.
- How students demonstrate and develop subject knowledge by reflecting on teaching and learning.
- How students apply their conceptual understandings to further their inquiries successfully by asking students to write reflection in learning logs.
- How students demonstrate and develop the approaches to learning by including approaches to learning in success criteria.
- How students demonstrate both independence and an ability to learn collaboratively by grouping and regrouping.

Conceptual understanding and approaches to learning

Monitoring, documenting and measuring conceptual understandings focus on how concepts are recalled, explained, applied and transferred through a range of learning experiences. Teachers monitor the skills and document for growth over time as they are interconnected.

Teachers understand that conceptual understanding is evident when they provide the opportunities and assess students, and they start

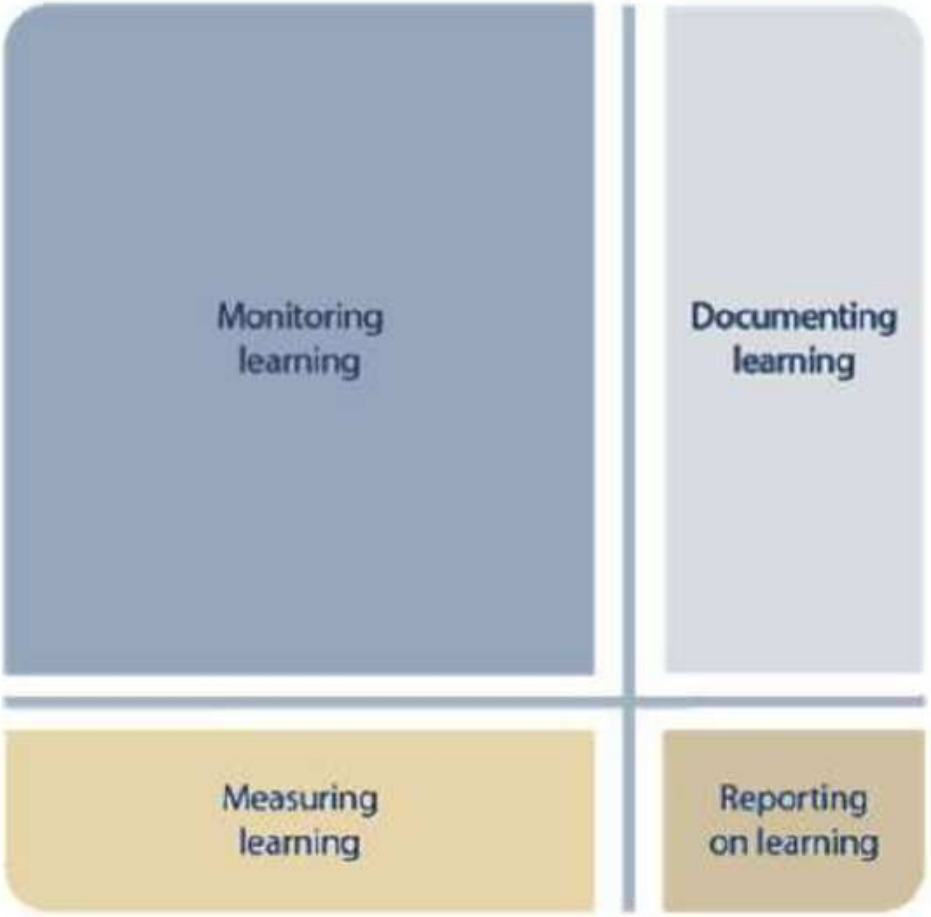
- Use of abstract concepts.
- Make connection of concepts to explore the Central Idea.
- Apply their understanding in different context.
- Take action based on existing and new understanding of the Central Idea.

Teachers adjust approaches to teaching to assess the conceptual understanding of the students by increasing wait time to allow students to make connections, and asking open ended questions. They document it in the feedback and feedforward provided to students.

SECTION SIX

How to Assess

Infinia World School uses the four dimensions of assessment provided by IB PYP: monitoring, documenting, measuring and reporting on learning. Each of these aspects has its own function, but all aim to provide evidence to inform learning and teaching. Although the four dimensions of assessment are not weighted the same, each dimension has its own importance and value. Teachers and leaders of the school understand that the PYP chooses to put emphasis on monitoring and documenting learning as these dimensions are critical in providing actionable feedback for the learner.



Source: Learning and Teaching, assessment, How to Assess, PYP Pg. 74

Monitoring learning

Monitoring of learning aims to check the progress of learning by setting personal learning goals and success criteria.

It occurs daily through a variety of strategies

- Observation.
- Questioning.
- Reflection.
- Discussing learning with peers and teachers.
- Effective feedback helps to feed forward for next steps in learning.

Tools used for monitoring include

- Open-ended tasks.
- Written or oral assessment.
- Learning portfolio.

Documenting learning

Documentation of learning is shared with the school community to make learning visible and apparent. It reveals insights into learning and provides opportunities to reconnect with learning goals and success criteria.

Students and teachers document

- Learning logs used to record learning and reflections during the Unit of Inquiry (all subjects).
- Questions asked by the students during the Unit of Inquiry or outside the Unit.
- Reflections on the learning journey during the semester, included in the reports.

Evidence of learning uses a variety of formats

- Learning logs or journals.
- Portfolios, which serve as a record of individual success and progress.
- Learning stories used in Early Years as photos or videos to depict learning in progress.
- Exemplar used as anchor charts to set the benchmarking of the learning experiences.
- Checklists co constructed with the students for formative as well as summative assessment.
- Rubrics co constructed with the students for assessments.
- Anecdotal notes digitally recorded after or during the observation.
- Learning stories and learning logs to document the learning experiences. Teachers document the learning process digitally for each student.

Measuring learning

The measure of learning aims to capture what a student has learned at a particular point in time. Teachers conduct standardized achievement tests to measure students' performance and progress in learning.

Analysing learning

The school analyzes students' learning in collaborative meetings. The outcome of the analysis informs and guides decisions about learning and teaching. Teachers use multiple data points to evaluate student progress by using a range of assessment tools and strategies to compile the most comprehensive picture of student progress and achievement over time.

Teacher moderation

Teachers share understanding of what quality and success looks like for diverse learners before, during and after learning. After any documenting and measuring of learning is complete, teachers collaboratively ask further questions.

- Have the learning experiences provided ample information to allow an evaluation to be made about whether the purposes or learning goals have been met?
- What does a student's performance reveal about their level of understanding?
- Have any unexpected results occurred?
- How could the learning and teaching process be modified as a result of the assessment?
- Should any changes be made to the assessment design or procedure?

Assessment tools / Assessment strategies	Rubrics	Exemplars	Checklists	Anecdotal records	Continuums
Observations	✓		✓	✓	✓
Performance assessments	✓	✓		✓	✓
Process-focused assessments	✓		✓	✓	✓
Selected responses		✓	✓		✓
Open-ended tasks	✓	✓		✓	✓

Making the PYP Happen

SECTION SEVEN

Assessing Early Learners

Teachers encourage students in the early years to reflect on their knowledge, and development of skills.

Early years teachers observe and encourage students to monitor and adjust their own behaviour, especially at play, in order to

- Build a clear picture of the student and their interests.
- Identify what and how the student is thinking and learning.
- Assess the effectiveness of the learning environment on the student's learning.
- Plan learning engagements for individuals and small groups.

SECTION EIGHT

Feedback

Teacher feedback offers opportunities for reflection and action. It encourages learning adjustment, promotes improvement and celebrates success. The feedback is timely, and specific to provide students with opportunities to practise metacognitive skills (Booth, Hill, Dixon 2014). When giving feedback, teachers focus on:

- Feedback: How am I doing?
- Feedforward: What next?

Peer feedback

Teachers model to provide authentic feedback and have small conferences with students. Peer feedback is a key activity through which students are encouraged to use the structure and language of success criteria to appraise and provide feedback on the learning of others.

SECTION NINE

Recording and Reporting

Recording of the report is done using Toddle as it provides flexibility and reporting on the learning outcomes.

Reports are based on the most common forms of assessment. They include

- The IB Learner Profile, Transdisciplinary Skills, Units of Inquiry.
- The IB Scope and Sequence or a customized Scope and Sequence of different disciplines.
- Homeroom and specialist teacher feedback.
- Student led Conference.
- Exhibition.

Reporting on Toddle

It describes the progress and achievement of the students' learning, identifies areas for growth and contributes to the efficacy of the programme. We provide a variety of methods for reporting. Parents are encouraged to participate in the development of their child's learning through the following methods.

Coffee

Parents gain information about the school from teachers and students regarding the curriculum and classroom routines via this important event.

Celebrations of Learning

In the early years there is a celebration at the end of each unit. The primary section celebrations of learning take place twice a year. During this students showcase what they have learned in a unit with parents and the school community.

Nursery to Grade 5 parents and school community will be invited a minimum of two times to their child's class to observe either a learning process event or a performance. For example, a grade level assembly, which is based on the IB related aspects like IB profiles, learning of a unit or global context. Students also display their understanding of IB learner profiles and approaches to learning.

E-portfolio

Portfolios serve as a record of individual success and progress. Students and teachers review the contents regularly and teachers allocate time for this in their weekly schedule. The purpose of the portfolio is to assess the progress of students over a period of time and celebration of students' achievements in their learning journey.

Three-way Conference

The conferences take place after each report. They are teacher led, where teachers explain about the reports, if it is required, as well as informing parents of development of skills and the IB Learner Profile. Students set the goals and set plans to achieve those goals, academic and non academic.

Student-Led Conferences

Students from Nursery to Grade 5 share their learning experiences in a 30-minute conference with their parents. Students are in charge of guiding parents through a set of activities in order that parents might get a glimpse of life inside their classroom. Student-led conferences are a component of the reporting process and they empower students as they share their learning.

Written Reports

Written reports are shared two times a year: end of semester one and end of the year report. These reports are formal reports which explain the students progress. They include:

- Teachers' comments with the next step of learning and IB profile reflected by the student.
- Learning outcomes of different subjects which are integrated with the unit of inquiry or stand alone.
- Approaches to learning.
- Student's reflection.
- Goals set by learners.

Reports are sent through Toddle.

SECTION TEN

Reporting Criteria

A four-point grading scale is followed with the description as follows.

DESCRIPTOR	DESCRIPTION
Excelling · 4	Has achieved expected requirements and consistently provides evidence of learning that is high in quality. Analyses situations and applies knowledge, skills and understanding.
Achieving · 3	Has met the expected requirements and provided quality work evidence most of the time. Demonstrates and applies knowledge, skills and understanding.
Developing · 2	Has partially achieved the requirements and provides some work evidence. Needs help to apply knowledge, skills and understanding.
Beginning · 1	Is beginning to develop knowledge, skills and understanding. Is unable to discuss independently, his or her learning in meaningful ways with others.

SECTION ELEVEN

The PYP Exhibition

In Grade 5, the final year of the PYP, students participate in the PYP Exhibition. The Exhibition is a culminating experience that requires each student to demonstrate their understanding of the essential elements of the programme: Knowledge, Concepts, Skills, Action and IB learner profile. The exhibition is a whole-school event developing learners as global citizens, and celebrating the culmination of learning during Primary school and representing a true rite of passage from the PYP to Middle school.

Committee and Review

Steering Committee

The Infinia World School Assessment Policy steering committee comprises the Head of School, the PYP Coordinator, and facilitators. It is the responsibility of the committee to oversee the procedures needed to develop the Assessment Policy of the school, communicate the same to all the stakeholders and ensure that the process of compilation and review is collaborative and involving all, using a range of strategies.

As with other policies and processes, this policy has been drafted with inputs from various sections of the school community and shall be reviewed and shared with all the stakeholders of the school.

Assessment Policy Review

The Assessment Policy will be reviewed by the Steering Committee at the beginning of every academic year. The effectiveness of the Assessment Policy as a working document will be reviewed with the help of collaborative discussions and meetings.

REFERENCES

Making the PYP Happen: A curriculum framework for international primary education, International Baccalaureate Organization, 2007.

Programme Standards and Practices, International Baccalaureate Organization, 2014 and 2020.

Learning and Teaching, International Baccalaureate Organization.