

About Assessment

Holistic Assessment

Observing and assessing pupils' learning is essential in the teaching and learning process. It refers to a continuous cycle of observing, documenting and interpreting information to identify pupils' strengths and weaknesses so as to design and/or revise the instructional programme to suit their learning needs. In South View, we have started on the journey of holistic assessment. With a focus on the development of the whole child, holistic assessment encompasses both assessment of learning and assessment for learning.

Assessment of Learning vs Assessment for Learning

In assessment of learning, pupils' achievement is measured and evidence of learning reported through grades and/or scores, offering a snapshot of pupils' specific knowledge and/or skills acquired at a particular point in time. It tends to be summative and deterministic in nature. Assessment for learning, on the other hand, engages pupils as owners of their own learning and activates peers as the learning resources for one another. It involves the engineering of effective classroom discussion, tasks and activities to elicit evidence of learning, and in the process, providing pupils with qualitative feedback on their strengths and weaknesses to advise on the support needed. It tends to be formative and developmental in nature, focusing on the process of learning for the purpose of improving learning.

Holistic Reporting

At South View, apart from the Holistic Development Profile (Report Book), parents will also be updated of their children's progress through the Holistic Development Progress Card at the end of each semester, in the form of rubrics built upon desirable behaviours and attitudes in both the instructional and non-instructional programmes of Physical and Health Education, Music, Art and Project Work. For lower primary levels, this will be supported by a collection of pupils' works and artefacts compiled over time in a portfolio.

The Holistic Development Profile, to be given out at the end of each semester, will reflect the child's conduct grade. In South View, we are committed to moulding the character of our pupils and nurturing a future generation of responsible citizens. We expect every pupil to embrace and demonstrate our school core values of Respect, Resilience, Responsibility, Integrity and Care, and give off their best to achieve a high standard of personal discipline.

We carry out conduct assessment throughout the year to monitor and evaluate pupils' attitude and behaviour. This will give us a common language when we talk about what makes an exemplary conduct or conduct that needs improvement. There will be a list of behavioural indicators to help pupils set behavioural targets for themselves, using the self-assessment checklist.

Conduct of Assessment

- i. Observation of punctuality*
 - No extra time will be given for late-comers
 - For pupils who are late by half an hour or more, they may be barred from sitting for the examination

- ii. Absence from assessment*
 - If a pupil is unwell, it is advised that he/she be resting at home, supported by a valid medical certificate from the doctor. Please ask the doctor to indicate your child's diagnosis on the medical certificate as well.
 - Pupils on ML will not be assessed. If they turn up, they will not be allowed to take the assessment unless there is a separate doctor's certificate to certify that they are fit to sit for the assessment.
 - For any other instances of absence observed, a valid reason (e.g., bereavement), supported with documentary proof, is expected.
 - For pupils whose external competition/exam dates clash with the internal school examination dates, they are to re-schedule their external competition/exam dates.
 - No make-up examination will be arranged for the absentees.

