



FOSTER LEARNING SCHOOL

Assessment Policy (2025)

Philosophy of Assessment

At Foster Learning School, our approach to assessment is guided by our mission to nurture confident, capable, and compassionate learners who excel academically while embracing moral and ethical values.

Assessment is not merely about assigning grades — it is a vital tool for:

- Supporting each student's individual growth and academic potential.
- Identifying strengths and areas for improvement.
- Encouraging critical thinking, creativity, and problem-solving skills.
- Measuring achievement against clearly defined learning objectives.

Our philosophy rests on:

- **Honesty** – fair and transparent evaluation.
- **Respect** – valuing every student's unique learning style and pace.
- **Responsibility** – fostering accountability for one's own learning.
- **Tolerance** – understanding diverse perspectives.
- **Excellence** – striving for continuous improvement.

We believe assessment should:

1. Provide meaningful feedback to students and parents.
2. Reflect both effort and achievement.



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3. Prepare students for real-world challenges, including national and international academic standards.
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Assessment Framework

Assessment at Foster Learning School is continuous and multifaceted, including:

- **Formative Assessments** – Classwork, homework, quizzes, presentations, projects, and teacher observations to track progress.
 - **Summative Assessments** – Mid-term and final examinations to measure mastery of curriculum objectives.
 - **Special Assessments** – For accelerated progression (students eligible to complete two grades in one academic year based on exceptional ability and assessment performance).
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Grade Boundaries & Descriptors

Grade	Marks Range	Descriptor
1	1–5	Produces work of very limited quality. Many misunderstandings or lack of understanding of most concepts. Rarely demonstrates critical/creative thinking.
2	6–9	Limited quality work. Frequent misunderstandings or significant gaps in understanding. Infrequently applies knowledge or skills.



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| 3 | 10–14 | Acceptable quality work. Basic understanding of many concepts with occasional gaps. Some critical/creative thinking. Often needs support in familiar situations. |
| 4 | 15–18 | Good quality work. Secure understanding with minor gaps. Shows basic critical/creative thinking. Uses knowledge with some flexibility in familiar contexts. |
| 5 | 19–23 | Generally high-quality work. Secure understanding. Critical/creative thinking sometimes with sophistication. Applies knowledge to familiar and some unfamiliar situations with support. |
| 6 | 24–28 | High-quality work. Extensive understanding. Frequent sophisticated thinking. Uses knowledge in familiar and unfamiliar situations, often independently. |
| 7 | 29–32 | Innovative, high-quality work. Comprehensive, nuanced understanding. Consistent sophisticated thinking. Transfers knowledge with expertise across complex situations. |
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Special Academic Provisions

- **Accelerated Advancement:** Exceptionally talented students may be assessed for eligibility to complete **two grades in one academic year**, based on performance, maturity, and teacher recommendations.
 - **National Curriculum Requirements:** Students will also complete required assessments in Islamiyat and Pakistan Studies to meet national equivalency standards.
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Reporting & Communication

- Progress reports are issued at the end of each term.
- Parent-teacher meetings are held twice a year to discuss student progress.
- Parents may request additional meetings by appointment.

Contact Information:

 0301-4966870

 info@fosterlearningschool.com

 Plot No. 4, B2, College Road, Township, Lahore
