

Junyuan Secondary Learning and Assessment Policy 2025 (for parents)

1. Introduction

In Junyuan we adopt both formative and summative assessment approaches, to promote the holistic development of our Junyuan Champs. Assessment when applied meaningfully, brings about purposeful learning by enabling students to achieve the learning outcomes outlined in the curriculum. Assessments such as tests and examinations are thus designed to help students ascertain their mastery of what has been taught and develop their confidence as learners.

Our assessment seeks to achieve the following purpose:

- to gather information on students' learning to improve teaching and learning
- to increase student engagement in learning
- to assess student's learning and performance to determine progression to the next level of study

2. Learning and Assessment Plan (LAP)

To support the learning and developmental needs of students, assessments are developed in-line with the intended learning outcomes aligned to national standards. The school's Learning and Assessment Plan (LAP) articulates the criteria and expected standards for both Formative and Summative assessments. The table below provides an overview of the assessment in Junyuan Secondary, with details given in the following section.

Formative Assessment	Summative Assessment
<ul style="list-style-type: none">• Homework• Non-graded work assignments• Project tasks	<ul style="list-style-type: none">• Weighted Assessments• End of Year Examinations (Sec 1 to 3)• Preliminary Examinations (Sec 4 to 5)

An overall Learning and Assessment Plan (LAP) specified to each level and course would be communicated to students and parents at the start of each semester. The detailed LAP for each subject includes the following:

- What is the student learning? (i.e. the learning focus and expectation)
- How do we know the student is learning/ or has learnt? (i.e. Formative and Summative Assessment, schedule and requirement)

The LAP helps students to take ownership of their learning by taking pro-active steps to plan and manage their learning progress. Students are expected to be self-directed in their learning, to take each assessment task seriously and to proactively seek clarification from teachers with regards to the requirements and expectations for these tasks.

3. Formative Assessment

Formative Assessment are carried out during the instructional process to inform students of their strengths and areas for improvement. Formative Assessment seeks to inculcate students' positive and self-directed learning dispositions and encourage them to develop the right work habits and strategies and deliver effective effort. The information gathered enables teachers to adjust ongoing T&L to improve students' achievement of intended

instructional outcomes.

As such, Formative assessment are not graded or counted towards the final subject grades. Examples include classroom pedagogies such as feedback on students individual and group work, oral questioning, and exit tickets. Homework and non-graded work assignments supplement and support students' learning and mastery of the intended content and learning outcomes.

3.1 Homework

Homework reinforces students' learning, provides feedback on their progress and cultivates a healthy disposition towards continual learning. They are developmental in nature as they focus on learning for mastery and do not over-rely on grades to indicate students' learning progress.

As a general guideline, the total daily homework during school term time will not exceed 2 hours per weekday (for lower secondary) and 2.5 hours per weekday (for upper secondary). For shorter holidays in March and September, the total homework will not exceed two days. For the longer holidays in June and November/December, the total homework will not exceed two weeks.

Students should set aside time daily to complete their homework so that they can receive timely feedback on their learning. This feedback when used well, would help students close their learning gaps. Students are also encouraged to supplement homework with their own self-revision and practice.

3.2 Non-Graded Work Assignment

Non-graded work assignments are provided for students to practice and demonstrate their learning and understanding under timed conditions. This is intended for students to focus on learning and not results. To support graduating students who would be sitting for the National Examination, the school will conduct timed practices to help provide feedback to students on their learning and familiarises them with the conditions of the national examination. These timed practices would be graded for feedback but the marks will not be recorded.

3.3 Expectations

Students should appreciate the purpose of homework and non-graded work assignment and see them as being integral to their learning. They are expected to keep track of the homework instructions and deadline and set aside time to complete the work, for timely submission. Students should dedicate their best efforts to each piece of work and actively review teacher feedback to enhance future performance.

Parents can support their child's learning by fostering a conducive home environment that encourages focused revision and timely completion of homework and assignments, including HBL days. This includes helping their child to prioritise their homework time amidst out-of-school activities and to avoid distractions that may hinder their ability to focus. By actively supervising their child's learning process and reinforcing positive study habits and attitudes, parents can empower their children to excel academically.

4. Summative Assessments

Summative Assessment is conducted carried out at the end of an instructional unit or course of study for the purpose of giving information on students' mastery of content, knowledge and skills, assigning grades and certifying student proficiency.

Summative assessment includes Weighted Assessments (WA) and Examinations. WA and Examinations serve as milestone checks to evaluate students' mastery of content and skills and are integral in helping the school assess their academic progress for the year. This assessment of progress is essential to determine whether students can manage a higher and more demanding academic load and level in the following year. WA and examinations results will be used to determine whether students meet the promotion criteria.

For Sec 1-3

- **Weighted Assessments** in Terms 1-3 are graded and included in the final computation of each subject mark. These may be in the form of written tests, assignments, project work, practical work or oral presentations. Details are included in the respective level and subject Learning and Assessment Plan (LAP).
- There are no Mid-Year Examinations for Sec 1 to 3; instead, there is an End-of-Year Examination held in Term 4. The marks obtained in this examination will be computed with the Weighted Assessments in Terms 1 to 3 to form the final mark for each subject.
- The weightings of Weighted Assessments (WA) and End-of- Year (EOY) Examinations (excluding lower secondary D&T and FCE) are as follows:

Semester	Semester One		Semester Two	
Term	Term 1 (WA1)	Term 2 (WA2)	Term 3 (WA3)	Term 4 (EOY Exams)
Weighting	15 %	15 %	15 %	55 %

- Weightings for Lower Sec Design & Technology (D&T) and Food and Consumer Education (FCE) are as follows:

Subject	Term 1 (WA1)	Term 2 (WA2)	Term 3 (WA3)	Term 4 (EOY Exams)
Sec 1 D&T	30%	70%		
Sec 1 FCE			30%	70%
Sec 2 D&T			30%	70%
Sec 2 FCE	30%	70%		

For Sec 4 and 5

- As the graduating students prepare for the national examination at the end of the academic year, they will have the opportunity for milestone checks at key junctures: Weighted Assessment 1 and 2 (Term 1 and 2) and Preliminary Examination (Term 3). At each juncture, the grade attained informs the student of his/her learning progress and preparedness for the national examinations.
- The weightings of Weighted Assessments and Preliminary Examinations are as follows:

Semester	Semester One		Semester Two	
Term	Term 1	Term 2	Term 3	Term 4
Assessment	Weighted Assessment	Weighted Assessment	Preliminary Examinations	National "N" or "O" level Exams
Weighting	100%	100%	100%	

In order for assessments to be a true reflection of a student's academic performance, a student should not discuss WA questions with his/ her friends. A student should understand the value of upholding the integrity of a paper, not allowing others and himself/ herself to be advantaged or disadvantaged.

5. Criteria for Promotion and Offering Subjects at More Demanding Level (MDL)

The promotion criteria are given in the following tables. Students who do not meet the promotion criteria may be offered a chance for advancement, subject to the approval of the school promotion panel chaired by the Principal. Students who do not meet the promotion criteria may be required to demonstrate basic subject mastery through performance of specific tasks/assessment as stipulated by the promotion panel. Based on the student's performance and meeting the stipulated conditions, the Principal will decide if the student is ready for advancement.

For Lower Sec students in 2025

Level	Progression Criteria
Sec 1	<p>All students will generally progress to Sec 2 unless there are extenuating circumstances.</p> <p>Note:</p> <ul style="list-style-type: none"> Students who do well, i.e. obtaining at least 75% in individual G1 or G2 subjects (EL, MTL, Mathematics and Science) can offer these subjects at MDL either at the end of Semester 1 or Semester 2 of Sec 1.
Sec 2	<p>Pass (a) English and at least two examinable subjects or (b) at least half the total number of examinable subjects offered.</p> <p>Note:</p> <ul style="list-style-type: none"> CCE, PE and Music are considered non-examinable subjects. Students who do well, i.e. obtaining at least 75% in individual G1 or G2 subjects (EL, MTL, Mathematics and Science) can offer these subjects at MDL at either the end of Semesters 1 or 2. Students who have not met academic requirement are to offer fewer subjects and/or offer subjects at less demanding level.

Criteria to be offered Humanities subjects at MDL at the end of Sec 1 & 2

Current subject level	School-based results	Option to offer subject at
G2	75% or higher in specific subject (Geography, History, Literature in English)	G3
G1	<p>≥ 75% overall in G1 English Language (or ≥50% overall in G2 English Language)</p> <p>&</p> <p>A Pass with Distinction grade for both G1 Humanities (Social Studies component) Performance Tasks in Semesters 1 and 2</p>	G2

For Sec 3 and 4 students in 2025

Course	Level	Criteria
Express	Sec 3	Pass English and 2 other subjects (C6 or better)

		OR Failed EL but obtained pass (C6 or better) in 5 subjects
Normal (Academic)	Sec 3	Pass English (Grade 5 or better) and 2 other subjects OR Pass (Grade 5 or better) in 4 subjects
	Sec 4	An aggregate of 19 points or less in English, Mathematics and best 3 other subjects in GCE N-level Exam in order to return for Sec 5NA. All 5 subjects must be Grade 5 or better.
Normal (Technical)	Sec 3	Pass (Grade D or better) in 2 subjects, one of which must be EL or Mathematics Students who have achieved an average of 70% or higher in SA 2 and overall results may be laterally transferred to the Normal (Academic) Stream at the same level, i.e. Sec 3NT to Sec 3NA in 2026.

6. Absence from Weighted Assessments and Examinations

- a. Students who are unwell must be covered with a medical certificate dated on the same day as the assessment. **Letter of excuse from parents will not be accepted for assessment purposes.**
- b. In the event that a student is unwell and has a medical certificate to validate his/her absence, he/she should not attend the school just to take the assessment.
- c. In the event a student is absent due to non-medical reasons, e.g. bereavement in family, parents must write a letter addressed to the Principal and submit to the Form Teacher, stating clearly the duration and reasons for the absence. Each request will be reviewed on a case-by-case basis and only approved cases will be considered as valid reason for absence.
- d. **Students who are absent without valid reasons will not be awarded any marks or be allowed to make-up for the papers missed.**
- e. For Weighted Assessments
 - Students who are absent from weighted assessment with a valid reason will be required to sit for the test within 5 school days from the day the tests were administered.
 - Should students be absent on days when they are scheduled to submit projects/graded assignments which are designated as WAs, they are to complete their submission within 2 school days upon their return to school. Submissions beyond this date are considered late and penalties may be applied based on the expectations set by the department.
 - Should the student be away on a prolonged medical leave for 5 days or more or due to official reasons, he/she should notify the Form Teacher of the duration and he/she will be exempted from the test. It will be indicated in the Progress report as AVR (Absent with Valid Reason) for the particular test component.
 - When AVR status is given for a missed WA component, the marks will not be included in the total calculation of WA. The performance of the missing component will be based on a proration of the remaining assessment components.

- If the student misses all the WA components for the subject, the results will be reflected as his/her status, e.g. MC, AVR or AB.
- f. For End-of-Year and Preliminary Examinations
 - When AVR status is given for a missed examination component, e.g. miss paper 1, the marks for the paper will not be included in the total calculation of the overall marks. The performance of the missing component will be based on a proration/projection of the remaining assessment components.
 - If the student misses all the examination components for the subject, the results will be reflected as his/her status, e.g. MC, AVR or AB.
 - Students' absences from examination may affect their eligibility for awards.

7. Monitoring and Review

The school has in place mechanisms to monitor and review learning and assessment plan to ensure effective implementation:

- a. School and Department guidelines for teachers in the setting, assignment and marking of assessment tasks to ensure adequate quantity and appropriate quality of work. Guidelines include the number and frequency of Weighted Assessment for each subject during curriculum term (not more than 2 per day or maximum 4 per week) and homework/assignment during holidays
- b. Year Heads are appointed to coordinate and monitor the workload especially holiday.
- c. School leaders are involved in the regular review of school homework guidelines to ensure the learning needs of students are not compromised.