



Raffles Approaches to Foster Learning

The RGS classroom fosters a passion for lifelong learning through approaches that are:

Authentic	Draws on real-world knowledge, issues and problems in local and global contexts
Learner-centred	Encourages inquiry, active participation, exploration, discovery, and collaboration among learners
Process-focussed	Emphasises ways of thinking and the development of disciplinary skills in the various disciplines
Integrative	Builds on the inter-connectedness of ideas within and across disciplines

Summative Assessments in RGS

The Raffles Programme in RGS seeks to develop highly able girls by equipping them for lifelong learning and enabling them to create their own opportunities for growth. The curriculum is challenging, broad-based, holistic and with flexible options.

In line with this, Summative Assessments in RGS have two key features:

1. Continual
2. Multimodal

Continual Assessment

RGS adopts the Continual Assessment approach where student learning progress is evaluated throughout the academic year. There are an average of 4 Summative Assessments (SA) per subject in an academic year, including the End-of-Year Assessment, which is weighted at 40%. The remaining SAs may be weighted between 10% and 25%, depending on the nature and demands of the assessment task.

This Continual Assessment approach allows us to avoid the intense pressure associated with high-stakes assessments while providing regular feedback to students on their academic progress throughout the course of the year.

Multi-modal Assessment

Summative Assessments are a mix of traditional Pen-and-paper Assessments (PPA) as well as Alternative Assessments, which include Performance Tasks, Practical, Oral and Listening, Non-routine Task, Portfolio and Reflection. The use of varied assessment modes allows for the assessment of valued skills that cannot be directly assessed via PPA such as problem-solving skills, metacognitive skills and applied skills and knowledge in authentic scenarios. To this end, each Subject has a Performance Task at least once every two years.

As such, assessment practices in RGS have been in line with the recommendations recently announced by the Ministry of Education.

1. RGS has done away with Mid-Year Examinations for more than 15 years, since the inception of the Raffles Programme in 2004.
2. Each Subject has 3-4 weighted assessments in addition to the year-end assessments. This allows for some flexibility as students are allowed to miss a summative assessment with valid reasons such as participation in a national competition or state representation. Students are still expected to sit for most of the assessments in the year.
3. Qualitative reports are an essential part of academic reporting in RGS.
4. RGS allows for a range of talents and interests in every class. In other words, students are not assigned to classes based on academic results. This enables the students to mix with peers from different backgrounds and interests, and embrace diversity in the process. Year 2 students are allowed to choose from a broad range of subject combinations. Choices are based on their interest and aptitude as decided by the students and their parents in consultation with the teachers.
5. Our teachers provide differentiated instruction within the class, and students are encouraged to take on various enrichment programmes to stretch their talents and discover their interests.