

A. Aims of Assessment:

1. For students
  - To understand the learning objectives and individual progress, and establish the next set of learning goals and strategies for achievement.
  - To understand their strengths and weaknesses in learning
  - To identify their learning needs and ways to improve learning so that they can eventually become self-directed learners
2. For parents
  - To understand the strengths and weaknesses of their children
  - To consider how to collaborate with schools in improving their children's learning
  - To have reasonable expectations on their children
3. For teachers and schools
  - To identify the strengths and weaknesses of their students in learning
  - To provide quality feedback and concrete suggestions for students on how to improve their performance
  - To review and adjust the learning objectives, expectations on students, curriculum design and content, teaching strategies and activities so that they can better suit the needs and abilities of their students and enhance the effectiveness of learning and teaching
  - To evaluate the effectiveness of the school-based curriculum and improve the quality of teaching

B. Arrangement of Assessment:

(1) Formative Assessment:

- **Classroom Performance:** Includes student engagement and response quality during lessons, activities, discussions, presentations, and sharing.
- **Daily Assignments:** Each subject has established strategies and principles for implementing routine homework.
- **Special Projects:** Includes creative writing in Chinese and English, research-based studies, scientific experiments and investigative studies, and self-learning booklets across subjects.
- **Unit Tests:** Periodic quizzes and assessments conducted in each subject.
- **Creative Dictation:** Incorporation of creative dictation to encourage proactive learning.
- **Diverse Assessment Methods:** Includes student self-assessment, peer evaluation, and parental assessment.
- **External Assessments:** Utilizes resources such as the Territory-wide System Assessment Student Assessment Repository (STAR) and the Web-based Learning and Teaching Support (WLTS).

(2) Areas subject to end-of-term summative evaluation:

				Percentage
First Term	Final exam	P.2 to P.5 P.6 (for mark submission)	Chinese, English, Maths, General Studies(P.4: Primary Humanities , Science), Music, PE, Visual Art, Putonghua, IT	100%
Second Term	P.6 (Final exam)	P.6 (for mark submission)	Chinese, English, Maths, General Studies, Music, PE, Visual Art, Putonghua, IT	100%
	Final exam	P.1 to P.4 P.5 (for mark submission)	Chinese, English, Maths, General Studies(P.4: Primary Humanities , Science), Music, PE, Visual Art, Putonghua, IT	100%
		P.6	Chinese, English, Maths (Mock paper for Pre-S1)	/

Remarks:

1. No written assessments will be conducted for P.1 students in the First Term.
2. P.5 Second Term Final Exam, P.6 First Term Final Exam and P.6 Second Term Final Exam are arranged as internal assessments for Secondary School Places Allocation. Subjects to be assessed include Chinese, English, Maths, General Studies, Music and Visual Art.
3. Promotion and repetition arrangement is based on students' average performance in the second term and individual learning needs. Decision will be made after the school and parents reach a consensus.

(3) Exam grades

Grade	Mark
A	86-100
B	70-85
C	60-69
D (Fail)	30-59
E (Fail)	0-29

4. Conduct grades

- a. Apart from academic performance, student attendance, and award and punishment, conduct grade is also indicated on the report card. Conduct grade is decided base on students' behavioural performance and record of award and punishment.
- b. Grading scale:

Grade	Student performance
A+, A, A-	Excellent
B+, B, B-	Good
C+, C, C-	Fair
D+, D, D- (Fail)	Unsatisfactory
E+, E, E- (Fail)	Poor

5. Assessment information

Remarks: The weighting of the assessment is decided base on Guideline for School Internal Assessment.

Subject	Sub-paper	Percentage				Proportion for mark submission
		P.1 to P.2		P.3 to P.6		
		Mid-term exam	Final exam	Mid-term exam	Final exam	
Chinese	Reading	100%	80%	80%	65%	9
	Writing			20%	20%	
	Listening		10%		5%	
	Speaking		10%		10%	
	Penmanship (Final exam)	Grade				N/A
	# Dictation	Grade				

Subject	Sub-paper		Percentage				Proportion for mark submission
			P.1 to P.2		P.3 to P.6		
			Mid-term exam	Final exam	Mid-term exam	Final exam	
English	GE Paper	Reading	100%	80%	80%	65%	9
		Grammar Usage					
		Writing (P.1 to P.2)					
	Writing (P.3 to P.6)				20%	20%	
	Listening			10%		5%	
	Speaking			10%		10%	
	Penmanship		Grade				
	# Dictation		Grade				N/A

# Average mark

Subject	Sub-paper	Percentage	Proportion for mark submission
Maths	Written paper	100%	9

Subject	Sub-paper	Percentage		Proportion for mark submission
		P.2,P.3 & P.5	P.5 to P.6 (for mark submission)	
General Studies	Written paper	80%	100%	6
	Data collecting and project learning *	20%	N/A	

Subject	Sub-paper	Percentage	Proportion for mark submission
		P.1 & P.4	
Primary Humanities	Written paper	80%	0
	Data collecting and project learning *	20%	

Subject	Sub-paper	Percentage	Proportion for mark submission
		P.1 & P.4	
Science	Written paper	50%	0
	Hands-on evaluation	30%	
	Project learning *	20%	

Subject	Sub-paper		Percentage		Proportion for mark submission
			P.1 to P.5 (not for mark submission)	P.5 to P.6 (for mark submission)	
Visual Art	Exam art work		40%	80%	3
	Classwork	Art work	30%	10%	
		Oil painting (School-based curriculum)	10%	10% (Oil painting or ink wash painting)	
		Ink wash painting (School-based curriculum)	10%	N/A	
		Lesson performance	10%	N/A	

Subject	Sub-paper	Percentage			Proportion for mark submission
		P.1 to P.2	P.3 to P.5 (not for mark submission)	P.5 to P.6 (for mark submission)	
Music	Singing	60%	60%	30%	2
	Lesson performance	10%	10%	10%	
	Knowledge	30%	N/A	N/A	
	Recorder	N/A	30%	30%	
	Written paper (music theory, listening, composing)	N/A	N/A	30%	

Subject	Sub-paper	Percentage		Proportion for mark submission
		P.1 to P.3	P.4 to P.6	
PE	Written paper (Subject knowledge)	N/A	20%	0
	Fencing (School-based curriculum)	20%	20%	
	Skill 1, 2	70%	50%	
	Lesson performance	10%	10%	

Subject	Sub-paper	Percentage	Proportion for mark submission
IT	Practical assessment 1	25%	0
	Practical assessment 2	25%	
	Summative assessment	30%	
	Lesson performance	10%	
	Elective assessment (School-based curriculum)	10%	

Subject	Sub-paper	Percentage	Proportion for mark submission
Putonghua	Written paper (Listening and phonetic knowledge)	40%	0
	Speaking	50%	
	Lesson performance	10%	

Chan's Creative School (H.K. Island)  
School Policy on Homework (Latest updated: August 2025)

A. Aims:

1. For students
  - It helps students understand their own progress and problems, and provides them with opportunities to learn to solve problems.
  - It not only consolidates classroom learning but also prepares students for new learning and facilitates self-learning.
2. For parents
  - Parents can understand their children's progress and learning styles so as to provide timely support for their children.
  - Parents can understand the requirements of the school curriculum so that parents and schools can work together to help students improve their learning.
3. For teachers and schools
  - It helps teachers identify students' learning problems and adjust the teaching plans and strategies in order to provide timely feedback to students and enhance their learning effectiveness.
  - It provides information on the knowledge students have acquired and the skills, attitudes and values they have developed. It gives effective feedback on the planning and implementation of the curriculum.

B. Strategies:

1. Students are asked to make effective use of different learning resources including libraries and other community resources, the Internet and e-learning platforms so as to develop their learning to learn and independent learning capabilities.
2. Diversification: Different types and formats of homework can be assigned to motivate students in learning.
3. Strengthening reading: The homework is conducive to developing students' interests in and habit of reading, so as to help students build a solid foundation for life-long learning.
4. Appropriate amount of homework will be given to students.
5. Class teacher period (11<sup>th</sup> period): With class teachers' assistance, students have to finish some of their homework.

C. The role of parents:

1. Parents can help in setting a regular schedule for homework and creating an environment at home that enables learning to take place, e.g. turning off the TV to remove distractions. Parents may also help their children develop a good habit of rest and work and help them plan their homework based on the requirements and priority, make schedules and start working well ahead of time to ensure that the homework can be completed on time.
2. In order to assist their children in knowing their responsibility regarding learning and self-care and in developing their own self-management skills, parents may guide their children to make effective use of the Homework Log in their handbooks.
3. Parents should have appropriate expectations on their children and understand more about their children's difficulty and needs so as to provide timely support for their children. They should care about their children as well as appreciate and acknowledge their efforts. When their children encounter difficulties, understanding and encouragement should be offered.
4. Parents should make effective use of different channels for communication, keep in contact with teachers and understand students' learning progress, attitudes, habits and performance. Parents can also understand more about their children's strengths and weaknesses through the teachers' feedback on their homework so that they can help their children improve and further develop their potential.
5. Parents should ensure that their children have sufficient time to rest so that their children can enjoy extra-curricular activities such as reading, sports and arts programmes. All-round and balanced development, both physically and mentally, should be fostered.

## Homework Code Reference Table

Chinese	Code	English	Code	General Studies	Code
詞語 Vocabulary Copywriting	詞	Worksheet 工作紙	WS	詞語 Copywriting	詞
抄書 Copywriting	抄	Writing 抄寫	Wr	作業 Workbook	作
造句 Sentence Making	造	Workbook 工作紙	WB	工作紙 Worksheet	工
作業 Workbook	作	Supplementary Exercises 補充作業	Supp Ex	資料搜集 Data Collection Worksheet	搜
語文工作紙 Worksheet	語工	Dictation 默書	Dict	剪報工作紙 Newspaper Clipping	剪
補充作業 Supplementary Exercises	補	Notebook 自學簿	NB	自學簿 Notebook	自
習字 Calligraphy Practice	習字	Correction 改正	Corr	Others	Code
默書 Dictation	默	Signature 簽名	Sign	普通話作業 Putonghua Workbook	普作
改正 Correction	改	Self-Learning Booklet 小秘笈	SLB	普通話工作紙 Putonghua Worksheet	普工
簽名 Signature	簽	Maths	Code		
自學簿 Notebook	自	作 業 Workbook	作		
小秘笈 Self-Learning Booklet	笈	三階工作紙 Worksheet Booklet	冊		
		工作紙 Worksheet	工		
		數學 A 簿 Execries book A	A		