
ASSESSMENT POLICY

(2023-2024)

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Approved by:	Ms. Suzan Khashan
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ASSESSMENT POLICY

Rationale

Assessment is an integral part of Teaching and Learning which is evident in every lesson objective and outcome. It is crucial to the teaching process to improve not only teaching and learning practices, but also the acknowledge acquisition.

The objectives:

- 1) To use suitable forms of assessment based on expectations which are clear, realistic, and understood by the children
- 2) To help children recognize the standard they should aim for, and to understand what they need to do next to improve.
- 3) To use a range of assessment strategies to assess such as oral, interaction, questioning, observing, discussion, peer, and self-assessment; to give equal opportunities to children with different learning styles.
- 4) To allow teachers to plan work that accurately reflects the needs of each child.
- 5) To provide regular information for parents, teachers, middle leaders and SLT that enables them to support the children's learning journey.

Kinds of assessments the school provides:

- 1) Formative Assessments (Assessment for learning):
 - A. Formative Assessments are continuous, happens during learning, improves learning, and provides evidence of how a student progress
 - B. The assessment marks are recorded on Orison platform where parents, students and teachers have easy access to so they can follow the students' progress and needs.
 - C. The students' gaps in learning are identified and intervention strategies are provided to the students.
 - D. The gaps in the curriculum are reviewed and concepts are revisited to bridge them.
 - E. Feedback is given to students about specific qualities of his or her work with advice on what he or she can do, to improve, and to avoid comparison with other children.
 - F. General guidelines to marking are used by teachers and students for peer and self - assessment.
 - G. The following are a variety of formative assessment approaches:
 - a. Daily Lesson assessments as to give students tasks to complete during class time - class and group discussions using - verbal questioning and observations

during lessons - reflection time for self-assessment and setting targets for improvement / reflection writing assignments - Peer feedback on group work.

- b. Assignments - homework and weekly assignment, surveys, or research. Google platform is hosting the classwork done by the students and the supportive resources prepared by the teachers for each unit. e.g. PPT, study guides and multiple online links and applications. This practice is consistent across school for all subjects.
- c. Project works - project-based learning

2) Summative Assessment (Assessment of learning)

- A. It involves judging students' performance against National Curriculum standards and happens after learning to prove that learning has taken place and measure it.
- B. It is used mainly to measure performance and clearly identifies a standard of student attainment. It is carried out at the end of each term for all grades from 1 to 12, however it is done internally for grade 1 and 2 and internally by the ministry of Education board of examinations on a specialised platform (SwiftAssess) those examinations are centrally marked and graded. Each exam has two versions written and electronic done in one session.
- C. All internal assessments are recorded by the teacher in the subject mark book available in the cloud drive, Orison system, and AlManhal. The data and information from continuous and summative assessments will be used towards the end of the year grade which will go on a student's report. Assessments guidelines and structure is shared with parents each term.
- D. Progress tracking to report on students achievement is done by the end of each term through rubrics aligned with curriculum standards and learning outcomes. Those are shared with parents to enable them identify the current level of their children understanding and what they need to do in order to improve, the descriptive rubrics provide clear identification for their achievement.

3) National and International Benchmark Assessments:

- A. National and International Benchmark Assessments are a set of standardised assessments based on cognitive skills and subject specific areas (Progress Tests in English/ Progress Test in Math/ Progress Test in Science).
- B. The school conducts, all or some, of the following international benchmark assessments depending on year availability for the different grade groups:
 - a. International Benchmark Test (IBT). It targets English, Mathematics, Reasoning, Science and Arabic Language for grades 3 to 10.

- b. Cognitive Ability Tests: The school either uses CAT4 or IBT (Reasoning) to measure students' cognitive abilities to supports the teachers in setting targets for individual students, the grouping of students in classroom learning and plan intervention strategies for groups of students.
- c. TIMSS: It provides important background information that can be used to improve teaching and learning in mathematics and science. It targets 4th and 8th grade students it is conducted every 4 years.
- d. The Progress in International Reading Literacy Study (PIRLS): It measures trends in reading achievement at the ninth-grade level as well as school and teacher practices related to instruction. It is administered every 5 years.
- e. The Program for International Student Assessment (PISA): It measures 15-year-old students' reading, mathematics, and science literacy. It is conducted every 3 years.
- f. The Emirates Standardized Test (EmSAT): it measures the skills and knowledge of twelfth grade students in the subjects of Arabic, English, mathematics, physics, chemistry and biology before they enroll into institutions of higher education, which helps the institutions make informed admissions decisions.

Assessment validity and reliability:

To ensure assessment validity, the school takes the following steps:

- A) All children are given every opportunity to achieve the highest of standards. Target-setting is how the specific and measurable goals are identified that help to improve the standards of all children. Targets may relate to individual children, groups of children within classes, or whole cohorts of children.
- B) Targets are set for all children using formative, summative assessments, and cognitive ability tests throughout the year.
- C) Regular feedback from teachers makes children aware of how they can improve their work and achieve their targets. Recognition of targets achieved, and next steps planned is evident in children's notebooks. Target-setting means that they make decisions about their own learning. This helps them learn more effectively and informs them of the next steps to be taken to improve.
- D) Parents are informed about the progress of their children. Our initial Parent meeting day, in mid of September, provide an opportunity for targets to be shared and discussed. Further, regular opportunities are scheduled for parents, children, and teachers to celebrate achievements and discuss next steps and progress towards end of year targets. An assessment and reporting calendar is in place to ensure that these updates are regular. All continuous assessment grades are published on the school portal (Orison). Parents have

access to all available features of the system through their individual accounts and a mobile application.

- E) All subject leaders study examples of children’s work and set up a monitoring and moderation schedule within their subject area. Subject leaders use the curriculum standards for the judgements about the levels of the children’s work. All teachers discuss these levels so that they have a common understanding of the expectations in each subject.
- F) Book scrutiny is conducted fortnightly regarding consistency in terms of marking, presentation, progression, differentiation, and assessment policy.

Roles and Responsibility

A) School Principal and SLT:

- a. Ensure a coherent strategy for the effective management of performance data.
- b. Set SMART targets for cohorts and groups of children derived from school self-evaluation and international benchmarking.
- c. Provide all leaders with training on the interpretation and use of data to inform target
- d. Ensure all performance management targets will impact positively on student progress.
- e. Identify and celebrate the effort and success of children and staff

B) Middle Leaders and Head of Departments:

- a. Analyse performance data in their curriculum area
- b. Monitor progress of children and staff towards the targets at regular intervals
- c. Evaluate outcomes with reference to local and national comparative data, focusing on trends over a period, the relative performance of different groups of children, the more and less able, gender, G & T, Emiratis, SD and performance within and progress between key stages and performance compared SOD to different subject areas.
- d. Observe each year group and use this as part of their analysis to support target setting for their subject area.

C) Subject Teachers:

- a. Use data and apply the analysis in tracking support to ensure children are attaining expected levels and making good value-added progress.
- b. Challenge every child and have high expectations of their progress throughout the academic year.
- c. Be aware of different groups of children and their relative attainment and progress against targets set.

- d. Encourage children to assess their progress to their set targets and help them understand how and what to improve.
- e. Ensure planning for teaching and learning is based on the understanding of where children are in their learning and how to get to the next level.
- f. Work with Leaders to complete a thorough analysis of children and identify the next steps during the performance management meetings.

D) Student:

- a. Know their 'next targets' in Reading, Writing, Mathematics and Science, Arabic and Islamic and apply them to their learning on a weekly basis
- b. Use self-assessment to measure their progress against success criteria and personal targets (Rubrics).
- c. Support their peers with respectful and helpful feedback on their learning using success criteria (peer assessment)