ASSESSMENT POLICY

1. Rationale

Effective Assessment is to promote, enhance, and improve the quality of student learning through feedback that is clear, informative, timely, constructive and relevant to the needs of the student.

- ➤ It helps **students** learn and monitor learning through progress measured and motivates them to work to the best of their ability.
- ➤ It supports **teachers** to facilitate teaching and learning, to identify what children already know and take the next steps to guide them forward.
- ➤ Informs all **stakeholders** and ensures that a consistent, rigorous and meaningful assessment and reporting process is adhered to across the school.

2. Introduction

Assessment is an integral part of Learning and Teaching which is evident in every lesson. Objectives and outcomes link and provide information to improve teaching and learning and acknowledge achievement.

- ➤ To achieve the objectives, assessment is conducted which can be identified as three types of assessments-

Assessment for Learning (Formative Assessments-FA)	• **Teachers** use student data to inform their teaching. • **Students** recieve feedback from teachers about the learning journey and how to improve. • **Tools** used are quizzes, subjective and objective tests, hand signals, Brain Dumps, Concept maps,exit cards,Think/Pair /Share, informal presentations, reflection journals, homeworks, project.
Assessment as Learning	• **Students** involved in the learning process by monitoring their own progress, asking questions and practising skills. • **Students** use self assessment, peer assessment and teacher feedback to reflect on their learning, consolidate their understanding and work towards learning goals. • **Tools** used are rubrics, checklists, success criteria are also used by students to assess their own learning .
Assessment of Learning (Summative Assessments)	• Assists **teachers** to use evidence of student learning to assess student acheivement against learning goals and standards. • **Tools** used are teacher created tests, multiple choice, portfolios,checklists, projects,essays.

3. Objectives

The objectives of assessment in the school are:

- ✓ to use suitable forms of assessment based on expectations which are clear, realistic and understood by the children;
- ✓ to enable the children to demonstrate what they know, understand and what they can do to improve their work;
- ✓ to ensure that all children experience challenge and measure success
- ✓ to help children recognize the standard they should aim for, and to understand what they need to do next to improve.
- ✓ 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;
- ✓ to allow teachers to plan work that accurately reflects the needs of each child;
- ✓ to provide constructive feedback to children, discuss weaknesses in children's learning and offer intervention strategies.
- ✓ to provide regular information for parents that enables them to support their child's learning;
- ✓ to provide the SLT, Middle Leaders and teachers with information that allows them to make judgements about the effectiveness of teaching in the school.

4. Formative Assessments (Assessment for learning) are continuous, happens during learning, improves learning and provides evidence of how a student progresses.

- ➤ These are recorded on the Learning Ladder platform against the Learning objectives and students' progress in learning is monitored over a period of time from Autumn 1 to Summer 2.
- ➤ The gaps in learning by the students are identified and intervention strategies are provided to the students.
- ➤ The gaps in the curriculum are reviewed and concepts are revisited to bridge the gap in teaching learning.

Teachers integrate the following AfL strategies into their Learning and Teaching:
- Learning Objectives – clearly communicate at start of lesson/task
- Learning Outcomes ---identify what the learner will know and be able to do at the end of the lesson.
- Success criteria: a set of criteria required to achieve the learning outcome.
- Effective Questioning
    - ✓ More thinking time for students: e.g. think /pair/share
    - ✓ No hands questioning/ Pair rehearsals
    - ✓ Basketball questioning/ Focus questioning/ Fat questions
    - ✓ 5Ws / Staging/ High Challenge questioning
    - ✓ Asking questions better and asking better questions.
- Formative Assessment
    - ✓ Self-assessment/peer assessment /teacher assessment regularly conducted, against set success criteria tracked through teacher assessment recorded on the Learning ladders and evidenced in evaluation using notebook rubrics every 6 weeks.

- 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.
    - ➤ The purpose is to give students regular oral and written feedback on their learning to enable them to understand how to proceed to the next level.
    - ➤ Students' involvement in the review process raises the standard, and it empowers students to take charge of their learning.
    - ➤ General guidelines to marking are used by teachers and students for peer and self - assessment.

4a. Remote Learning Period

During the Remote Learning period, we continue to monitor and evaluate students' learning and development of their knowledge, skills, and understanding.

We use two types of assessment to track the students' academic progress during remote learning Formative assessment remotely is challenging, but possible, and the teachers are involved in monitoring and assessing learning to provide meaningful feedback through various ways.

The following are a variety of formative assessment approaches / strategies (assessment for learning and assessment as learning) in TWS :

a. Daily Lessons :

- tasks given in the lesson

- class and group discussions using online discussion platforms like padlet, class notebook collaboration space, chat in TEAMS

- Reflection time for self assessment and setting targets for improvement / reflection writing assignments

- Quizzes /Clicker questions

- Verbal questioning and Observations during lessons

- Use of success criteria / rubrics / exit tickets

- Peer feedback on group work

b. Assignments - homework and weekly assignment, surveys, research

c. Project works - project-based assignments (PBLs)

All formative assessments are recorded by the teacher. He/she monitors the progress in students' learning through formative assessment (AfL) tracker and Learning Ladder against the curriculum standards for the year group. The data and information from formative assessment will be used towards the end of the year grade which will go on the report for your child.

5. **Summative Assessment (Assessment of learning**) involves judging students' performance against National Curriculum standard. It happens after learning and proves learning has taken place. It also assists in measuring learning.

   Summative Assessment is used mainly to measure performance and clearly identifies a standard of student attainment. It is carried out at the end of each period of learning, e.g.:
   - ✓ end of topic/unit tests
   - ✓ internal school examinations
   - ✓ external examinations

5a. Remote Learning Period

Reliable summative assessment remotely is very challenging. The challenge will be to ensure that examinations are valid and reliable and that students are not given any external help. Only then will they provide objective evidence of the student's learning and progress.

The following are a variety of summative assessment approaches / strategies (assessment of learning) in TWS :

- Weekly quizzes using Teams and Quizziz
- Class tests using Microsoft Forms, online quizzes or assignments
- End of unit tests using Microsoft Forms or online quizzes

All summative assessments are recorded by the teacher in the subject markbook available in the Phoenix. The data and information from summative assessments will be used towards the end of the year grade which will go on a student's report.

6. **END OF TERM /YEAR EXAMS DURING REMOTE LEARNING**

The exam will be conducted at school (Face to Face) or online through various platforms like:

- Microsoft Teams either through Microsoft Forms or the Assignments
- Platform like exam.net
- Any other proctored platform

7. **International Benchmark Assessments** are a set of standardized assessments based on cognitive skills (CAT4) and subject specific areas (Progress Tests in English/ Progress Test in Math/ Progress Test in Science).
   ➢ The CAT4 helps us identify the cognitive skills of the child which supports the teachers in setting targets for individual students, the grouping of students in classroom learning and plan intervention strategies for groups of students. The school conducts the following International Benchmark Assessments for the different year groups.
   ➢ Progress tests identify the performance level of the student against international standards in English, Maths and Science and abilities in the various domains of the subject.
   ➢ Progress tests also support departments to review their curriculum standard in line with international standards and guides in analyzing for different year groups.
   ➢ These tests give standardized individual reports on student's ability, attainment, progress and attitudes. The data is comprehensively used to inform the next steps in the provision and personalized support.

INTERNATIONAL BENCHMARK ASSESSMENTS- 2020-2021	
BASELINE	FS2
CAT4(as specified by KHDA)	Year 2, 4, 6,7,9,11
Progress Tests in Math and English	Year 2-10
Progress Tests in Science	Year 3-10
PASS	FS1 - Year 13
Alps	Year 12

8. **Planning for assessment**

8.1 The school endorses a wide spectrum of assessment methods, ranging from the informal to the formal, e.g.:
✓ self-assessment /peer-assessment
✓ teacher-children interactions/verbal feedback
✓ home learning and research work
✓ end of topic/unit assessments
✓ formal internal tests / formal externally conducted examinations

7.2 School's curriculum plans (Schemes of Work) are used to guide teaching. In this plan, details of what is to be taught to each year group and opportunities for assessment within each broad unit of work are identified.

7.3 Lessons are planned with clear learning objectives and based upon detailed knowledge of each child by the teacher. All tasks are set appropriate to each child's ability. The lesson plans indicate clear expected outcomes for each lesson for different groups (Most, some, all) of children. These are personalized after rigorous evaluation of data.

7.4 Teachers always share the learning objectives with the children, the lesson's learning objective at the start of the lesson. They also indicate the way in which the activity is linked to the learning objective and

the criteria against which the work will be judged. Students have a clear understanding of the aims of their work and what steps they need to take to complete it successfully.

7.5 Teachers ask well-phrased questions using BLOOM's Taxonomy and analyze students' responses.

7.6 Teachers share the levelled rubrics/checklist/success criteria with students for either a unit of work/specific task. Self-assessments and reflection are deeply encouraged.

10. Absence

If Year 1 to 9 students are unable to attend Assessments due to ill health supported with a medical report, the teacher's assessed grade will be awarded. No re-assessment will be conducted.

Please note if your child is representing the school in any sports, debate, events etc. you will need to give consent for being absent for the assessment and grades will be awarded as per the school policy.

11. Assessment and Reporting System 2020 - 2021

Year Group	TERM 1	TERM 2
FS Termly Formative Assessment(FA) and termly Summative Assessment (SA) reports from Phoenix	Ongoing FA captured in 6 weekly snapshots in Notebooks/Profiles. **BASELINE for FS2** **Parent Consultation Day-October 14th / December 10th**	Ongoing FA captured in 6 weekly snapshots in Notebooks/Profiles. **BASELINE for FS2** **Parent Consultation Day-March 25th / June 30th**
YEAR 1 Termly FA report with targets in notebooks and termly SA reports from Phoenix	Ongoing FA marked through Learning Ladders and captured and reported in 6 weekly snapshots and CA in Arabic, Islamic, English, Maths and Science. **Parent Consultation Day-October 14th / December 10th**	Ongoing FA marked through Learning Ladders and captured and reported in 6 weekly snapshots and SA in Arabic, Islamic, English, Maths and Science. and Phonic screening **Parent Consultation Day-March 25th / June 30th**
YEAR 2 Termly FA report with targets in notebooks and termly SA reports from Phoenix	Ongoing FA marked through Learning Ladders and captured and reported in 6 weekly snapshots and SA in Arabic, Islamic, English, Maths and Science **GL-CAT 4 for Year 2** **Parent Consultation Day-October 14th / December 10th**	Ongoing FA marked through Learning Ladders and captured and reported in 6 weekly snapshots and SA in Arabic, Islamic, English, Maths and Science **GL-Progress Tests for English, Math.** **Parent Consultation Day-March 25th / June 30th**
YEAR 3 to 6 Termly FA report with targets in notebooks and termly SA reports from Phoenix	Ongoing FA marked through Learning Ladders and captured and reported in 6 weekly snapshots and SA in Arabic, Islamic English, Maths and Science **GL-CAT 4 for Year 4** **Parent Consultation Day-October 14th / December 10th**	Ongoing FA marked through Learning Ladders and captured and reported in 6 weekly snapshots and SA in Arabic, Islamic English, Maths and Science. **GL-Progress Tests for English, Maths and Science.** **Parent Consultation Day-March 25th / June 30th**

YEAR 7 to 9 Termly FA report with targets in notebooks and termly SA reports from Phoenix	Ongoing FA recorded on the Learning Ladders captured and reported in 6 weekly snapshots and Common Assessments (CA1) in core subjects (English/ Math/Science/ Arabic/ Islamic Studies.) **GL- CAT 4 for Year 7, 9 and 11** **Parent Consultation Day-October 14th / December 10th**	Ongoing FA recorded on the Learning Ladders captured and reported in 6 weekly snapshots and Common Assessments (CA2) in core subjects (English/ Math/Science/ Arabic/ Islamic Studies.) **GL- Progress Tests for English, Maths and Science.** **Parent Consultation Day- March 25th / June 30th**
YEAR 10 Termly SA reports from Phoenix	Ongoing FA recorded on the Learning Ladders captured and reported in 6 weekly snapshots and Common Assessments (CA1)+ First Term Examination **Parent Consultation Day-October 14th / December 10th**	Ongoing FA recorded on the Learning Ladders, captured and reported in 6 weekly snapshots and Common Assessments (CA2)+ Final Term Examination **GL- Progress Tests for English, Maths and Science.** **Parent Consultation Day- March 25th / June 30th**
YEAR 11, 12 and 13 Termly SA reports from Phoenix	Ongoing FA recorded on the Learning Ladders captured and reported in 6 weekly snapshots and Common Assessments (CA1)+ +First Term Examinations. **GL - CAT4 for year 11/Alps for Year 12 and 13** **Parent Consultation Day-October 14th / December 10th**	Ongoing FA recorded on the Learning Ladders, captured and reported in 6 weekly snapshots and Common Assessments (CA2) + Mock Examinations. **External Examination.** **Parent Consultation Day- March 25th / June 30th**
Remote Learning Period	Ongoing FA recorded on the Learning Ladders + Online Open Book Tests + Online Class Tests/quizzes + Online end of term exam	Ongoing FA recorded on the Learning Ladders + Online Open Book Tests + Online Class Tests/quizzes + Online end of term exam

12. Target-setting

10.1 The Westminster School ensures all children are given every opportunity to achieve the highest of standards. Target-setting is the means by which 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. Target-setting also enables the school to ask some key questions about students' performance and the next steps to be taken by the school.

10.2 Target-setting is an important strategy for improving student's achievement. Targets may be agreed for academic attainment, social and personal development, attendance and behaviour as we believe education is about acquiring knowledge, developing skills and exploring ideas and attitudes.

Targets are set for all children using formative and summative assessments throughout the year. In Year 11/12/13, targets are set against the minimal and stretched targets for the IGCSE/ AS/ A level External Examinations at the beginning of the academic year in October for each student.

Each year, we identify and prioritize targets which have an impact on the student's learning. These take the form of data related targets to monitor and improve children's attainment and progress as well as school development targets which are detailed in the school development plan.

 10.3 While setting targets, children must be informed of the CAT4 data, while teachers negotiate and encourage them to set their own targets and review them periodically.

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.

Parents are informed about the target-setting process and targets for their children. Our initial Parent consultation day, in mid of October, 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. This helps parents identify the ways in which they can support and encourage their child with their learning at home.

In school the targets set:
- ✓ Challenge all children to do better taking into account each child's starting point for learning.
- ✓ Set high expectations for all and encourage children to discuss and review their progress with teachers regularly
- ✓ Involve parents in their children's learning.
- ✓ lead to more focused teaching and learning and inform the planning process
- ✓ help us to make judgments about how well our school is doing when compared to similar schools

Foundation Stage

In the Foundation Stage, the Baseline is administered to all children on entry. Judgements are made using the 7 areas of the Early Years Foundation Stage Outcomes document. From this point each child is set achievable and aspirational targets, which are personalized to meet their individual needs. This enables teachers to review any extra support or use other strategies that will develop the child's further learning. Assessments and targets are updated on a regular basis and shared with the child and parent. The data from assessments and observations are used to inform and create personalized planning for every child.

Primary

National Curriculum descriptors are set for all children from Year 1 to Year 8 in English, Mathematics and Science. These targets are aspirational and set high expectations for all with a minimum expectation for those starting at expected National Curriculum *standards* in Year 1 of 2 levels in KS1 and 2 levels in KS2. Middle Leaders with support from the SLT, work with class teachers to set targets appropriately for each child in their class. End of year targets can be reviewed on an individual basis within the academic year, although any changes will need to be informed by evidence and justified. Target Group meetings with SLT will provide an opportunity to discuss individual children alongside the story of the class, which is reviewed in each term. This process is also supported by middle leaders' data presentations to SLT each term.

Secondary

In year 9, the foundation and basic elements of the IGCSE are introduced in English, Maths and Science.
In year 10, the level is extended to all subjects, given in the IGCSE curriculum to prepare them for the board examination in Grade 11.
In year 11, IGCSE/AS/A-Level targets are set in close collaboration with the board marking in all subjects with the whole school analysis.

Middle Leaders from FS1 – Year 13, present the finding of the baseline assessments and predicted end of year level at Target Group meetings. This is then compared against the cohorts' prior attainment and progress data to ensure challenge and identify target areas. Middle Leaders present to SLT at the end of Term 1. This provides an opportunity to analyze data, reflect on targets achieved and next steps to be taken. At the end of Term 2, Heads of Departments present their final data to the SLT. This is an important part of the handover process in preparation for each cohort moving up to the next academic year and is attended by the Middle Leaders of the current and subsequent year as well as members of SLT.

13. Recording and Reporting

11.1 To recognize various methods of assessing a child's learning, a range of formative and summative assessments are recorded to inform next steps in learning.

11.2 Parents are provided with the opportunity to meet their child's teacher formally four times a year to discuss the child's targets and progress made against the learning objectives as tracked on the learning ladders and next steps of learning are discussed and fixed with the parents and students.

In addition, Pastoral support group meetings with SLT / MLT, 1:1 meeting with parents is conducted to personalize support in partnership with parents at home to improve attainment. This partnership has produced positive outcomes.

11.3 Learning Ladders reports track the progress of students from the start of the year to the end of the year against the learning objectives specified by the curriculum. Gaps identified are reviewed in departmental meetings to revisit lessons and support in providing intervention strategies. The Ladders at home reports shared with parents 48hours before the Parent Consultation Day to review and support parents in discussions with teachers.

In the current academic year, recording and reporting is as shown below-

	Year group	First Term	Second Term
11.4	Year 1-6 (Primary)	Formative Assessments+ First Term Examinations (Core subjects-English/ Math/ Science/ Arabic/ Islamic Studies)	Formative Assessments +Second Term Examinations (Core subjects-English/ Math/ Science/ Arabic/ Islamic Studies)
	Year 7-9 (Secondary)	Formative Assessments+ Common Assessments +First Term Examinations (Core subjects-English/ Math/ Science/ Arabic/ Islamic Studies)	Formative Assessments +Common Assessment +Second Term Examinations(Core subjects-English/ Math/ Science/ Arabic/ Islamic Studies)
	Year 10 -13 (Secondary)	Formative Assessments +Common Assessments+ First Term Examinations (all subjects)	Formative Assessments +Common Assessments+ First Term Examinations (all subjects)
	Remote Learning	In case of remote learning, a percentage of the FAs and SAs will be considered for the First Term	In case of remote learning, a percentage of the FAs and SAs will be considered for the Second Term

Parents receive a report at the end of each term with details of their child's progress and achievements available online.

11.5 For students taking a TC in the middle of the academic year, reports will be generated only at the end of term and only if they have attended school till the end of that term.

14. Consistency

12.1 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 National Curriculum/ CIE / Edexcel specifications to make judgements about the levels of the children's work and complete a gap analysis using the Learning Ladders. All teachers discuss these levels so that they have a common understanding of the expectations in each subject.

12.2 Book scrutiny is conducted fortnightly with regard to consistency in terms of marking, presentation, progression, differentiation, assessment policy, target setting and SOW (Schemes of Work).

12. 3 Malpractice contract to be signed by all students including those writing **Board Examinations.**

15. Roles and Responsibility

Roles and Responsibility of SLT

The Principal and SLT will:

- ➤ Ensure a coherent strategy for the effective management of performance data.
- ➤ Set SMART targets for cohorts and groups of children derived from school self-evaluation and international benchmarking.
- ➤ Provide all leaders with training on the interpretation and use of data to inform target setting and expectations to inform the planning of teaching and learning
- ➤ Ensure all performance management targets will impact positively on student progress.
- ➤ Identify and celebrate the effort and success of children and staff
- ➤ Regular meeting with teachers and leaders to support learning in the classroom by analysis of current data, celebrating strengths and identifying individual needs and focus on fragile learner groups.

Roles and Responsibility of MLT

Subject Leaders will:
- ➤ Analyze performance data in their curriculum area
- ➤ Monitor progress of children and staff towards the targets at regular intervals
- ➤ 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, SEND and performance within and progress between key stages and performance compared to different subject areas.
- ➤ Use the data to accurately check resources and identify staff training needs
- ➤ Observe each year group and use this as part of their analysis to support target setting for their subject area.

Roles and Responsibility of Teachers

Teachers will:

- ➤ Use data and apply the analysis in tracking support to ensure children are attaining expected levels and making good value-added progress.
- ➤ Update trackers at regular intervals and complete the required tasks as set out on reporting and assessment calendar
- ➤ Challenge every child and have high expectations of their progress throughout the academic year.
- ➤ Be aware of different groups of children and their relative attainment and progress against targets set.
- ➤ Encourage children to assess their progress to their set targets and help them understand how and what to improve.
- ➤ 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.
- ➤ Include opportunities for peer and self-assessment during weekly planning
- ➤ Assure children of their 'next targets' in Reading, Writing, Mathematics, Science, Arabic and Islamic and in other areas of the curriculum
- ➤ Reward children who achieve their targets
- ➤ Involve TA's wherever possible to maximize progress
- ➤ Report concerns about the progress of individual children or groups of children to HOA, HOP,HOS, HODs, HOYs and subsequently SLT line manager to ensure these children receive early intervention in addition to teaching in the classroom
- ➤ To regularly report the progress of children against their targets to parents as per assessment and reporting calendar
- ➤ Work with Leaders to complete a thorough analysis of children and identify the next steps during the performance management meetings.
- ➤ To complete a Performance Management Review at the end of each academic year

Roles and Responsibility of students

Students will:
- ➤ Know their 'next targets' in Reading, Writing, Mathematics and Science, Arabic and Islamic and apply them to their learning on a weekly basis
- ➤ Use self-assessment to measure their progress against success criteria and personal targets (Rubrics).

- ➢ Support their peers with respectful and helpful feedback on their learning using success criteria (peer assessment)
- ➢ Seek advice and help when they need it
- ➢ Share their learning and progress with their parents

16. Monitoring and review

14.1 This policy will be reviewed annually or earlier if needed.