



THE WESTMINSTER SCHOOL, DUBAI

ASSESSMENT POLICY

POLICY FOR	Assessments
PERSON RESPONSIBLE	Heads of Teaching, Learning and Assessment
REVIEW DATE	June 2023
REVIEWED BY	TLA Team
APPROVED DATE	20 th June 2023
APPROVED BY	ELT
DATE OF NEXT REVIEW	May 2024
RELATED POLICIES	Teaching Learning Policy, Marking Policy, Homework policy, Reading Policy, Literacy Policy



Executive Principal / CEO

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 students 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. 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 student.
- to enable the student to demonstrate what they know, understand and what they can do to improve their work.
- to ensure that all students experience challenges and measure success.
- to help students 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 students with different learning styles.
- to allow teachers to plan work that accurately reflects the needs of each student.
- to provide constructive feedback to students, discuss weaknesses in student's learning and offer intervention strategies.
- to provide regular information for parents that enables them to support their ward'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.

3. Types of Assessments

Assessment is an integral part of Teaching and Learning 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)	<ul style="list-style-type: none"> • Teachers use student data to inform their teaching. • Students receive feedback from teachers about the learning journey and how to improve. • Tools used are online tools subjective and objective tests, hand signals, Brain Dumps, Concept maps, exit cards, Think/Pair /Share, informal presentations, reflection journals, homeworks, project.
Assessment as Learning	<ul style="list-style-type: none"> • 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: rubrics, checklists, success criteria are used by students to assess their own learning.
Assessment of Learning (Summative Assessments)	<ul style="list-style-type: none"> • Assists teachers to use evidence of student learning to assess student achievement against learning goals and standards. • Tools used are teacher created tests, multiple choice, portfolios, checklists, projects, essays.

3.1 Formative Assessments (Assessment for learning) are continuous, which occur during learning, improve learning and provide evidence of how a student progresses.

- These are recorded on the Phoenix Progress Tracker against the Learning objectives. Students' progress in learning is monitored over a period of time from Autumn 1 to Summer 2.
- The gaps in learning are identified and intervention strategies are provided to the students.
- The gaps in the curriculum are reviewed and concepts are revisited.
- Personalised feedback is given to students with advice on next steps for improvement. 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.

3.2 Summative Assessments (Assessment of learning) are assessment employed by the teacher at the conclusion of a defined instructional period—typically at the end of a unit, term, or school year.

They are:

- administered to determine whether long term learning goals have been met.
- given at the conclusion of a specific instructional period, and therefore they are generally evaluated, rather than diagnostic.
- recorded as grades/marks which will be shared with parents at the end of the Term.

3.3 International Benchmark Assessments are a set of standardized assessments. These tests give standardized individual reports on students' ability, attainment, progress and attitude. The data is comprehensively used to inform the next steps in the provision and personalized support.

- 1) The **Cognitive Ability Test (CAT4)** helps us identify the cognitive skills of the student which supports the teachers in setting targets for individual students, grouping of students in classroom learning and plan intervention strategies for all groups of students.
- 2) The **Progress tests (PTE, PTM & PTS)** identify the performance level of the student against international standards in English, Maths and Science and abilities in the various domains of the subject

- 3) **The New Group Reading Test (NGRT)** is a standardized assessment to measure reading skills of students aged 5 to 16 years against the national average. NGRT provides information about sentence completion and comprehension skills.

The school conducts the following International Benchmark Assessments for the different year groups.

INTERNATIONAL BENCHMARK ASSESSMENTS 2023-24	
CAT4	Year 4, 6, 7,8, 10
NGRT Form A/B/C	Year 2 to 10
PIRLS	Year 5
Progress Tests in English, Math & Science	Year 2 to 10 (Year 2 and 7 – only PTE and PTM)
IBT (Arabic A and B)	Year 5, 7, 9, 10 and 11
PASS	Year 7 & 8

4. Target-setting

Target-setting is the means by which specific and measurable goals are identified that help to improve the standards of all students. The Westminster School ensures all students are given every opportunity to achieve the highest of standards. Targets are set for all students using the data from formative, summative assessments CAT4/ALPS MEG throughout the year. In Year 10/11/12/13, targets are set at the beginning of the academic year for each student against the minimal and stretched targets for the IGCSE/ AS/ A level External Examinations.

The targets are identified and prioritized to have a positive impact on the student's learning. These help us to monitor and improve student's attainment and progress as well as school development targets which are detailed in the school development plan.

While setting targets, students should be informed of the CAT4 data for students till Year 11 and ALPS data for students in Years 12 and 13. The teachers shall also encourage the students to set their own targets and review them periodically.

Students will set targets for themselves using the internal and external assessment data and review them periodically.

In school the targets set:

- Challenge all students to do better taking into account each student's starting point for learning.
- Set high expectations for all and encourage student to discuss and review their progress with teachers regularly
- Involve parents in their ward'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

Primary

An Agreed Target is set for each student in core subjects based on their previous year's internal and external scores and teacher judgement.

Secondary

An agreed target is set for each student in each subject using their previous final and CAT4 Stretched target is decided for the student.

In Year 9, the foundation and basic elements of IGCSE subjects offered are introduced. In Year 10, the level is extended to all subjects given in the IGCSE curriculum to prepare them for the board examination in Year 11.

In IGCSE (Year 11)/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 the scheduled meetings. This is then compared against the cohorts' prior attainment and progress data to ensure challenge and identify the target areas. Subject Leaders present the data 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, Subject Leaders 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. IGCSE (Years 10 & 11), AS (Year 12) and A Levels (Year 13) will have the Challenge Meetings once every six weeks.

5. Recording and Reporting

Primary and Secondary

Parents are provided with the opportunity to meet their ward's teacher formally four times a year. This gives an opportunity to discuss the student's targets and progress made against the learning objectives as tracked on the learning ladder. Next steps of learning are discussed and agreed upon with the parents and students.

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

Phoenix Progress tracker 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 reports are shared with parents 48 hours before the Parent Consultation Day for review and support in discussions with teachers.

The Progress Descriptors are as follow:

- **Well Above Expected** - Students are working at greater depth and make well above expected progress in knowledge, skills and understanding, as measured against the learning objectives aligned with the expected curriculum standards.
- **Above Expected**- Students make above expected progress in knowledge, skills and understanding, as measured against the learning objectives aligned with the expected curriculum standards
- **Expected**- Students make the expected progress in knowledge, skills and understanding, as measured against the learning objectives aligned with the expected curriculum standards.
- **Below Expected**- Students are working towards or making below expected progress in knowledge, skills and understanding, as measured against the learning objectives aligned with the expected curriculum standards.

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

Primary

Year Group	Term 1 December 2023	Mid Term Reporting April 2024	Term 2		
			Final Reporting –June 2024		
			Internals		Externals
Year 1	Continuous Assessments for all subjects (End of unit/ fortnightly tests)	Continuous Assessments for all subjects (End of unit/ fortnightly tests)	Continuous Assessments for all subjects (End of unit/ fortnightly tests)	Phonic Screening Test	-
Year 2				-	1. Progress Test in English (PTE - Reading and SPaG) 2. Progress Test in Math (PTM)
Key Stage 2- (Years 3 to 6)				-	1. Progress Test in English (PTE - Reading and SPaG) 2. Progress Test in Math (PTM) 3. Progress Test in Science (PTS)
	3 Phoenix entries of 10 marks each from September to November	3 Phoenix entries of 10 marks each from January to March	5 Phoenix entries of 10 marks each from January to May	End of Term 1 and end of year summative exams will be conducted for Arabic and Islamic Education in addition to the continuous assessments recorded above.	

Secondary

Marks for Reporting - Secondary				
Year group	End of Term 1 – December	Mid Term – March	End of Term – May/June	End of Year
Year 7 & 8	Continuous Assessments for all subjects – 4 assessments – two phoenix entry in mid term & two PHOENIX ENTRY end of term.	Continuous Assessments for all subjects – 2 assessments – two PHOENIX ENTRY in mid term.	Continuous Assessments for all subjects – 4 assessments – four PHOENIX ENTRY end of term.	40% from Term 1 + 60% from mid Term and end of term (30%+30%).
Years 9	English/ Math/ Science/Arabic /Islamic/Second Language IGCSE option/ Technology Option Term Exam + Internal Assessments Other Subjects (SSt/PE/ME/LS) Internal Assessments	Math / Science/ English / Arabic /Islamic/Second Language IGCSE options / Technology Option Mid-term Assessments	Arabic /Islamic/Second Language IGCSE options / Technology Option Term Exam + Internal Assessments English/ Math/ Science Progress tests + Internal Assessments Other Subjects (SSt/PE/ME/LS) Internal Assessments	40% from Term 1 + 60% from mid Term and end of term (30%+30%).
Marks for Reporting - Secondary				
Year group	End of Term 1 – December	Mid Term – March	End of Term – May/June	End of Year
Years 10	All subjects except SSt/PE/ME/LS Term Exam + Internal Assessments SSt/PE/ME/LS Internal Assessments.	All subjects except SSt/PE/ME/LS Mid-term Assessments	All subjects except SSt/PE/ME/LS Term Exam + Internal Assessments English/ Math/ Science Progress tests + Internal Assessments + Term examination SSt/PE/ME/LS Internal Assessments.	40% from Term 1 + 60% from mid Term and end of term (30%+30%).
Years 11- 13	Term 1 Examinations	Term 2 Examinations	External examinations	External examinations

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

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

6. Consistency

- The school has age-appropriate processes of moderation to ensure consistency of standards and fairness in the assessments. It allows assessors to discuss and reach agreement about assessment. Subject leaders study samples of student's work and set up a monitoring and moderation schedule within their subject area. Teachers moderate the marking of a specified number of papers in line with the moderation instructions by the Subject Leaders in order to determine whether any adjustment of the marks is necessary and check whether the students' work meet the requirements of the syllabus, and complete a scaling report to record what adjustments, if any, are recommended.
- Subject leaders use the National Curriculum/ CAIE / Edexcel /Oxford AQA specifications to make judgements about the levels of the student's work and complete a gap analysis using the Learning Ladder. All teachers discuss the student progress levels so that they have a common understanding of the expectations in each subject.
- Notebook scrutiny is conducted fortnightly with regard to consistency in terms of marking, presentation, progression, differentiation, assessment policy, target setting and SOW (Schemes of Work).

7. Malpractice

- Malpractice contract to be signed by all students including those writing **Board Examinations**
- No communication of any sort is permitted between students from the time a student enters the exam hall until he/ she leaves the exam hall.
- No communication or exchange of materials when the exam is in progress.
- If any student is caught cheating during an exam, his/her answer script will be confiscated and cancelled immediately. The student will not be permitted to write the specific exam paper and **no marks** will be awarded for any other part of the paper completed.
- If evidence of malpractice is identified by the teacher while marking the answer scripts, **no marks** will be awarded for the entire paper.
- The parents will be informed, and further action will be taken after the decisions made by the examination panel committee, which will review the issue and suggest action.

8. Absence

If a Year 1-13 student is unable to attend any school/internal assessment due to ill-health supported with a medical report, the teacher assessed grade will be awarded. No retest will be conducted. In case of unapproved absence, no marks will be awarded.

Please note if any student is representing the school in any sports, debate, events etc. written consent will be required for the absence for the assessment. In such cases grades will be awarded as per the school policy.

9. 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 students 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 student and staff
- Regular meeting with teachers and leaders to support learning in the classroom with analysis of current data, celebrating strengths and identifying individual needs and focus on fragile learner groups.

Roles and Responsibility of MLT

Heads of Teaching, Learning and Assessment / Subject Leaders will:

- Analyze performance data in their curriculum area
- Monitor progress of student 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 students, 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 students 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 student and have high expectations of their progress throughout the academic year.
- Be aware of different groups of students and their relative attainment and progress against targets set.
- Encourage students 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 students are in their learning and how to get to the next level.
- Include opportunities for peer and self-assessment during weekly planning
- Assure student of their 'next targets' in Reading, Writing, Mathematics, Science, Arabic and Islamic and in other areas of the curriculum
- Reward student who achieves their targets
- Involve TA's wherever possible to maximize progress
- Report concerns about the progress of individual student or groups of students to and subsequently SLT line manager to ensure these students receive early intervention in addition to teaching in the classroom

- To regularly report the progress of student against their targets to parents as per assessment and reporting calendar
- Work with Leaders to complete a thorough analysis of student 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/agreed target' in all subjects 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 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

10. Evaluating Students' Attainment and Progress:

Evaluation of Attainment and Progress is done based on the DSIB framework guidelines.

Measure of Progress – Internal assessments:

Progress: Progress is measured 'over time' (from one attainment to another) by considering a student's starting point (skills, knowledge and understanding). For assessment data, the time span is a full academic year. Students make progress over time if their level of attainment in the internal assessments is maintained or improves during that time.

Students making expected progress: If a student's attainment remains at the same level over a full academic year, (e.g. grade B to grade B) then the student is said to have made 'expected progress' over that full year.

Students making better than expected progress: If over a full academic year, a student's attainment increases (e.g. grade B to grade A or to a sublevel B+) then the student has made 'better than expected progress' over that full year. If a student who got A*, continues to retain the same grade, the student is said to have made 'better than expected progress' over that full year.

NGRT - Measure of Attainment and Progress

For NGRT, attainment is acceptable if at least 75% of students attain Stanine 4 and above, which is in line with the expectations as per GL assessment standards, and progress will be measured from CAT4 to NGRT C at TWS.

11. Monitoring and review

This policy will be reviewed annually or earlier if needed.