



ASSESSMENT POLICY

Reviewed in May 2022

CONTENTS

- 1. INTRODUCTION**
- 2. AIMS AND OBJECTIVES**
- 3. ROLES AND RESPONSIBILITIES**
- 4. PLANNING AND ASSESSMENT**
- 5. RECORDING**
- 6. TARGET SETTING**
- 7. REPORTING TO PARENTS**
- 8. FEEDBACK TO STUDENTS**
- 9. CONSISTENCY**
- 10. FEATURES**
- 11. PROMOTION**
- 12. ABSENCE**
- 13. ASSESSMENT STANDARDIZATION**
- 14. HOMEWORK**
- 15. PROGRESS**
- 16. REVIEW OF POLICY**

ANNEXURE 1: ASSESSMENT ACCOMMODATIONS

ANNEXURE 2: MARKING AND FEEDBACK

ANNEXURE 3: EXTERNAL ASSESSMENTS

ANNEXURE 4: BOARD EXAMINATIONS

ANNEXURE 5: INTERNAL ASSESSMENT PATTERN & SCHEDULE 2022 - 23

1. INTRODUCTION

1.1 At TCS, we believe that effective assessment is to inform planning for the next steps in learning for individual and groups of students in order to support and maximise attainment. Planned objectives and outcomes should provide clarity about what is to be learned by different groups of students and in assessing progress. In our school we undertake two different but complementary types of assessment: assessment *for* learning and assessment *of* learning. These two types of assessment are used from a baseline of understanding about students' prior learning. Effective teaching is based on knowing students' starting point.

1.2 Assessment *for* learning (formative assessment) involves the use of assessment in the classroom to raise student achievement. It is based on the idea that students will improve most if they understand the aim of their learning, where they are in relation to this and how they can achieve this aim (i.e., to close the gap in their knowledge and skills). Self-evaluation is a key component of assessment in the school.

1.3 Assessment *of* learning (summative assessment) involves judging students' performance against UAE National agenda and curriculum levels internationally specifically against CBSE standards. Teachers make these judgements at the end of a unit term and at the end of each academic year. These assessments inform about students' prior learning when new units of work commence.

1.4 Students are given regular oral and written feedback on their learning so that they understand how to progress. Their involvement in the review process empowers students to act towards their next steps in learning and so raise the standards of achievement and rates of progress.

2. AIMS AND OBJECTIVES

2.1 The objectives of assessment in our school are to:

- enable students to demonstrate what they know, understand and can do in their work;
- help students recognise the standards to aim for, and to understand what they need to do next to make progress in their work;
- help students and teachers to determine which strategies to apply such as: oral, interaction, questioning, observing, discussion, peer and self-assessment;
- give equal opportunities to students with varied learning styles;
- allow teachers to plan work that accurately reflects the needs of each student or group of students.
- provide regular information for parents that enables them to support their child's learning;
- provide Senior and Middle leaders with information that allows them to make judgements about the effectiveness of the school planned learning programmes and to benchmark the levels of challenge appropriately across the school.

3. ROLES AND RESPONSIBILITIES

3.1 Role of the Vice Principal

Vice Principal will:

- prepare and share the timeline to all the leaders
- ensure there is a coherent strategy for the effective management of performance data (this will include noting which optional tests will be used and how and when data will be made accessible to staff)
- set targets which are SMART and robust for end of each phase 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 planning of teaching and learning.
- analyze student progress and attainment, including individual students and specific groups prioritizing key actions to address underachievement.

3.2 Role of the Assessment Coordinator

Assessment coordinator will:

- ensure that the policy is always adhered to
- monitor standards in all core subjects
- report to the Vice Principal on all key aspects of students' progress and attainment, including current standards and trends over previous years.

3.3 Role of Head of Departments

Head of Departments will:

- analyses performance data in their subject area.
- monitor progress of students and teachers towards the targets at regular intervals.
- evaluate outcomes with reference to national and international comparative data, focusing on trends over time, the relative performance of different groups of students, and performance within and progress between phases and performance compared to different subject areas.

3.4 Role of Teachers

Teachers will:

- use and apply their data analysis and tracking training to ensure students are attaining well and making good value-added progress between grades and phases
- update tracker at regular intervals as set out on reporting and assessment calendar
- complete required tasks as set out on reporting and assessment calendar
- have high expectations of all students' progress over the academic year
- be aware of different groups of students and their relative attainment and progress against targets set, national averages and between groups
- encourage students to assess their progress towards their targets and help them understand what they have to improve
- ensure their planning for teaching and learning is based upon a crucial awareness of where students are in their learning and where they need to go next
- include opportunities for peer and self-assessment during weekly planning
- ensure students know their 'next steps targets' in their respective subjects

- report the progress of students against their targets to parents regularly as per assessment and reporting calendar
- work with designated phase in charge and HOD to complete a thorough analysis of students and identify next steps during departmental meeting

3.5 Role of Students

Students will:

- participate actively in assessment opportunities in lessons
- take responsibility for understanding and acting on both written and oral feedback given by their teachers or peers
- ensure that their entitlement to advice and guidance on how to improve their academic achievements are fulfilled
- support other students constructively when asked to be involved in peer assessment.

3.6 Role of Parents

Parents will:

- discuss with their child the assessment report sent to them which includes a summary of levels/grades for each subject
- liaise with the specialist teachers or homeroom teacher about any concerns regarding their child's progress as identified through assessment.

4. PLANNING FOR ASSESSMENT

4.1 School's curriculum plans guide teaching and learning. Details of what is to be taught to each year group are recorded centrally in fortnightly plans drawn from the Scheme of Work based on the school curriculum. Opportunities for assessment within each broad unit of work are also identified.

4.2 Lessons and series of lessons are planned with clear learning objectives. Lesson planning is based on the teachers' detailed knowledge of each student. Teachers strive to ensure that all tasks set are appropriate to each student's ability. Lesson planning clearly states the expected outcomes for each lesson on series of lessons.

4.3 Teachers share planning learning objectives with students. They also indicate the way in which the activities are linked to the learning objective and the success criteria or rubric against which the work will be judged. Students should have a clear understanding of the aims of their work and what steps they need to take to complete it successfully.

4.4 Teachers ask well-phrased questions and analyse students' responses to find out what they know and understand and to reveal their misconceptions.

5. RECORDING

5.1 Teachers use various methods of assessing a student's learning. A range of formative and summative assessments are recorded to inform next steps in learning.

5.2 Annotated lesson plans are used as a record of progress measured against learning objectives.

5.3 Tracking of students' progress is done through the student progress tracker maintained by the respective subject teacher with 'What next' to help student focus and improve learning.

Tracking of students' progress is done at various stages: Through notebook work, classroom activities, pre assessment (SOLO, Precap tests, KWHLAQ) and post assessments.

5.4 The objectives for individual lessons are taken from the broad learning objectives within the school's curriculum plan to create topic specific rubrics. Teachers record the progress of each student against these objectives. This enables them to make a judgement about the work of each student in relation to the curriculum levels of attainment. Each teacher passes this information on to the next teacher at the end of each year.

6. TARGET-SETTING

6.1 Targets are set for all students using formative and summative assessments throughout the academic year. Teachers set individual and personalised targets for each student in their subject area, based on a triangulation of different data: CAT4 indicators, baseline assessments, benchmark assessments, end of previous year data, student profiles/IEPs and teacher judgement. Teachers discuss individual targets and communicate these to parents during Open House and Student Led Conferences.

6.2 Students are encouraged to set their own targets using Visible Learning Proforma alongside their teacher and are made aware of how they can progress within their learning to achieve their learning targets. This is to encourage students to become active learners who take responsibility for and manage their own learning. In Kindergarten, students use 'I am the Boss of my Learning' folder to set targets with support from parents and teachers.

6.3 Term wise or more frequent analysis is done to track the progress of the students. Based upon this, targets are reviewed, and intervention strategies put in place with clear timelines set for review.

7. REPORTING TO PARENTS

7.1 A range of strategies that keep parents fully informed of their child's progress in school are used to share with them on the school's learning portal. Parents are encouraged to contact the school if they have concerns about any aspect of their child's work.

Reporting to parents done through the notebook feedback and next steps is clearly charted.

7.2 Parents are offered the opportunity to meet their child's teacher formally after each assessment during the Open House, 4 to 5 times per year. Following Target Group Meetings, teachers share with parents how they can help at home to support progress and attainment. Parent Feedback Form tracks the progress of the child and the next step in consultation with the parents.

7.3 Parents receive two written reports of their child's progress and attainment during the year. In these reports target areas for the next term or school year is identified.

7.4 The school offers parents of students in KG 1 and 2 term wise opportunities to discuss with the teacher their child's learning profile using performance indicators as a gauge for progress and achievement.

7.5 The outcome tracker for every 6 weeks is shared with the parents to track the consistency in the progress made by the student.

7.6 Student takes ownership of their learning by tracking their progress at different stages and share their next steps during Student Led Conferences.

8. FEEDBACK TO STUDENTS

8.1 Feedback must be regular and frequent to be an effective tool for promoting learning for students. This develops an interactive process that confirms when students are on the right track and then lets them know what needs to be done to improve and make progress.

The feedback is given to students by teachers, school leaders, peers and parents.

8.2 To prompt all students to respond to the written feedback, the teacher must help them develop their thinking skills and promote independent learning.

8.3 Having students assess their own or each other's work is an integral aspect of AFL in the school. An agreed code of marking is used and followed by teachers and students for peer and self – assessment. Marking must support a student's learning and it should be remembered that too many marks on a piece of work can overwhelm and demoralize a student, if not presented constructively. The marking policy clearly communicates on the frequency of marking and feedback.

8.4 Teachers must allow time for students to absorb any comments written on their work, to answer any questions written on it by the teacher, and also to ask any questions of their own. There may also be improvements they can work on during this time. The time teachers spend on marking must really have an impact on the students' progress. Learning is maximised when students enter into a dialogue about their work.

8.5 Marking and feedback is also based on the progress made after the previous feedback and it is specific for the child. To encourage child of his/her achievement.

9. CONSISTENCY

9.1 All subject leaders study samples of students' work and set up a monitoring and moderation schedule within their subject area. They use the CBSE exemplification materials to make judgements about the levels of students' work and complete a gap analysis. Teachers discuss these levels, so that they have a common understanding of the expectations in each subject. Books are scrutinised on different levels using rubrics.

9.2 Book scrutinizes are conducted throughout each academic year to ensure that there is consistency in terms of marking, presentation, progression, differentiation, target-setting and standards of work expected. A proforma is completed to record these sentences and to inform the tracking of assessments.

Book scrutiny has rubric and is scrutinised as different levels.

9.3 Assessment Proforma- To ensure the consistency of the procedures.

Consistency in assessment helps to ensure that when judgements about individual students are made at the end of the grade or phase against the standards in the curriculum there is fairness for students. It provides governors, leaders, teachers, parents, and students with confidence in the validity of judgements reached in schools. Effective approaches to consistency enhance teachers' knowledge and increase confidence in their own assessments.

Processes involved in ensuring consistency in teacher assessment include:

- Assessor networks – the development of a forum to develop a shared understanding of the standard, assessment guidelines, share best practice, develop assessment tools, and develop exemplars,
- Quality endorsement of assessment tools and Cross Moderation and Verification Toolkit (CMVT) – by external consultants or organisations
- Assessment record-keeping – to track the outcomes of the assessment process
- Assessment tool bank – a collection of evidence gathering tools and techniques that are developed and shared among a group of internal and external assessors. This could include a set of procedures and guidelines as well as assessment materials.
- Bank of assessment exemplars and benchmarks such as standardised portfolios
- Guidelines to interpret the curriculum standards or learning outcomes
- Guidelines on the collection and judgement of evidence
- Validation of assessment tools – a process designed to ensure that assessment tools reflect the requirements of the relevant subject or assessment
- Sampling - reviewing a random selection of assessments conducted to ensure that the planning and preparation, the conduct, the record keeping and reporting, and the review and evaluation of the assessments were undertaken in line with the policy of the school, the requirements of the subject and the needs of the student.
- Student Satisfaction Survey
- Guidelines for conducting assessments
- Assessment Verification Toolkit – a formal statement that is completed by all parties to an assessment which indicates their views on the assessment process and outcomes during moderation or standardisation of assessments
- Mentoring of Assessors
- Specialist Assessor

10. FEATURES

A system of Comprehensive Continuous Evaluation is followed at TCS.

The scope of evaluation at TCS extends across the areas of learners' personality development. It includes both scholastic and co-scholastic areas, academic and pastoral. It is comprehensive in nature.

Assessment is continuous and reveals the strengths and weaknesses of learners more frequently, so that the learners have better opportunity to understand and improve themselves.

TYPES OF ASSESSMENTS

10.1 Formative or Assessment for Learning. (AFL)

It is based on the principle that pupils will improve most if they understand the aim of their learning,

- Where they are in relation to this aim?
- How they can achieve the aim?

Teachers need to ensure that, if students are to make progress they know where they are in the learning continuum, where they need to go and how best to get there.

Formative assessments are used to:

- identify student's strengths and gaps in their skills/knowledge
- identify next steps for learning
- inform future planning
- enable appropriate strategies to be employed
- facilitate the setting of appropriate targets for the class, group, as well as individuals
- track student's progress
- facilitate an evaluation of the effectiveness of teaching and learning
- inform future teaching and learning strategies
- Identify individuals and groups for specific intervention support.

10.2 Summative or Assessment of Learning

It is important to capture what has been learned at certain points in for informing parents, students and teachers of a child's attainment and progress. This will also inform whole school target setting and prediction of a cohort's future attainment.

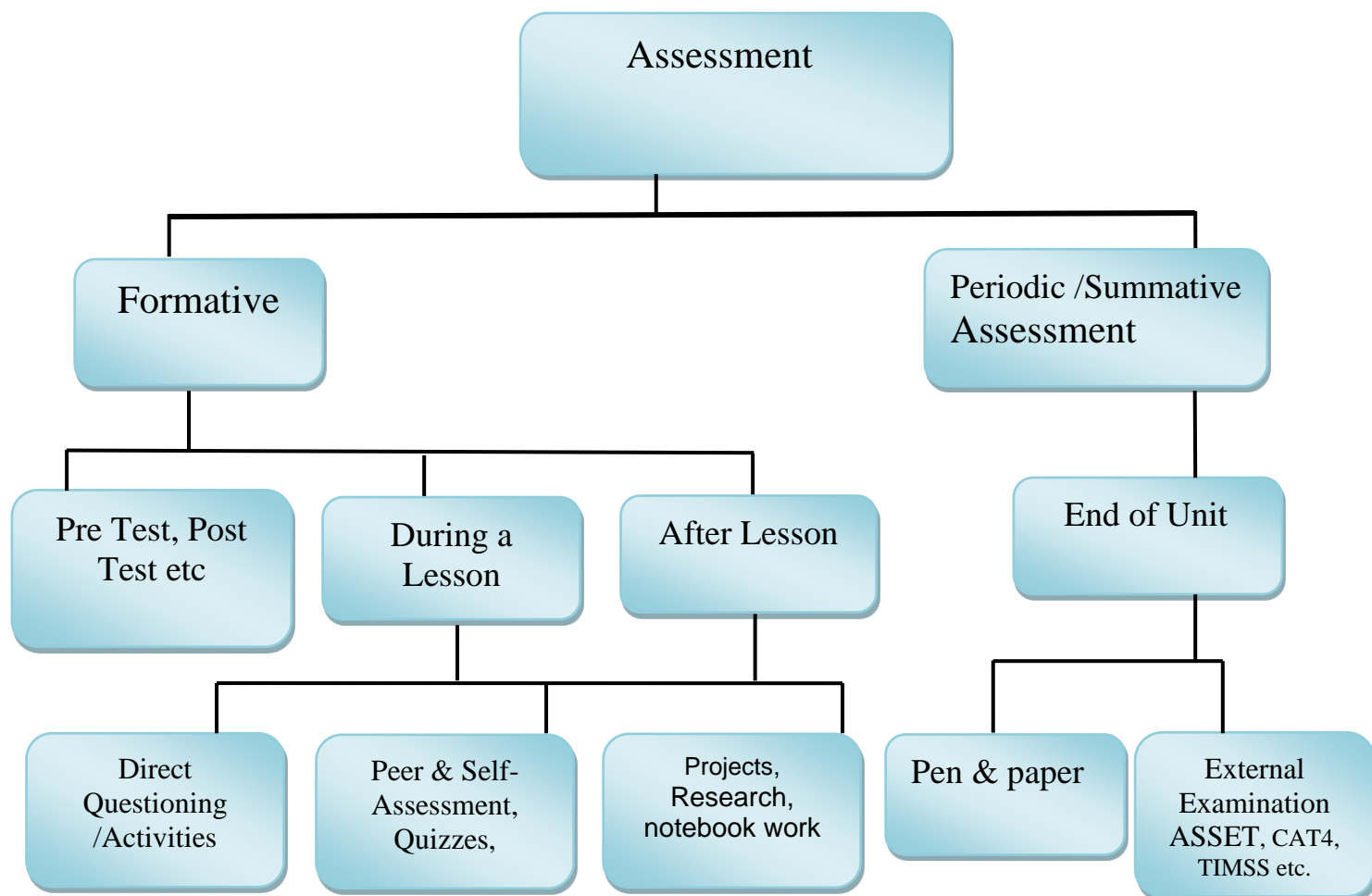
Periodic summative assessment includes

- Periodic term examination occurs at the end of learning/instructional experience through formal paper/pencil tests and practical examinations (wherever applicable)
- Record performance in a specific area on a specific date
- Providing information about cohort areas of strength and weakness to build into planning for the future.
- Summative Assessments will be conducted for Phase 3 & Phase 4 in a Centralized Pattern where all the NIMS group schools set the papers and conducted on same days with the selected question papers.

Ways teachers work together on teaching, learning, and assessment may involve:

- joint planning between teachers in the same grade or department, across grades or across phases
- using the curriculum to agree objectives for teaching, learning, and assessment.
- developing common activities focused on agreed objectives.
- discussing and assessing work to develop shared expectations of performance in standardisation sessions, in-school and with cluster schools.
- moderating a range of work of individual students to enable more secure and consistent judgements at the end of a grade or phase in-school or during cluster meetings.
- comparing the performance of students from different grades or classes on common activities.

The following table outlines the types of Assessment of the school.



10.3 External Assessments

The school undertakes a variety of external assessments, all in line with the expectations of the National Agenda Parameters set out by the KHDA.

All students in Grade 3 to 11 have CAT4 data. For existing students, these are undertaken every two years, whilst new students will take a CAT4 on arrival. Where possible, these are completed by the end of April at the start of each academic year. Students from grade 3-9 undertake ASSET in English, Math and Science as part of the requirement for the National Agenda Parameters.

CAT4, ASSET and year end exam are used in triangulation to ensure we can identify potential, analyze gaps in a child's learning and understanding, and identify any barriers for learning. Students in specific grades will undertake PISA, PIRLS, e-PIRLS and TIMSS tests. These are international benchmarking assessments in Reading, Mathematics and Science.

10.4 Assessment at end of KG

In the final term of the year in which the child reaches age five, the Student Portfolio must be completed for each child. The Profile provides the parents, the teachers and the school with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their attainment as they enter KG2 to Grade 1. The portfolio must reflect: ongoing observation; relevant records held by the setting and notes from discussions with parents, and any other adults whom the teacher or parent feel, can offer a useful contribution accelerating the child's progress

Each child's level of development must be assessed against the early learning goals in the seven prime areas through an assessment checklist, anecdotal records, learning journey.

- The school must indicate whether children are: -
 - Meeting 'Expected' levels of development.
 - Whether they are 'Exceeding' expected levels.
 - Yet to reach expected levels ('Emerging').

The teacher will share the results of the Portfolio with parents. If a child moves to a new school during the academic year, the school will send the assessment of the child's level of development against the early learning goals to the relevant school within 15 days of receiving a request.

The Portfolio will be completed for all children, including those with special educational needs or disabilities. Reasonable adjustments to the assessment process for children with special educational needs and disabilities will be made as appropriate.

11. PROMOTION

KG 1 & KG 2:

A child is promoted to the next grade based on his performance in various areas of the KG curriculum.

Grade I to VIII:

Attendance: A minimum of 75% attendance per term is mandatory for a student to be promoted to the next grade.

Scholastic Areas: A student must obtain a minimum of the following marks in each subject for...

Subjects	Marks
Islamic studies	50%
Arabic	50%
MSCS	40%
English	33%
Math	33%
CBSE SST	33%
Science	33%
Second Language	33%

- Co scholastic areas: A student must obtain a minimum of an overall "C" Grade in the Co scholastic areas.
- A student may remain in the same grade for the next academic year if the parent so desires. A written request from the parent will be forwarded to the KHDA for their kind approval.

Grade IX to XII:

Promotion will be based as per the CBSE and KHDA guidelines.

12. ABSENCE

For Summative assessments, retest is permitted only on medical grounds after provision of medical certificate. Approval of the Principal is required for this.

13.ASSESSMENT STANDARDIZATION

We regard assessment processes as intrinsic to teaching, learning and students' progress as such the expectation is that teachers know the students in their classes not just by name but by AoL and AfL. To ensure impactful learning is taking place we aim to maintain the quality of our internal evaluation by performing assessment standardization processes. At TCS we know that achieving consistency starts with an understanding of:

- what is being assessed?
- what evidence is needed?
- how the assessment decision will be made?

Assessment standardization is completed as follows:

1. Teachers agree to assess a unit or topic with other teachers who teach the same subject for the same class at the school.
2. Main learning outcomes to be evaluated are determined.
3. Assessment methods are selected (tests, reports, project, assignment, practical)
4. Teachers build and agree on the assessment tool (test answers, project steps, assignment implementation steps, rubrics)
5. Assessments are conducted with the targeted students.
6. Meetings with colleagues take place and sets of student assessments are shared prior to any corrections being made (tests, reports, project, assignment, practical). Samples of student assessments selected reflect the different levels and needs of students in the class.
7. Each teacher marks the sample of submitted and uncorrected assessments using the assessment tool generated earlier and they compare their evaluation scores and feedback comments on an individual basis with their colleagues.
8. Colleagues discuss and agree on what they have identified in relation to the assessment tool.
9. Teachers then proceed to mark the students' work according to what has been agreed upon in relation to changes made to the assessment tool, mark allocations, specific terminology expected, length of answer and so on.
10. School leaders observing teacher discussions will evaluate whether assessments conducted were related to the intended learning outcomes and skills to be measured. Whether teachers were able to define the typical answers for the different levels of students in the class.

14.HOMEWORK

Homework contributes toward building responsibility, self-discipline and lifelong learning habits. It is the intention of school staff to assign relevant, challenging and meaningful homework assignments that reinforce classroom learning objectives. Homework should provide students with the opportunity to apply information they have learned, complete unfinished class assignments, and develop independence. Homework grades are modified based on students' individual needs.

Students should be given at least two nights to complete homework task except mathematics which calls for a daily practice. We expect students to maintain the same standards for presentation of homework as we set in school i.e., to use their best handwriting and a sharp pencil or pen. The homework time duration will vary depending on the Grades / Phases (For upper primary, Phase 3 and phase 4 there will be weekend revision worksheets to solve).

15. PROGRESS

15.1 Definition of school's progress

Progress in curriculum linked assessments is measured by improvement in the attainment that students make over time, from one academic year to the next made by all students and those students with special needs. Progress is monitored against grade appropriate curriculum standards, continuous assessment system which consists of establishing learning goals, checking for understanding, providing feedback, and aligning future instruction with the students' performance.

15.2 Evaluation of progress

In TCS an agreed understanding of the standards set out in the curriculum enables teachers to make consistent judgements on each students' performance at the end of a grade and phase. Progress is evaluated based on the proportions of students making expected progress and better progress (as per KHDA guidelines) over a full academic year. Student's progress is measured across a range of contexts during lessons and anecdotal remarks recorded. Progress made by different group of students in internal curriculum related assessments and National bench marking exams are monitored and next steps planned. Teachers are apt at identifying students for whom it is difficult to make a clear judgement, because of inconsistent performance. In such cases teachers review the students' work and refer to exemplification materials or consult with other teachers.

Reviewed and approved by

.....
Principal

.....
Vice Principal

Date:

17. REVIEW OF POLICY

17.1 The assessment policy will be reviewed by SLT on an annual basis.

Policy Details

Version date	May 2022
Last review	Sept. 2021
Next review	September 2022
Responsible SLT	Vice Principal