



St. Mary's Catholic High School, Dubai – Muhaisnah

ASSESSMENT POLICY

Written by:	Heads of Sections	Reviewed:	June 2019
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Approved by:	Board of Governors		



ASSESSMENT POLICY FOR PRIMARY AND SECONDARY

The current academic year has been divided into three terms: September –December (Autumn) January- March (Spring) and April – June (Summer) .

I. Primary and Secondary

The school uses assessments in the following ways:

1. ASSESSMENT FOR LEARNING (AFL): also known as formative assessment: used by teachers to judge the impact of his/her lesson on student learning and plan the next lesson accordingly and also to judge the needs of the student or the kind of help the student needs and offer appropriate feedback for the student to improve
2. ASSESSMENT OF LEARNING: also known as summative assessments and are used by teachers to check mastery of the students at the end of a unit/topic.

Throughout the year, the following forms of assessments are conducted:

Formative Assessments (internal)	Summative Assessments (internal)	External Assessments
Class work	Mid- term assessment task	IBT for Arabic A and B for Y5-9
Projects & Presentations	End of term exam	CAT 4 for Y2 –Y9
Short Quizzes	Progress Checks	Progress test in Eng, Maths, Sci for Y4 -9
	End of topic tests	NGRT for Y1-9
		TIMSS for Y5 and Y9
		PIRLS for Y5

Internal assessment

A baseline assessment is done at the beginning of the year to check the readiness of the students by checking the prerequisite knowledge before beginning the curriculum of the present year.



Throughout the term, work done during lessons, set as per learning objectives are assessed on a scale of 1-5 (1- Struggling, 2 – Emerging, 3- Expected, 4- Exceeding, 5 – Mastery) and the term average is finally converted to 10. This is reported as Class Assessment in the report card.

Mid - term assessment task, based on a combination of the key objectives covered till mid- term, is taken on 15. The end of term exam SA is taken on 25 in Primary and 50 in Secondary. Therefore, at the end of term, total marks obtained in a combination of formative and summative assessments provide attainment data for each class. Attainment data of each year level, key stage and phase are analysed to provide information on attainment by gender, nationality as well as ethnicity.

Primary					Secondary				
CA (10)	Midterm Assessment Task (15)	SA1 (25)	Total 50	%	CA (10)	Midterm Assessment Task (15)	SA1 (50)	Total 75	%

Tracking of Progress

Progress at the end of the term is measured on the basis of attainment made with respect to starting point set for each student.

Progress over time is tracked for 3 years in a row.

All analyses are done digitally using the school learning management system, Orison.

Starting point

The 'starting point' is a stanine score on a scale of 1-9 calculated by triangulating the baseline mark, the CAT 4 Mean SAS and NGRT stanine.

Progress in lessons

Progress in lessons is determined against prior knowledge of students. Appropriate assessment for learning (AFL) during the lesson and effective plenary at the end of the lesson allows for assessing the progress made during the lesson with respect to the prior knowledge of the students.

Expected Progress

Progress at the end of each term is defined as maintaining the level of performance as compared to the performance in previous term or making a positive move upwards.

Progress of SEND students



Progress of students on the SEND register are tracked according to their needs during the lessons through differentiated tasks. In summative assessments at the end of the term, while most attempt the regular question paper with appropriate accommodations needed to access the question paper, a few may be required to be assessed through an alternative pathway.

Reporting

The report card shows the performance of the whole year.

A 9-point scale is used at the end of the year to describe the level of achievement of the student.

9-point Scale:	
Level 1 (Struggling)	0-14
Level 2 (Working Towards Emerging)	15-29
Level 3 (Emerging)	30-39
Level 4 (Working Towards Expected)	40-49
Level 5 (Expected)	50-64
Level 6 (Working Towards Exceeding)	65-79
Level 7 (Exceeding)	80-87
Level 8 (Mastery)	88-94
Level 9 (Gifted and Talented)	95-100

On Admission

Students admitted to the school are considered to access the curriculum in this school. It is the expectation that the school will make "reasonable" adjustments in the case of students with Special Educational Needs and Disabilities.

Students observed with special needs upon application for enrollment after testing and interview are referred to the Inclusion Support Department for further assessment and observation. In due course, parents are provided feedback on their progress.

Next Step or Targets

Students are informed about their targets or next steps on the basis of the class assessment tasks in the form of feedback as well as in the report card.

Question papers

Question papers of the core subjects are framed by using questions from Testbase (SATS format) to maintain an age-appropriate level of difficulty.



For other subjects, the question papers are standardised by using a certain percentage of questions from each of the following domains of Bloom's Taxonomy- knowledge & comprehension (40%), application & analysis (40%), evaluation and synthesis (20%).

Research work is assessed through investigative projects and within lessons.

Moderation of question papers and answer scripts:

The question papers of the end of term summative assessment are framed by the Head of Department on the basis of a question bank sent by the department. The standard of the questions is closely monitored to include a full range of questions guided by Bloom's Taxonomy. Answer scripts are moderated within the department to ensure consistency of marking.

Item analysis is done after each assessment in core subjects to gauge weak areas of performance.

Promotion and Retest Policy

- a) Promotion is based on the performance over the year. A minimum of 50% marks must be obtained in order to pass a subject.
- b) Failing to attain 50 % marks in any subject will qualify the student for a retest in that subject. A maximum of 6 subjects can be taken as retests and an average of 50 % must be scored in at least 4 of them in order to obtain promotion to the next year level. Failing this, the school reserves the right to detain the student.

Regular Feedback

Both verbal and written constructive feedback is provided to students on significant pieces of work. Assessment is, therefore, an ongoing process.

Mode of communication to parents

The written reports are available online through the learning management system.

Also, two parent teacher meeting sessions are held during the year in terms 1 and 2 to communicate the progress of the student with the parents.



EYFS Assessment Policy

Assessments Guidelines

Ongoing assessment is an essential aspect in the EYFS setting at SMM. Regular, planned and focused assessments are made of children's learning, individual needs, and progress. The main EYFS assessment method is through practitioners' observations of children in different teaching and learning contexts, including both adult-focused activities and child initiated play. Observations take place on a daily basis- both planned observations and spontaneous observations that capture significant moments of children's learning. Observations are recorded in different formats (e.g. narrative style, short notes, checklist, photographs). All practitioners are involved in observing children. Other methods of assessing children in the EYFS setting include engaging alongside children in their play, annotation of children's written work, talking with children about their task or play and in Learning Journals.

Observations are evaluated against the EYFS Developmental Matters statements and the Early Learning Goals (at the end of Reception), children's learning priorities are identified and relevant learning opportunities are planned to support children to make the next steps and progress.

Admission Assessment:

Assessment is administered to students who qualify the age requirement for each level. They are observed to check their socialization and skills and an assessment questionnaire from the admissions office is utilized to standardize the assessment. Behaviour is also noted apart from the academic performance of the child where numbers, letters, colours, shapes and basic objects are identified.

Assessments done in the department:

Baseline assessment- This is done on the 2nd week of classes for both FS 1 and FS 2 to see their starting points in all learning areas. Teachers make observations of their students and mark these against our marking system. After the first term, the attainment of students is compared with their starting point to check for progress.

Formative assessment in the form of observation and tracking- Students work with their teachers and peers and their performance of tasks and even comments about activities are noted by the teachers. Photos are collated and shared with parents to give them an idea of the activities and skills achieved by students. Differentiation is done in various ways to make sure that each student is supported and accommodated. Skills are tracked on a weekly basis to know where the students are at in terms of the concepts taught and what percentage of each level is able to achieve tasks which are at or above curriculum standards. This help them to mark their students later on on Orison.



Tracking of Progress

Student progress is monitored and tracked through the class profile sheet and Orison. The Orison data informs teachers of the progress made by students on a monthly and termly basis. The class profile sheet/ tracker, on the other hand, informs teachers of the progress students are making within the lessons and on a weekly basis.

EYFS Marking System:

Emerging	The student can do the task but with the help of the teacher/s
Expected	The student can do the task but with very minimal help from the teacher/s
Exceeding	The student has no mistake and can do the task without teacher's help

With the marking system in place, teachers give students activities and necessary support to move them from one learning level to the next. This is assessed later on during tasks and focus group activities.

Students who are not meeting the curriculum standards

Students who are not meeting the expected skills in learning areas are given one-to-one support by the teachers. This is to ensure that they understand the topic in a level that they can understand. Focus groups in lessons also help teachers work with different levels of students and differentiate questioning and support to help them achieve the tasks. In addition, teachers inform the HOD about emerging students to seek for strategies that can be employed to further support them. The parents are also informed about the development of their children and are supported by giving additional activities for the learning area that the child is struggling. Meetings with parents are also set as necessary.

Reading Level/Active Learn Guidelines

Reading in the department is done in various ways. Apart from key vocabulary words which are introduced in each lesson, reading programs are in place to further develop students' interest and confidence in reading.

Students are marked as emerging, expected or exceeding in reading skills such as predicting on a monthly basis. This is referred to in written observation notes of teachers of their students during guided reading and literacy periods.

Feedback to learners

Regular and ongoing feedback to learners is aimed at informing students how well they did activities and any necessary steps to take to correct any mistake and the next steps which are needed for them to progress in the lessons.