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Woodlem Park School
...For a Sustainable Growth

P.B.No 62554 Al-Qusais, Dubai
+971 42 040900 / 42 040911
www.woodlemdubai.ae
info@woodlemdubai.ae

ASSESSMENT POLICY

Policy No: WPSDPolicy_Academics_ Document Owner: WPSD-LLC Document Author: Principal Authorised to Edit/ Amend: Senior Management Authorised to Access: All stakeholders	Date of Compilation October 2019 Version No: Ver: 3 Policy Reviewed in April 2020, April 2021, April 2022, April 2023 and April 2024 Policy to be reviewed again in April 2025

WPSD Vision: Our vision is for all students to develop at Woodlem Park School as independent learners with self-belief and respect for others with a lifelong love for learning and a strong foundation for future success.

WPSD Mission: At Woodlem Park School we value every student. We work together as a community to ensure that students develop well in all aspects of learning so that they are equipped to face the opportunities and challenges of the 21st century wherever they may be.

To do this:

We provide the best possible learning opportunities in academic subjects, personal

Development, moral values and life skills Staff members and students work together in a spirit

of cooperation and mutual harmony.

Our School:

• Provides a safe, supportive stimulating learning environment;

• Has a team of respectful, tolerant, open-minded educators;

• Is a community where everyone aspires to be the very best they can be;

• Is a community of resilient lifelong learners?

• Is a center of excellence where all achieve success?

Rationale

The assessment policy at Woodlem Park School, Dubai, is aligned to UAE's National Agenda Parameters, National Education Policy, 2020, Government of India and requirements of the Central Board of Secondary Education, New Delhi. We commit to a comprehensive approach, employing diverse assessment tools to cater to individual learning styles. Through timely feedback, we aim to foster academic excellence and holistic development.

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This policy forms the basis for ongoing curriculum development, delivery and assessments for Kindergarten to Grade 10. It governs the assessment and evaluation of learners in the whole school. All stakeholders are expected to adhere to this policy.

Aim & Scope of the Policy

Our school's assessment policy aims to establish a framework that aligns with CBSE standards and fosters a valid, reliable, fair, transparent, and comprehensive evaluation system. We strive to promote student learning and development by providing meaningful feedback, identifying individual strengths, and guiding areas for improvement.

Our assessment policy encompasses a broad range of evaluation tools, including examinations, project-based learning, presentations, skill-based trackers and online assessments. It applies to all students and teachers across grade levels, ensuring a consistent and inclusive approach to assessment. The scope extends beyond academic performance to encompass the holistic development of each student.

Significance:

This assessment policy holds paramount significance as it serves as a guide for educators, students, and parents alike. By emphasizing fairness and continuous improvement, it not only contributes to academic excellence but also cultivates a culture of self-reflection and growth. The policy plays a vital role in shaping a dynamic learning environment that prepares students for success in their academic journey and beyond.

The assessment policy in Woodlem Park School is organic. It has been developed through a rigorous analysis of test results, teacher observations and moderated evaluations of progress towards targets set for the National Agenda Parameters (NAP).

Descriptions and explanations

Assessment is the gathering and analysis of information about students' learning. It identifies what students know, understand, can do and feel at different stages in the learning process. It is a basis for ongoing reflection and evaluation of curriculum and the impact of teaching on learning.
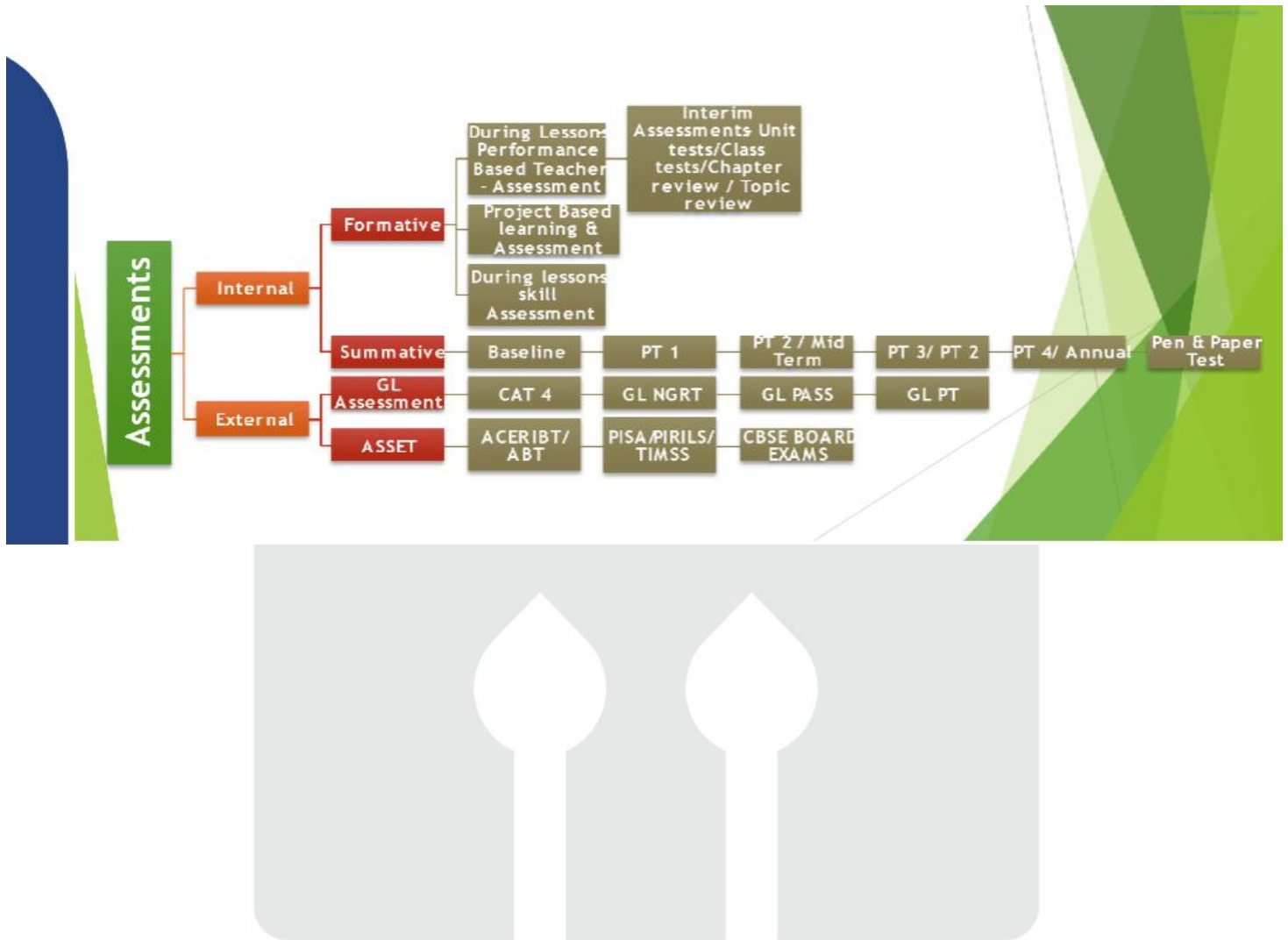
We believe assessment is integral to teaching, as little can be taught effectively without awareness of what is already known and understood. Assessment information from a range of sources is therefore vital in the planning processes and in the execution of programmes.
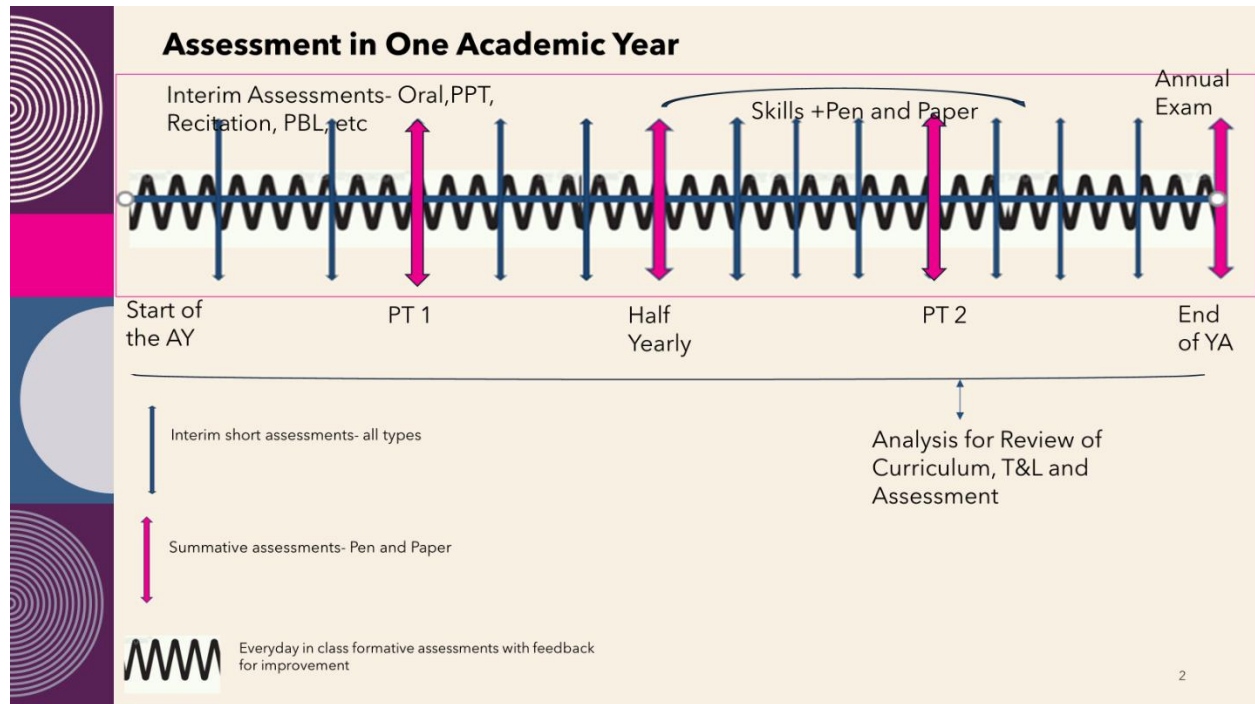
Assessment across the school follows the CBSE scheme and is formative and summative. Assessment information is used to shape the curriculum and teaching to meet the learning needs of all groups of students and to enhance their progress. The academic outcomes are

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benchmarked against appropriate national and international expectations. Consistent and close communication with the parents ensures that they play a vital role in their child's progress.

The chart below provides an overview of the Types of Assessments and Internal Assessment Cycle held at WPSD:

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Assessment in One Academic Year

Interim Assessments- Oral, PPT, Recitation, PBL, etc

Skills +Pen and Paper

Annual Exam

Start of the AY   PT 1   Half Yearly   PT 2   End of YA

Interim short assessments- all types

Analysis for Review of Curriculum, T&L and Assessment

Summative assessments- Pen and Paper

Everyday in class formative assessments with feedback for improvement

2

External Assessments:

At WPSD, the National Agenda Parameters (NAP) of the UAE and the national examining body, CBSE, guides external assessments. Students undertake the following assessments:

Names of the Exam	Areas tested	Frequency and Year	Age group /class
CAT4 -Potential to learn	Ability test.	Once in 2 years	Grades 1 to 10
PASS	Wellbeing testing/Readiness to learn	Yearly	Grades 6 to 10
NGRT - Reading skills	Reading and comprehension skills	Yearly	Grades 3 to 9
PT Series- Academic achievement	Pupil's attainment and progress. Subjects offered: English & Maths.	Yearly	KG2 - Grade 2

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ASSET	Pupil's attainment and progress. Subjects offered: English,Maths and Science.	Yearly	**Grades 3 to 9**
ABT	Pupil's attainment and progress (Arabic)	Yearly twice	**Grades 3 to 9**
ABT	Pupil's attainment	Yearly	**Grades 3 to 9**
PIRLS	Based on skills. Abilities in Reading and on National policies concerning literacy)	Every 5 years Jan 2026	**Grade 4 Age 10 yrs.**
PISA	Based on skills. (Science, Mathematics, Reading, collaborative problem solving and Financial literacy)	Every 3 years May 2025	**15 yrs.**
TIMSS	**Based on Curriculum (Mathematics and Science)**	**Every 4 years Jan/Feb 2027**	**Grades 4 - Grade8 Age 10-14 yrs**

How to Use Them:

At Woodlem Park School Dubai, we have embraced the use of GL, ASSET assessments, and ABT to gauge our students' performance against both national and international benchmarks. These assessments play a crucial role in guiding our decisions related to curriculum planning, instructional methods, student admissions, and tracking student progress. It is essential to establish clear protocols for the administration and interpretation of these assessments to ensure they are utilized effectively and yield meaningful insights for our educational practices.

Internal Assessments:

The purpose, frequency and tools of the internal assessments held at WPSD are provided in the table given below. These tests are pre-planned in the Assessment Plan along with the reviewed curriculum and the data is recorded in the tracker.

The assessments are based on conceptual understanding, subject-specific skills and higher-order thinking skills.

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	Purpose	Frequency	Tools	Use of Data
Diagnostic tests	Helps teachers to check the readiness of the students in terms of prior knowledge and level of learning.	At the beginning of each academic year and at the beginning of each topic/unit.	• Digital tools such as kahoot, quizzes, Google forms Pen Paper Test	● Set academic goals ● Inform teaching and learning
Formative Assessment-Assessment for learning (AfL)	Assess content, subject-specific skills and 21st century skills of learners. Inform learners of their progress during a unit of study. Empower learners to take the necessary action to improve their performance. Create learning opportunities where learners can progress at their own pace and undertake consolidation activities where necessary. Allow teachers to understand learners' level of learning and take necessary steps to inform teaching and learning.	Continuous Classroom Instruction	Pre Test Objective tests • Subjective tests • Project work • Collaborative/Paired tasks • Individual tasks • Notebook work • Assignments • Lab work • Anecdotal records • Portfolios Post Test	● Plan instruction and assessment that are differentiated and personalized ● Work with students to set appropriate learning goals ● Monitor students' progress toward achieving overall and specific expectations ● Provide timely and specific descriptive feedback to students (what they are doing well, what needs improvement and how to improve) ● Differentiate instruction and assessment in response to student needs

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Assessment as Learning (AaL)	Help learners reflect on their areas of strength and development during a unit of study. Help learners to develop metacognitive processes. Learners assume responsibility for their own learning and set future goals.	Continuous Classroom instruction	• Notebook rubric for every chapter • I can statements • Self-assessed tasks • Peer-assessed work *Reflective journals	• Provide descriptive feedback to parents about student learning and ideas for support.
Summative Assessment-Assessment of Learning (AoL)	Validate each learner's progress towards defined standards of achievement. Hold learners accountable to the highest levels of expectations. Prompt students to action and communicate learning to parents.	End of topic/unit tests designed as post-test. End of every term; held twice a year.	Pen paper tests as per a predefined syllabus	• Plan instruction and assessment that are differentiated and personalized • Work with students to set appropriate learning goals • Monitor students' progress toward achieving overall and specific expectations • Provide timely and specific descriptive feedback to students (what they are doing well, what needs improvement and how to improve) • Differentiate instruction and assessment in response to student needs • Provide descriptive feedback to parents about student learning and ideas for support.

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Provision For Students With Special Needs

Students who provide Certificates of Disability or Medical Reports by certified medical practitioners as recognized by DHA and KHDA are given the following concessions and exemptions:

1.   Accommodation- Either Teaching Strategy/ Learning Environment
2.   Adaptive or Modified Curriculum - Use of Assistive devices, Scribe
2.   Individual Education/Evaluation Policy
3.   Curriculum Exemptions - Exemptions from Second language
4.   Compensatory Time
5.   Special provision for autistic / visually impaired / physically disabled student

TARGET SETTING:

Target setting is the process through which we establish specific and measurable goals aimed at enhancing the academic standards attained by all our students. These targets may be tailored for individual students, student groups within classes, or entire student cohorts, spanning specific topics, units, or terms.

Targets are established using a comprehensive range of assessment data, including continuous, formative, summative, international benchmark, PASS, and CAT4 assessments. These targets are ambitious yet achievable, taking into account each student's starting point and abilities.

The targets we set adhere to following core principles:

● Setting high expectations for student performance to challenge and motivate them.
● Considering each student's baseline of learning to ensure targets are realistic and attainable.
● Encouraging regular discussions between students and teachers to review progress.
● Engaging parents in their children's learning journey.
● Guiding focused teaching and learning practices and informing instructional planning.
● Assist us in evaluating our school's performance relative to other schools.

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THE MODERATION PROCESS

Stage 1	Teacher	Moderator	Head of Department
Moderating the Question Paper	Step 1 – Sets the Question Paper Step 2- Checks the portion and marks weightage Steps 3 – Discusses with the same grade subject teachers	Step 4- Quality assures the paper Step 5- Checks the marking scheme and approves the paper Step 6- Submits the paper to the Head of Department	Step 7- Receives the paper from the moderator Step 8 – Evaluates the papers weightage of marks and complexity and suggests revision if necessary. Step 9- Submits the paper to the Vice Principal Step 10 – The Vice Principal approves the paper and suggests and suggests revision if necessary Step 11- The Vice Principal sends the approved paper to the Head of Section for Printing

Stage 2	Teacher	Head of Department	Head of Assessment/Vice Principal
Moderating and Marking Scheme	Step 1 – Collection of answer scripts post the examination Step 2- Random selection of 3-4 answer scripts from a given section Step 3- Paper moderation involving fellow grade-level, subject teachers and the Head of Department Step 4 – Discuss and come to a consensus about the identified variations Step 5- Modifying the marking scheme. Step 6- Shared the moderated marked scheme with the Head of Department	Step 7- Provides the final decision on identified variations issues during the moderation process Step 8- Shares the final decision and moderated marking schemes with the the Head of Assessment	Stage 9 – Records and monitors the moderation process at every grade level. Stage 10 – Provides solutions to issues that have been escalated.

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Moderating the Answer Scripts	Step 1 – Collection of answer scripts post the examination. Step 2 – Completes correction as per the moderated marking scheme Step 3 – Informs the moderator to collect the papers	Step 4 – Collects the corrected answer scripts for moderation Step 5- Selects samples from each section in the ratio of 1:10 Step 6 – Evaluates the correction against the modified marking scheme Step 7 – Prepares a report highlighting the noted discrepancies for the Head of Department, the Head of Assessment, and the Vice Principal	Step 8- Receives the report from the moderator Step 9 – Reviews and decides future actions and interventions for extreme variation issues. The intervention is dependent on the nature of the variation, for example recorrection of the complete set. Step 10- Green lights distribution of the answer scripts to the students

Promotion and retention policies:

KG 1 and KG 2:

No detention/repeating a grade in this stage except on parent's request due to medical or educational reasons with evidence for support and the agreement of school and parents.

Grades 1 -2:

No pass or fail at the end of the academic year and all students are promoted to the next class except on parent's request due to medical or educational reasons with evidence for support and the agreement of school and parents.

Grades 3 - 9

- A student will be promoted to the next grade level if he / she receives the required minimum mark in all subjects.
- A student will be retained in the same grade level if he / she receives below the required minimum mark in English, or three or more other subjects.

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● The minimum passing mark for all subjects is 33 % in grades 1-IX for all subjects except Arabic Language, Islamic Studies where it is 50% and for Moral Education and Social studies where it is 40% across grades 1-10.

Grade 10

1. A student is eligible to get the qualifying certificate, if he/she gets a minimum grade D in all 5 subjects. (English, Mathematics, Science, Second Language, Social Science)

2. If a student fails to get a minimum grade D in any subject(s), he/she will have to reappear in the assessments to obtain a D grade.

3. In grade 10, in order to be declared as having passed the examination, a candidate shall obtain a grade higher than E (i.e. at least 33% marks) in all the five subjects of external examination in the main or at the compartmental examinations. The pass marks in each subject of external examination shall be 33%.

4.If a student secures an E grade in mathematics or science, and has passed in the sixth additional subject (skill subject) the skill subject will be replaced with the main subject and the student will be considered as pass.

5. If a student fails in two subjects it is considered as a compartment and the pupil will appear for a re-exam.

6. In case of a subject involving practical work a candidate must obtain 33%marks in theory and 33% marks in practical separately in addition to 33% marks in aggregate in order to qualify in that subject.

Collection and Use of Data
Data generated through assessment collected from various assessments, both internal and external assessments use both the direct and indirect measures.

Direct Measures: includes a direct evaluation of students' achievement on specific learning outcomes using student performances, course work, projects, etc. to demonstrate the students' learning.

Indirect Measures: includes tools that help measure opinions or thoughts about students' own knowledge, skills, attitudes, learning experiences, and perceptions of services received.

The table below gives an overview of the measures used to collect data at WPSD:

Direct Measures	Indirect Measures
Standardized exams specific embedded test questions (that are aligned to specific learning goals) multiple choice questions short answer questions essay questions portfolios (graded with a rubric) writing assignments (graded with a rubric) lab reports (graded with a rubric) oral presentations (graded with a rubric) group projects (graded with a rubric)	self-assessment peer feedback journals (reflective, or other types) interviews focus groups surveys and questionnaires

Assessment type	Use of Data
External assessments	● Differentiate instruction based on skills. ● Set academic goals ● Inform teaching and learning ● Personalize instruction to cater to student-specific skills ● Plan interventional strategies to support learning
Assessment of learning	● Plan instruction and assessment that are differentiated and personalized ● Work with students to set appropriate learning goals ● Monitor students' progress toward achieving overall and specific expectations

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	• Provide timely and specific descriptive feedback to students (what they are doing well, what needs improvement and how to improve) • Differentiate instruction and assessment in response to student needs • Provide descriptive feedback to parents about student learning and ideas for support.
Assessment as learning	• Provide descriptive feedback to other students (peer assessment) • Monitor their own progress towards achieving their learning goals (self-assessment) • Make adjustments in their learning approaches. • Reflect on their learning. • Set individual goals for learning.
Assessment for learning	• Summarize learning at a given point in time. • Make judgements about the quality of student learning based on established criteria. • Communicate information about achievement to students, parents, and other stakeholders • Plan reinforcement classes and interventional strategies at the department levels. • Review the vertical escalation of the curriculum for the subjects. • Modify strategies in planning and developing the curriculum.

Reporting

At The Woodlem Park School Dubai, we report assessment outcomes to parents, both formally and informally. Results are communicated accurately, timely and meaningfully. The following forms of reporting undertaken by the school:

(i) Formal reporting

Our report cards communicate in detail a student's academic performance. We issue report cards twice a year; at the end of each term.

Kindergarten:
In Kindergarten, the report card will include milestones achieved in various strands of the National Curriculum like Mathematics, English (KG2) and Literacy (KG1), Science (KG2) and UW(KG1).

Assessment is based on two components:
Scholastic Area

Co-Scholastic Area
For grades 1 to 10, the report card will include marks for Scholastic subjects such as English, Mathematics, Science, Hindi, Social studies, Arabic, Islamic education, Moral education, French, Tamil, Malayalam. Co-Scholastic Subjects as Dance, Art, Music, Health and physical education and discipline will be awarded grades.
Reports are given at the end of each term. Report cards follow the CBSE pattern from Grade 4 onwards with a greater emphasis placed on PISA and TIMSS type of questions.

Parents kept abreast of their ward's learning formally through the various processes:

• Term-end Report Card provides the consolidated mark sheets on the Orsion Portal.

• Mid-term Feedback is shared at the middle of every term, giving scope to parents on the way forward through parent-teacher conferences.

• The skill-based term report shared at the end of every term gives parents an understanding of the progress made by their child, supported by the next steps for implementation.

• Open Houses held four times a year provide detailed qualitative feedback by the class teacher and subject teachers.

• Electronic mails provide feedback on student's performance in subjects.

• Parent meetings with educational supervisors.

(ii) Informal reporting

Parents also receive informal feedback on their ward's learning through the following processes:

• Teacher and parent feedback on student work samples throughout the year.

• Presentation of work as an exhibit.

• Self and Peer assessment of work to inform learning

• Student reflection, written reports, self-designed projects/tasks/activities, student-led classes

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Being clear and understandable to all parties

We aim to present information in language that is clear to parents and students. All reports are written in English, the medium of instruction of the school.

Monitoring

All members of the faculty are responsible for the effective implementation of the assessment policy. The School's Leadership Team and Heads of Department to ensure that the assessment practices in the classrooms align with the policy. The Head of Assessment & Data monitors the effectiveness of assessment practices across the school through informal lesson observations to validate assessment data analysis.

MARKING AND FEEDBACK

FOCUS MARKING:
- Teachers complete their marking within 3 to 4 days of the work being completed by the students.
- Focus marking should be dated with the teacher's initials.
- Focus marking to be completed by the respective subject teachers,.
- All symbols to be used during focus marking according to the need and subject.
- Diagnostic comment to start with the Positive comments and the area of improvement with clear steps, and date of resubmission or completion or correction to be mentioned.
- 2 star and 1 wish in lower classes and Reflection sheet in higher grades to be followed.
- All teachers are to use green colour pens for marking and feedback.
- Students to follow up on the developmental feedback and respond to the feedback with an update.

PEER and SELF Marking:
- Students when self assess, evaluate and correct their work using a rubric or WAGOLL, with the help of a teacher, they should write SC if they self correct and PC if they do peer correction.
- Peer correction must have worked well, and one area of improvement is based on the Rubric shared or the set expectations. All the marking should be dated with the initials of the learners.

Individual Feedback.

The teacher will have individual Feedback to discuss the area of concern in Focus marking and Peer and Self Marking with the students once in three months.

Parent Feedback
The teachers will keep the parents updated about the child's learning journey and progress by sharing continuous and consistent feedback.
All STAFF at WPSD will adhere to this marking policy at al times. The use of this will be frequently monitored and evaluated . It is essential that our students consistently and continuously understand where they are up to with their learning and that any errors are rectified swiftly. Students must always work with an understanding of where, how they went wrong and actively know how they have been able to put it right. To support the marking and feedback policy teachers may use the key /symbols.

Roles and Responsibilities:

The following are the roles and responsibilities of various stakeholders:

The Principal and Senior Leadership Team (SLT):

- Ensure a coherent strategy for the effective management of performance data.
- Ensure SMART targets are set 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 students and staff.
- Regular meetings with leaders and teachers to support learning in the classroom by analyzing current data, celebrating strengths and identifying individual needs and focusing on fragile learner groups.

Head of Assessment and Data

• Ensure assessment outcomes link directly to curriculum expectations and are benchmarked against national and relevant international standards.
• Ensure that teachers, learners and parents understand the system of assessments.
• Establish effective systems to track individual learner's attainment and progress, both academic and personal to maximize learning for all students.

• Ensure systematic analysis and triangulation of assessment data to identify patterns, trends, and areas of improvement.

• Lead on all aspects of internal assessments, ensure recording of meaningful data and provide analytical summary on performance measured against key performance indicators.

• Lead on school-wide conduct and analysis of data from external benchmarking examinations, including CAT 4, NGRT, ASSET, TIMSS, PISA, and PIRLS.

• Ensure that all staff have an accurate analysis of student data.

• Coordinate with Heads of Departments to ensure that assessments are valid and rigorous.

• Coordinate and facilitate the implementation of School Report Cards.

• Conduct Professional Development programs for staff on topics relevant to assessment.

• Promotes internal and external communication of assessment results.

Head of Department (MLT)

All Head of Department should:

● Analyze performance data in their curriculum area .
● Monitor progress of children and staff towards the targets at regular intervals.
● Evaluate outcomes regarding internal and external comparative data, focusing on trends over a period, the relative performance of different groups of students, the more and less able, gender, G & T, SoD and performance within and progress between phases and performance compared to different subject areas.
● Use the data to accurately check resources and identify staff training needs.
● Observe each grade and use this as part of their analysis to support target setting for their subject area.

Teachers:

All teachers should:
● Use data and apply the analysis to track and support students in attaining expected levels and making good value-added progress.
● Update trackers at regular intervals and complete the required tasks as set out on the reporting and assessment plan.
● 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 student 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 c
● children are in their learning and how to get to the next level.
● Include opportunities for peer and self-assessment during weekly planning..
● Assure students of their 'next targets' in Reading, Writing, Mathematics, Science, Arabic

and Islamic and in other areas of the curriculum
- Reward students 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 MLT and Head of Departments to ensure these students receive early intervention in addition to teaching in the classroom.
- To regularly report the progress of students against their targets to parents as per the assessment and reporting calendar.
- Work with Leaders to complete a thorough analysis of students and identify the next steps during the performance management meetings.

Roles of Students:

All students should:
- Know their 'next targets' in Reading, Writing, Mathematics and Science, Arabic and Islamic and apply them to their learning.
- Use self-assessment to measure their progress against success criteria and personal targets.
- 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.

Roles of Parents:

All parents/guardians should:

• Ensure that their ward is regular and punctual and do not miss the instructional class or assessments.
• Understand the assessment rubric and help their wards to set the learning goals.
• Regularly communicate with the faculty to understand the student's learning journey based on the results of internal and external examination.
• Monitor the student's academic activity at home and help promote his independent learning skills.
• Support and motivate their ward and engage in meaningful conversations to promote the personal well-being of the student.
• Know the interventions planned by the teacher for specific subject support.
• Work collaboratively with the teacher to ensure academic progress of the student.
• Ensure that the student develops his independent learning skills.