Woodlem Park School
...For a Sustainable Growth

<u>Assessment Policy</u>

Assessment policy

1. Purpose of Assessment

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 with 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.

It is essential to our goal of inspiring students to participate responsibly, successfully and with integrity in the global community. We do this by guiding them through the essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastery of skills, the development of attitudes and in decisions to take responsible action. Through a variety of means, we strive to ensure that all members of the school community have an understanding of the reasons for the assessment, what is to be assessed, the criteria for success and the methods of assessment to be used. These focus on the quality of students' learning during the process of knowledge gains, inquiry, analysis and synthesis, and on the quality of the products of the learning. The effectiveness of our teaching is indicated by assessment outcomes which act as a foundation on which to base our future and practice.

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

2. Assessment at Woodlem Park School includes:

▪   Design and specification of different types of continuous formative assessment recorded in the assessment plan to support students in their learning,

▪   Provision of feedback as guidance for students' learning

▪   Moderation of assessment within the departments prior and post of the assessment

▪   Award of marks or grades based upon both CBSE and international benchmarks marking criteria.

Assessment across the school follows the CBSE scheme and is continuous, formative and summative. Assessment information is used to shape the curriculum and teaching in order to meet the learning needs of all groups of students and to enhance their progress. As well as assessment and evaluation by adults and by their peers, students assess their own learning and work on improving their performances using the next steps given to them. The academic outcomes are 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.

3. Assessment Plan and Type

● The school endorses a wide spectrum of assessment methods, ranging from the informal to the formal.
● School's curriculum plans (Schemes of Work) are used to guide teaching. In this plan, details of what is to be taught to each year group and opportunities for assessment within each broad unit of work are identified.
● Lessons are planned with clear learning objectives and based upon detailed knowledge of each child by the teacher. All tasks are set appropriate to each child's ability. The lesson plans indicate clear expected outcomes for each lesson for different groups (Most, some, all) of children. These are personalized after rigorous evaluation of data.
● Teachers always share the learning objectives with the children, the lesson learning objective at the start of the lesson. They also indicate the way in which the activity is linked to the learning objective and the criteria against which the work will be judged. Students have a clear understanding of the aims of their work and what steps they need to take to complete it successfully.
● Teachers ask well-phrased questions using BLOOM's Taxonomy and analyze students' responses.
● Teachers share the leveled rubrics/checklist/success criteria with students for either a unit of work/specific task. Self-assessments and reflection are encouraged.

The chart below provides an overview of the Types of Assessments held at WPSD:
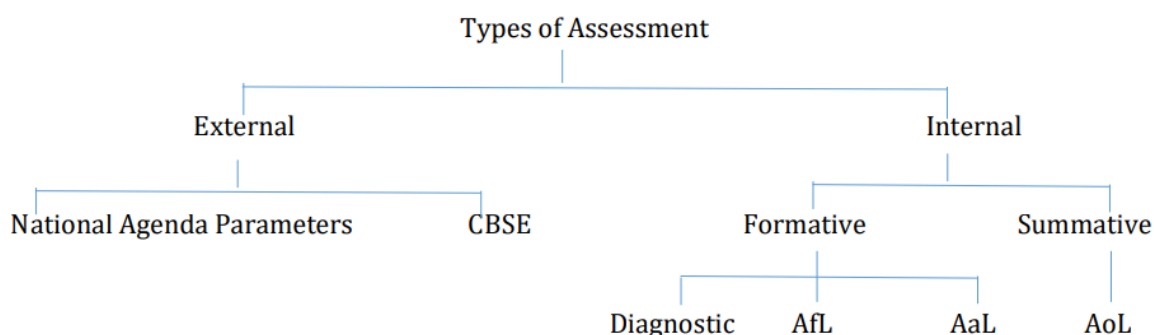
External Assessments:

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

EXTERNAL ASSESSMENTS	TARGETED GRADES
Aligned to National Agenda Parameter (NAP)	
CAT4 (Cognitive Abilities Test)	Grade 1, 2, 3,5,7,9
ASSET (Assessment of Scholastic Skills through Educational Testing)	Grade 3, 4,5,6,7,8,9
TIMSS (Trends in International Mathematics and Science Study)	Grade 4,8
NGRT (The New Group Reading Test)	Grade 1-10

Arabic IBT	Grades 3-9
PISA (Programme for International Student Assessment)	Grade 10
PIRLS (Progress in International Reading Literacy Study)	Grade 4
Aligned to CBSE	
AISSE -All India Secondary School Examination	Grade 10

Internal Assessments:
The purpose, frequency and tools of the internal assessments held at WPSD provided in the table given below. These tests are pre-planned in Assessment Plan along with curriculum review and the data is recorded in the Progress Tracker.
The assessments are based on conceptual understanding and subject specific application skills .

	Purpose	**Frequency**	**Tools**
Diagnostic tests	Helps both teachers and students to understand the current level of learning	At the beginning of each academic year. At the beginning of each unit/ topic	Pen paper test • Digital tools such as kahoot, quizzes, forms
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 during classroom instruction	Objective tests • Subjective tests • Project work • Collaborative tasks • Individual tasks • Notebook work • Assignments • Lab reports • Anecdotal records • Portfolios • Photographs
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 during classroom instruction	Reflective journals • Notebook rubric for every chapter • I can statements • Project work • Self-assessed tasks • Peer assessed work
Summative Assessment- Assessment of Learning (AoL)	Validate each learner's progress towards defined standards of achievement. Hold learners accountable to the highest levels of application. 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

Post - Assessment :

The data analysis to plan lessons, to modify the curriculum and to address the learning needs of all students. Individual targets are agreed with students so that they can improve their progress. When appropriate, parents are also involved in the target setting

The Corrective instructions are given followed by remedial coaching to close the gap in learning outcome.

The triangulated data of CAT 4, ASSET and Summative assessment is analyzed to identify different levels of performance in skills and knowledge.

4. **Internal Assessment Structure:**

The Academic year is divided into two terms - Term 1: April – October and Term 2: November – March

	Assessment Framework											
	Term 1						**Term 2**					
	Periodic Test 1	Subject enrichment (RBIL)	Notebook work	Pen-papr/Diital assessments	Half-yearly examination	Term1	Periodic test - 2	Subject enrichment (RBIL)	Notebook work	Pen-paper/digital assessments	Annual examination	Term 2
Grade 1 -2	5	5	5	10	25 (CCE)	50	5	5	5	10	25 (CCE)	50
Grade 3-4	5	5	5	10	25	50	5	5	5	10	25	50
Grade 5	5	5	5	10	75	100	5	5	5	10	75	100
Grade 6	5	5	5	10	75	100	5	5	5	10	75	100
Grade 7	5	5	5	10	75	100	5	5	5	10	75	100
Grade 8	5	5	5	10	75	100	5	5	5	10	75	100
	Periodic Test 1	Subject enrichment	Multiple Assessments	Portfolio	Half-yearly examination	Term1	Periodic test - 2	Subject enrichment	NMultiple Assessments	Multiple assessments	Annual examination	Term 2
Grade 9-10	5	5	5	5	80	100	10	5	5	5	80	***

***Best 2 of 3 pen and paper average - 10; Portfolio - 5; Notebook and subject enrichment - 5

(yellow)	20 marks pen and paper converted to 5 marks
(cyan)	40 marks pen and paper converted to 75 marks
(green)	60 marks pen and paper converted to 75 marks
(pink)	40 marks pen and paper converted to 5 marks
(orange)	70 marks pen and paper converted to 75 marks

Report cards
Our report cards communicate in detail a student's performance academically. We issue report cards 2 times 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).
Grades 1-10
Assessment is based on two components:
- **Scholastic Area – Academics**
- **Co-Scholastic Area – Non-Academics**

For grades 1 to 10, the report card will include marks for the unit of inquiry for subjects Scholastic subjects such as English, Mathematics, Science, Hindi, Social studies, Arabic, Islamic education, Moral education, French, Tamil, Malayalam and Co-Scholastic Subjects as Dance, Art, Music, Health and physical education and discipline.
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.

Grading System

Scholastic

Grade	Marks Range
A1	91 – 100
A2	81 – 90
B1	71 – 80
B2	61 – 70
C1	51 – 60
C2	41 – 50
D	33 – 40
E	0 – 32

Co-Scholastic

Grade	Grading Scale
A	Excellent
B	Very good
C	Good

5. 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. Modified Curriculum
2. Individual Education/Evaluation Policy
3. Curriculum Exemptions
4. Compensatory Time
5. Special provision for autistic / visually impaired / physically disabled student

6. Reporting at Woodlem Park School

Parents, students and teachers have the opportunity to participate in the reporting process by asking for clarification and examining particular examples. In order for students to participate in the reporting procedure effectively, students are given guidance at different stages of assessment tasks in learning how to self-evaluate and report on their progress.

Objective:

- Involves parents, children and teachers as partners
- Reflects what the school community values
- Aims to be comprehensive, honest, fair and credible
- Aims to be clear and understandable to all parties
- Allows teachers to incorporate what they learn during the reporting process into their future teaching and assessment practice.

Reporting of assessment should enable parents to:

- Be involved in their child's learning
- Understand and encourage the progress their child is making
- Check their child's progress throughout their time in the different phases of the school.
- Differentiate their children's tasks to suit their needs and abilities.

Assessment should enable teachers to:

- Assess students' progress and adapt teaching plans as required
- Evaluate their students' learning needs
- Ensure that students know how to improve the standard of their work
- Review and change practice
- Monitor a student's progress and to provide the teacher with information to make decisions about what and how the student is learning.
- Help teachers to identify the next steps in progressing the students' learning and adapt teaching strategies and learning activities as appropriate.
- Identify 'sticking points' and 'barriers in learning', and to modify their teaching so that these can be overcome.

Providing information about students' learning through feedback:

- Finding out what students know/don't know and can/can't do through assessing prior knowledge. Giving students opportunities to demonstrate how well they can apply their understanding.
- Recording students' progress in the skills of thinking, research, communication, social behavior, teamwork and self-management.
- Monitoring students' behavior and performance in order to highlight those students in need of additional support.
- Providing data to support dialogue and analysis about class and individual learning with colleagues, parents, students and external bodies.

Reflecting the school community values
- The reporting processes reflect the values of the Woodlem Park School community, in particular.
- Emphasizing that education is a shared responsibility between parents, students, teachers, and the community.
- Showing diversity enriches our lives and the life of the community.
- Encouraging the fact that individuals have unique needs and have different growth rates and potential for improvement.
- Developing 'head, heart and hand' as necessary to realize one's potential.
- Ensuring clear expectations and accountabilities to improve performance
- Recognizing that responsible citizenship requires open-mindedness, global awareness, understanding and action
- Promoting lifelong learning which is nurtured by encouraging inquiry and creativity
- Effective communication promotes understanding, trust and support
- Being comprehensive, honest, fair and credible.
- Reports analyze the range of available assessment results in order to present a comprehensive and accurate profile of students' major strengths and weaknesses. Summary judgments made in the report are usually supported by data where appropriate.

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.

Parent-teacher meetings

The purpose of these conversations is to give information to both students and parents about the students' attainment, progress and personal development. These conversations are formal elements in the school's communication systems. Wider access is available for such discussions, which are designed to give parents information about their child's progress and needs at any point. Teachers provide open opportunities to answer any parents' questions and to address their concerns. The school endeavors to help define the student's own role, with their parents, in the learning process. Formal parent-teacher meetings take place four times a year.

7. Roles and Responsibility

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

Roles and Responsibilities of Middle Leaders will be:

- Analyze performance data in their curriculum area
- Monitor progress of children and staff towards the targets at regular intervals.
- Evaluate outcomes with reference to local and national comparative data, focusing on trends over a period, the relative performance of different groups of children, the more and less able, gender, G & T, 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 Responsibilities of Teachers will be:
- Use data and apply the analysis in tracking support to ensure children are attaining expected levels and making good value-added progress.
- Update trackers at regular intervals and complete the required tasks as set out on the reporting and assessment calendar
- Challenge every child and have high expectations of their progress throughout the academic year.
- Be aware of different groups of children and their relative attainment and progress against targets set.
- Encourage children to assess their progress to their set targets and help them understand how and what to improve.
- Ensure planning for teaching and learning is based on the understanding of where children are in their learning and how to get to the next level.
- Include opportunities for peer and self-assessment during weekly planning..
- Assure children of their 'next targets' in Reading, Writing, Mathematics, Science, Arabic and Islamic and in other areas of the curriculum
- Reward children who achieve their targets Involve TA's wherever possible to maximize progress Report concerns about the progress of individual children or groups of children to SLT line manager to ensure these children receive early intervention in addition to teaching in the classroom
- To regularly report the progress of children against their targets to parents as per assessment and reporting calendar
- Work with Leaders to complete a thorough analysis of children and identify the next steps during the performance management meetings.
- To complete a Performance Management Review at the end of each academic year

Roles and Responsibilities of students will be:
- 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.