



**DUBAI
BRITISH
SCHOOL**
JUMEIRAH PARK

Assessment Policy

This procedure is reviewed annually to ensure compliance with current regulations

	Date	Name(s):
Created:		AHP
Last reviewed:	December 2022	Vice Principal
To be reviewed:	September 2023	

Rationale:

At Dubai British School Jumeirah Park, we believe that assessment lies at the heart of outstanding pedagogy and empowers students to reach and exceed their potential. Assessment supports student's learning and improves attainment through effective feedback showing the student how further progress can be made.

At DBSJP assessment supports learning through:

- Knowing what each student is capable of (cognitive ability and academic potential) Knowing the skills and knowledge that each student is already competent and successful at
- Identifying the area of need for each student to ensure provision of appropriate intervention that supports progress
- Providing clear information to students about what they have done well and what they need to improve

Aims:

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated
- Ensure we comply with KHDA requirements

Policy Statement:

We ensure that:

- assessment is a continuous process which is integral to teaching and learning, based on best practice, focusing on the curriculum and that it lies at the heart of promoting students' education
- assessment information is used to evaluate course materials, learning processes and teaching methodology
- high quality teaching is supported and informed by high quality formative assessment (ongoing assessment)
- the school ethos promotes and emphasises the opportunity for all students to succeed when taught and assessed effectively
- there is always a clear purpose for assessing and assessment is fit for its intended purpose
- assessment is used to focus on monitoring and supporting students' progress, attainment and wider outcomes including promoting self-awareness
- assessment not only focuses on the achievement of learning outcomes as determined by the National Curriculum and course objectives, but also skills developed across a range of learning opportunities such as co-operation with others, ability to solve problems and capacity for independent learning and thinking
- assessment supports consistency of approach across the curriculum, while recognising subject specificity
- assessment supports informative and productive conversations with staff, students and parents
- students take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve

- assessment is inclusive of all abilities
- assessment acknowledges achievement at all levels to maintain student motivation
- a range of assessments are used day-to-day as formative assessment, summative assessment and nationally standardised summative assessment

- assessment information supports continuity when a student changes year group, starts the school or leaves the school

Policy Procedure

At DBSJP a termly assessment schedule is drawn up which includes the arrangements for assessment. We see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. We use five overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment, UK national standardised assessments/exams, Cognitive Ability Tests (CAT4) and International benchmark assessments. (GL Progress Tests and Arabic IBT).

In-school formative assessment (AfL/ongoing)

Effective in-school formative assessment is the day-to-day assessment which is carried out by teachers and is key to effective classroom practice. Students should receive feedback either within the lesson itself or the next appropriate lesson. This allows the students to take responsibility for improving their own work and make better than expected progress. Responses to this immediate feedback allow teachers to make changes and adapt their planning to appropriately support the needs of the students they are teaching.

Formative assessment enables:

Teachers to identify how students are performing on a continual basis and to use this information to provide appropriate support or challenge and evaluate teaching and plans for future lessons

Students to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve

A range of day-to-day formative assessments will be used including, for example:

- Rich questioning throughout the lesson
- Written and verbal feedback of students work
- Learning conversations
- Observations
- Student self-assessments
- Peer marking
- Pupil conferences
- Short quizzes

Consistent Judgements

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria and consistency of judgements. This includes:

- Planning and review with colleagues

- Book scrutinies
- Writing moderation with colleagues from other schools
- Subject leads attendance at Taaleem sessions to ensure judgements are in line with other schools
- The development of portfolios of moderated work
- Pupil Progress Meetings
- Use of UK exemplification materials

In-school summative assessment

Effective in-school summative assessment enables:

- Senior Leadership Team to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to make progress and attain personal learning goals
- Teachers to evaluate learning at the end of a unit or period and the impact of their own teaching
- Students to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- Parents to stay informed about the achievement, progress and wider outcomes of their child across a period

Students at DBSJP are assessed periodically and summative progress and attainment data is recorded on the DC Pro assessment tracking system. Summative data is captured three times a year.

Assessment is used to monitor the performance of individuals, groups and cohorts; to identify where interventions may be required; and to work with teachers to ensure that students are supported to achieve at least expected progress and expected attainment.

Foundation Stage

Teacher Judgments will relate to the Early Years Framework and will support reporting to parents on whether their child is working towards age related expectation; meeting age related expectations or exceeding age related expectations. Tiny Tracker is used to comprehensively track Areas of Learning, Characteristics of Effective Teaching and Learning, EAL and students' wellbeing and involvement using the Leuven Scales.

Key Stage 1 and 2

Teacher Judgements will relate to the National Curriculum age related expectations and will support reporting to parents on whether their child is working towards age related expectation; meeting age related expectations or exceeding age related expectations.

A range of in-school summative assessments will be used including, for example,

- End of term and end of year tests
- Short end of topic or unit tests/tasks
- Reviews of progress against individual targets for pupils with SEN
- Teacher judgements on DC Pro relating to the National Curriculum age related expectations

Key Stage 3

Teacher Judgements will relate to the National Curriculum age related expectations and will support reporting to parents on whether their child is working towards age related expectation; meeting age related expectations or exceeding age related expectations.

A range of in-school summative assessments will be used including, for example,

- End of term and end of year tests
- Short end of topic or unit tests/tasks
- Presentations on a topic
- Reviews of progress against individual targets for pupils with SEN
- Teacher judgements on DC Pro relating to the National Curriculum age related expectations

Key Stage 4 and 5

Teacher Judgements will relate to exam board specifications and will support reporting to parents on the grade the student is likely to achieve.

A range of in-school summative assessments will be used including, for example,

- End of term and end of year tests
- Short end of topic or unit tests/tasks
- Presentations on a topic
- Reviews of progress against individual targets for pupils with SEN
- Teacher judgements on DC Pro relating to exam board specifications.

UK National standardised summative assessment

UK National standardised summative assessment enables:

- School leaders to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment
- Teachers to understand national expectations and assess their own performance in the broader national context
- Students and parents to understand how pupils are performing in comparison to students in the UK

Nationally standardised summative assessments include:

- Phonics screening check in Year 1
- National Curriculum tests and teacher assessments at the end of Key Stage 2 (Year 6)
- GCSE, A-Level and BTEC qualifications

Cognitive Ability Tests

The Cognitive Abilities Test (CAT4) is a diagnostic assessment that is designed to help students and teachers understand how they learn and what their academic potential might be. It assesses how students think in areas that are known to make a difference to learning. CAT4 is used from Year 4 to Year 13 to assess

students' ability in a range of reasoning aptitudes:

- Verbal reasoning
- Quantitative reasoning
- Non-verbal reasoning
- Spatial ability

Students sit their CAT4 early in Term 1 of the academic year and usually re-sit CAT4 2 years later to update information about the students' cognitive abilities. CAT4 is also administered on entry to the school for mid-year entrants.

International Benchmarked assessment

GL Progress Tests and Arabic IBT assessments provide a reliable, consistent measure at the end of the academic year to benchmark students' performance. Question level analysis highlights any gaps in knowledge and understanding, helping to personalise learning, from providing extra support to setting more challenging targets.

We use the IBT assessment to measure students' knowledge, understanding and application of Arabic reading and the GL Progress Tests to measure students' knowledge, understanding and application of the core subjects:

- English: focuses on grammar, punctuation and spelling, and on reading comprehension, using age-appropriate fiction and information texts.
- Maths: assesses key aspect of maths appropriate to the age of the pupil including mental maths for those aged 8 and over.
- Science: measures two dimensions of science learning, understanding of science content, and working scientifically (application of skills).

We use the NGRT assessment termly to assess students reading age and track their progress. Reading ages are shared with teachers to allow them to differentiate texts in class so that all students are able to fulfil their potential.

International Benchmarking Assessments support school improvement initiatives by showing the relative performance of DBSJP students compared to UK and international benchmarks. Testing year-on-year enables us to track individual and group progress. Transition tests provide an accurate profile of your pupils and sets a baseline from which to monitor progress.

An inclusive approach to assessment

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of students and young people's additional learning needs and any requirements for support and intervention. These include:

- Dyslexia Screening tests
- Las Links assessment
- Non-verbal reasoning assessments
- Assessments carried out by external agencies in support of the child
- Literacy and numeracy standardised assessments

- Reporting to parents

Parents are given the opportunity to meet with teachers whenever the need arises and specifically at the start of the school year and after receiving their child's termly report. Parents, also receive the results from all the benchmarking assessments.

Roles and Responsibilities:

The Heads of Schools are responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing student progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to the Principal on all key aspects of student progress and attainment, including current standards and trends over previous years
- Providing assessment data and reports as requested for DSIB/KHDA and Taaleem

The Inclusion Manager is responsible for:

- Ensuring assessment and exam accommodations are in place
- Using assessment data to monitor the progress and attainment of SEND students
- Using assessment information to coordinate individual support
- Managing specialist SEND/EAL assessments

Teachers

All teachers are responsible for looking at their class data and highlighting underachieving students and deciding on suitable interventions

Teachers are responsible for following the assessment procedures outlined in this policy including setting individual student targets

Students

Students are expected to engage fully in the assessment process by always trying their hardest in all form of assessments and exams, and by following exam regulations specified by examination boards.

Applicable to:

All teachers

Related Documents:

Assessment Guidance