1   Rationale:

At Dubai Schools we believe that assessment lies at the heart of outstanding pedagogy empowering students to reach their targets and achieve success. Assessment supports student learning and improves attainment through effective feedback showing the student how further progress can be made.

At Dubai Schools 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

2   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

3   Policy Statement:

We ensure that:

- assessment is a continuous process which is integral to teaching and learning, based on best practice, focusing on the American curriculum and that it lies at the heart of promoting children's 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 Dubai Schools' ethos promotes and emphasizes the opportunity for all children 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 American Curriculum, Arabic and Islamic 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 recognizing subject specificity
- assessment supports informative and productive conversations with staff, children 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 in-school formative assessment, in-school summative assessment and nationally standardized summative assessment.
- assessment information supports continuity when a student changes grade or leaves the school.

4   Policy Procedure

4.1   At Dubai Schools a termly self-evaluation 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 the curriculum and the modules taught through Engage NY.

We use three overarching forms of assessment: 1) day-to-day in-school formative assessment, 2) in-school summative assessment which includes material produced by Engage NY, Mastery Connect and MoE assessments,

4.2   3) standardized assessments, e.g. MAP and IBT

In-school formative assessment (AfL)

Effective in-school formative assessment is the day-to-day assessment which is carried out by teachers and is key to effective classroom practice. Until a formal tool is available, formative assessments are recorded by teachers on Excel.

Formative assessment enables:

- Teachers to identify how students are performing on a continuing basis and to use this information to provide appropriate support or challenge, evaluate teaching and plan future lessons
- Students to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- Parents to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do 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 children's work
- Learning conversations
- Observations

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- Pupil conferences
- Peer marking
- Short quizzes
- Student self-assessment

4.3 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
- Student Progress Meetings
- Use of US exemplification materials

4.4 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 are assessed periodically, and summative progress and attainment data is recorded on Thinkwave. Summative data is captured four times a year. Teacher Judgements will relate to Arabic, Islamic, UAE Social Studies and the American Curriculum Grade level age related expectations and will support reporting to parents on whether a child is:

- ➢ Needs more time to reach the expected standard
- ➢ Approaching age related expectation
- ➢ Meeting age related expectations
- ➢ Exceeding age-related expectations

These assessments are 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.

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

- End of term and end of year assessment such as a standard writing continuum or Arabic assessments produced by the MoE or by staff
- Short end of topic or unit tests/tasks
- Reviews of progress against individual targets for pupils with SEN
- Teacher judgements relating to the Curriculum age related expectations

As student progress through the school, the assessment tasks and tests become more formal with the timing of formal assessments linking to the reporting to parents' schedule.

Standardized Assessments

MAP, (Measure of Academic Progress) is a reliable, computerized adaptive **test** which helps teachers, parents, and administrators improve learning for all students and make informed decisions to promote a child's academic growth.

Students from G1 will take a MAP test three times during the school year, early in term 1, mid-year and again towards the end of the academic year. The tests will be in Reading, Language Usage, Mathematics and Science.

Arabic benchmarking Tests are used to assess the attainment of students in Arabic.

Teachers will be expected to used assessment data to inform their instruction and to plan intervention to narrow gaps in learning.

5 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 children and young people's additional learning needs and any requirements for support and intervention. These include:

• Dyslexia Screening tests

• Classroom Language Interaction Checklist (CLIC)

• Non-verbal reasoning assessments

• Assessments carried out by external agencies in support of the child

6 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 report which includes:

• Following baseline assessments to give parents an overview of their child's levels

• At the end of each term to summarize the progress and attainment

• Comments on general progress and attitude to learning

• Targets for development

• The student's attendance records

7 Roles and Responsibilities:

The Principal is responsible for:

• Ensuring that the policy is adhered to

• Monitoring standards in core and specialist subjects

• Analyzing student progress and attainment, including individual pupils and specific groups

• Prioritizing key actions to address underachievement

• Providing assessment data and reports as requested for The Dubai School Team and Taaleem Central Office or KHDA

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 using their class data to highlighting underachieving students and to plan

suitable interventions and curriculum modifications

- 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.

8   Applicable to:

All teachers

9   Implementation Date: August 2021

Review Date As required