



PACE مدرسة بيس البريطانية ذ.م.م.
BRITISH SCHOOL L.L.C.
===== **SHARJAH** =====

ASSESSMENT POLICY

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INTRODUCTION

We believe that effective assessment lies at the heart of improving teaching and learning. We work in partnership with our children, giving regular feedback on their learning, recognising their achievements and encouraging them through praise and reward, whilst helping them to understand what they need to do to improve. This provides a framework within which educational objectives may be set and children's progress monitored.

Assessment should be incorporated systematically into teaching strategies in order to diagnose problems and chart progress. It facilitates the investigation of anomalies and enables us to offer support to students or staff, either in class or through the learning support centre, as required.

We provide parents with regular reports on their child's progress so that teachers, students and parents work together to raise standards for all children.

AIMS AND OBJECTIVES

The aims and objectives of assessment in our school are:

- To gather information about the progress of individual students, groups and cohorts so that it can be used to inform target setting at a range of levels.
- To provide feedback to students to help them understand what they need to do to improve their work.
- To emphasise positive achievements and identify future learning needs in order to improve students' motivation and increase participation in the learning process.
- To guide future planning so that it accurately reflects the needs of each child.
- To provide regular information for parents that enables them to support their child's learning.
- To provide evidence of achievement that has emerged from the normal work and activities of students and teachers.
- To provide Directors and owners with information that allows them to make judgements about the effectiveness of the school.

PRINCIPLES OF ASSESSMENT

Recording Achievement

Recording achievement is central to the learning process. This means that:

- Recording should support student learning and facilitate continuity and progression.
- Recording should provide opportunities for cross-curricular achievements to be acknowledged.
- Individual student records should include a variety of evidence, for example:
 - Annotated work samples
 - An overview of attainment
 - Future targets for learning

Student Involvement in Assessment

The assessment and recording of achievement should actively involve students at all stages, although this will differ depending on the age of the student. This means that:

- Students should participate in deciding their learning targets.
- The criteria for judging achievement should be made clear to students.
- Students should know how their work can be improved.
- Students should be made aware of the attainment targets for all subjects studied.

Curriculum Integration

Achievement should be acknowledged wherever it occurs within the curriculum. This means that:

- Planning for assessment should be integral to all planning.
- Attainment targets should be shared across subject areas wherever appropriate.

TYPES OF ASSESSMENT

Assessment is the teacher's judgement of the students' achievements. Teachers should gather a variety of evidence, both formal and informal, in order to support this judgement.

Informal Assessment Evidence

Informal evidence may include:

- Observation of students' work
- Questioning
- Scrutiny of students' work at varying stages of completion

It is not essential to document informal evidence.

Formal Assessment Evidence

Formal evidence may include:

- End of unit assessments
- Weekly tests (e.g. spelling, times tables)
- End of term examinations and assessments

FORMATIVE ASSESSMENT

Formative assessment is built into planning through the use of learning objectives and success criteria.

Formative assessment occurs in two ways: conscious and subconscious.

Subconscious Formative Assessment

Subconscious formative assessment is characterised by routine understanding and progress checks made constantly during a lesson. This enables teachers to quickly identify students requiring support or extension and respond immediately.

This is a vital tool in gathering informal evidence of student progress on a day-to-day basis.

Conscious Formative Assessment

Conscious formative assessment can be:

- Informal (e.g. “thumbs up if you understand”)
- Formal through the use of assessment ladders and success criteria

Formal approaches provide documented evidence of student progress and targeted next steps for development.

Formative Assessment is Used To:

- Demonstrate student attainment in foundation subjects and English writing, speaking and listening.
- Provide information to facilitate target setting and support student progress.
- Provide management with a continuous record of coverage and progress for individual students.

SUMMATIVE ASSESSMENT

Summative assessment is used to collect student progress data at the end of a teaching unit or term.

Evidence from summative assessments should be used alongside formative assessment evidence to produce termly reports for parents.

Expectations for Summative Assessments

- Students should sit separately where appropriate.
- Wall displays should be covered where applicable.
- In Mathematics assessments in KS1 and KS2, questions may be read aloud.
- KS1 students may have access to small apparatus.
- Assessments should not be intimidating, particularly for younger students.

Secondary Assessment Periods

In Secondary, formal assessment periods are calendared into each school term for all year groups.

Mock examinations for Key Stage 4 and Key Stage 5 will follow the same conditions as final examinations.

EARLY YEARS FOUNDATION STAGE (EYFS)

In Foundation Stage, students are continually assessed throughout the year and samples of achievement are stored within their assessment folders.

Assessment in FS1 and FS2 is ongoing and informed by teacher professional judgement, supported by evidence from children’s learning.

Children are assessed against the Early Learning Goals (ELGs) each term using the following four-point scale:

Grade	Descriptor
1	Significantly Below
2	Slightly Below
3	On Track
4	Working at Greater Depth

Teachers use a combination of:

- Observations
- Interactions
- Samples of children's work

This ensures assessment reflects each child's level of development and informs next steps in teaching and learning.

GENERAL EXPECTATIONS

All staff are required to ensure that assessments are administered fairly and consistently across the year group and key stage where relevant.

Staff must consult with year group and key stage partners to ensure that all assessments:

- Are set at an appropriate level
- Reflect the subject matter taught

Moderation

Moderation of marking is essential in ensuring fairness and consistency in assessment.

Time should be allocated during key stage meetings for moderation before reporting summative assessment results to parents.

Teacher-Created Assessments

Where standardised tests are not available, staff may create their own assessments.

A copy of the assessment should be submitted to the Head of School or Assessment Coordinator for approval before being administered.

TARGET SETTING

Target setting informs the reporting and recording of achievement and recognises that students learn more effectively when they:

- Know what they are trying to achieve
- Understand how they can improve
- Are informed about how successful they have been

At the beginning of the school year, each teacher receives assessment data and targets from the previous year or from CAT4 testing for new students.

Teachers should set targets for their class based on this information.

The creation of targets allows staff to monitor expected student progress across the year.

- Negative discrepancies can be addressed collaboratively with students and parents.
- Positive discrepancies can be used to identify students for the school's Able and Ambitious Programme.

The Senior Leadership Team monitors attainment and target levels to ensure adequate progression.

Secondary Target Setting

In Secondary, all students have an individual target for each subject.

Targets are derived from CAT4 predicted IGCSE grades.

Students' current levels are reported to parents three times per year and target grades may be raised where a student is performing significantly above expectation.

Target grades will not be lowered.

IGCSE AND A LEVEL ASSESSMENT

IGCSE and A Level assessments are designed to:

- Fulfil the requirements of the IGCSE and A Level curriculum for each subject
- Show what a student has achieved against syllabus expectations
- Provide information for progression
- Maintain a continuous record of progress towards final examinations
- Demonstrate how judgements are made against examination grades using assessment tasks and exam board marking criteria

Each subject teacher is responsible for understanding the assessment procedures for their subject area.

Teachers should consider:

- How grades are determined for pieces of work
- How grades are used to identify student working levels and next steps
- Assessment opportunities within schemes of work
- Collaborative assessment development across departments
- The role of end-of-topic tests in relation to classwork and homework
- Student involvement in the assessment process and understanding how to improve

SCHEMES OF WORK AND PLANNING

A scheme of work is a written document describing the content and organisation of courses of study followed by students.

It provides a summary of how the school delivers its planned curriculum within subjects and ensures all students have access to the curriculum and wider school opportunities.

By comparing schemes across subjects, ideas and resources can be shared effectively.

Assessment Within Planning

Assessment is an integral part of teaching and learning. Therefore, schemes of work should identify:

- Assessment opportunities
- Record-keeping processes
- Specific assessment points
- Criteria for assessment

Students should understand the criteria used so they can maximise achievement.

Planning Format

Planning formats may vary between subjects but generally include:

- References to National Curriculum or exam board objectives
- Clear learning objectives
- Class and homework activities
- Learning strategies
- Resources and references
- Evidence of progression
- Assessment opportunities with criteria
- Cross-curricular links where appropriate
- Differentiation

Schemes of work should be prepared collaboratively by relevant staff to promote shared ownership.

GRADING AND REPORTING

EYFS Reporting

Assessment in EYFS follows the Early Learning Goals framework using the four-point scale outlined earlier in this policy.

Primary Reporting

From Year 1 to Year 6, students are assessed using a 1–9 grading scale with corresponding descriptors.

Reports are issued to parents three times per year at the end of each term.

BEL Below		EME Emerging		EXP Expected		TEXC Towards Exceeding	EXC Exceeding	
1 - Below	2 - Below+	3 - Emerging	4 - Emerging+	5 - Expected	6 - Expected+	7 - Towards Exceeding	8 - Exceeding	9 - Exceeding+
0%-9%	10%-19%	20%-34%	35%-49%	50%-60%	61%-70%	71%-84%	85%-93%	93%-100%
Your child is working below age-related* expectations in this curriculum area.		Your child is working towards the age-related* expectations in this curriculum area.		Your child is working at the age-related* expectations in this curriculum area.		Your child is working towards, working above the age related* expectations in this curriculum area.	Your child is working above the age-related* expectations in this curriculum area.	

Secondary Reporting

From Year 7 onwards, students are graded using the Pearson Edexcel 9–1 IGCSE grading system.

All students have:

- A target grade derived from CAT4 predictions
- An individual flightpath to monitor attainment and progress

Please see Appendix 1.

Academic reports are completed three times per year based on the main objectives set at the beginning of the term.

Reports include:

- Target grades
- Current attainment levels
- Teacher comments relating to effort and attitude across the whole unit of work

In cases of consistently poor effort or where fewer than half of the attainment objectives are achieved, parents should be informed at the earliest opportunity before reports are issued.

SEND STUDENTS AND ACCESS ARRANGEMENTS

Examination concessions, also known as Access Arrangements, are reasonable adjustments made to ensure students with SEND are not placed at a substantial disadvantage compared to their peers.

These arrangements form an integral part of the support provided for students with SEND.

Schools must follow the Joint Council for Qualifications (JCQ) guidelines and meet statutory requirements outlined in the Equality Act 2010.

Teaching staff and senior leaders must support the SENCO in determining and implementing appropriate arrangements.

Support provided during assessments must reflect the student's normal way of working and must not provide an unfair advantage.

Examples of Access Arrangements

Schools may provide:

- Extra time
- A reader
- A scribe
- Use of a word processor
- Rest breaks
- Separate rooms
- Prompts
- Different coloured paper
- Oral or written translations
- Compensatory spelling marks
- Technical or electronic aids

These arrangements are determined through examination concession assessments.

Key Stage 2 Arrangements

Students with an IEP or who use modified large print (MLP) or Braille tests may automatically receive additional time.

- Students with an IEP may receive up to 25% extra time.
- Students using MLP or Braille may receive up to 100% extra time.

Signed: 

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