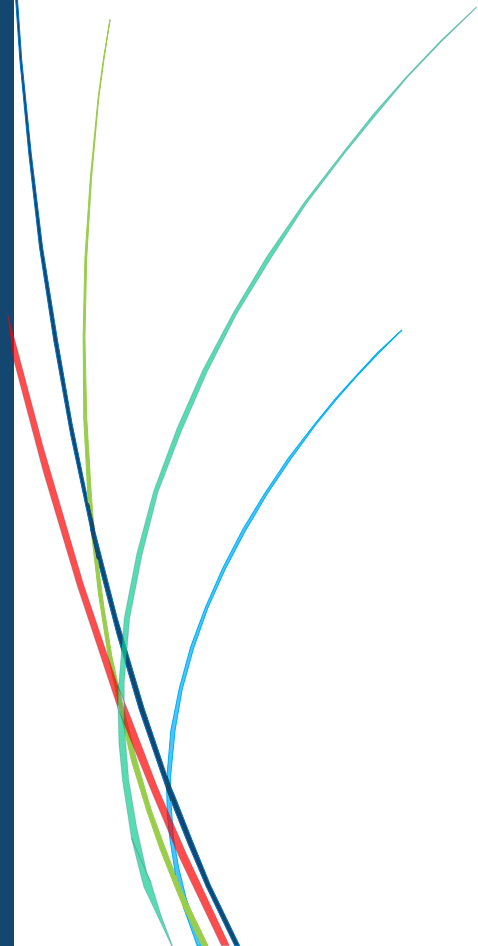




DEWVALE
SCHOOL



ASSESSMENT POLICY



Policy Name	Assessment Policy	Policy No.	DWS_PLC_021
Effective Date	April 2024	Date of Last Review	NA
Date of Next Review	April 2025	Person in-charge	

RATIONALE

In line with the School's Vision Statement, of nurturing mindful global citizens, Dewvale School consistently adopts the highest standards of teaching and assessment to facilitate excellent progress in learning for all students.

At Dewvale School, Dubai, we aim to develop effective teaching and learning practices that integrate ongoing assessment and feedback with high-quality instructional practice. The 'Assessment Policy' outlines the purpose, nature, and management of assessment, evaluation, and reporting at Dewvale School. Assessment and instruction are interconnected. When designing a framework for quality assessment, it is important to build on a foundation that focuses on the learning process and provides multiple opportunities for students to demonstrate their learning. Effective assessment is integrated into ongoing learning from starting a developmental learning sequence, unit, or topic, learning the curriculum, and demonstrating progress and achievement, to planning the next steps in learning.

AIMS

The policy aims to establish and evaluate the school-wide systems and processes to

- Design and implement consistent, coherent and valid assessment.
- Analyse assessment data to inform curriculum and teaching learning.
- Monitor student-learning outcomes to provide necessary interventions.
- Report detailed student outcomes to all stakeholders.

OBJECTIVES

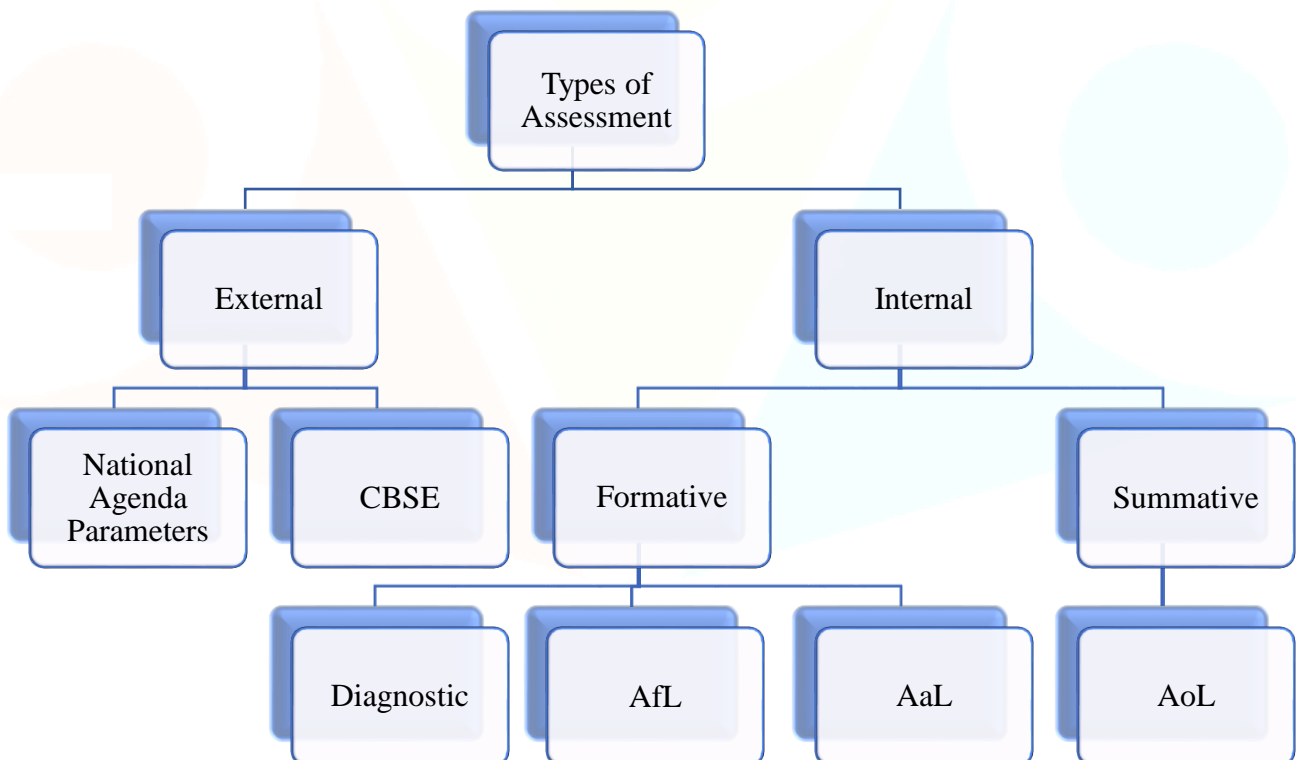
The objectives of assessment in the school are:

- To inform lesson planning and transaction.
- To enable teachers to modify their teaching strategies.
- To ensure that the particular learning needs of individual students/groups are being addressed.
- To monitor pedagogical approaches and methodologies.
- To monitor the progress and attainment of students.
- To compile the records of the progress and attainment of individual students.
- To gather and interpret data at individual, class, and whole-school levels, and about class and national norms.
- To identify and plan the teaching and learning for varied learner profiles, students of determination, as well as the exceptionally able.

- To contribute to the school's strategy for prevention and early intervention to assist students with learning difficulties.
- To provide formative feedback to students to improve learning.
- To facilitate the involvement of students in the assessment of their own and their peers' work.
- To assist students to set goals and to enable them to take responsibility for their learning.
- To facilitate communication between parents and teachers about the development, progress, and learning needs of students.
- To report to parents regularly by providing constructive feedback on their ward's performance, targets, and next steps.
- Feed forward into curriculum planning and design.

FORMS OF ASSESSMENT

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



External Assessments:

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

- Under NAP
 - CAT-4
 - TIMSS
 - PISA
 - PIRLS
 - Reading Test
 - Arabic ABT
 - ASSET
- Under CBSE
 - Grade 10
 - Grade 12

Internal Assessments:

The purpose, frequency, strategy and tools of the internal assessments held at DWS is provided in the table given below:

	Purpose	Frequency	Strategy	Tools
Diagnostic tests	Helps both teachers and students to understand the current level of learning	At the beginning of each Term At the beginning of each unit/ topic as a pre- test	Teachers at the same Grade level design an objective and/or subjective question paper that provide them an insight into the preparedness and prior knowledge of the student.	<ul style="list-style-type: none"> • Pen paper test • Digital tools such as kahoot, quizzies, socrative
Assessment for Learning (AfL)	Assess content, subject specific skills and 21 st century skills of learners. Inform learners of their progress during a unit of study.	Continuous during classroom instruction	Subject teachers, at the grade level: <ul style="list-style-type: none"> • Define and communicate the learning intentions and success criteria. • Create tasks collectively to meet the purpose of AfL. 	<ul style="list-style-type: none"> • Objective tests • Subjective tests • Project work • Collaborative tasks • Individual tasks • Notebook work • Assignments • Lab reports • Anecdotal records • Portfolios • Photographs

	<p>Empower learners to take the necessary action to improve their performance.</p> <p>Create learning opportunities where learners can progress at their own pace and undertake consolidation activities where necessary.</p> <p>Allow teachers to understand learners' learning and take necessary steps to inform teaching and learning.</p>		<ul style="list-style-type: none"> Analyze data from AfLs to inform teaching learning. Plan opportunities for learners to use the feedback to enhance learning. 	
Assessment as Learning (AaL)	<ul style="list-style-type: none"> Help learners reflect on their areas of strength and development during a unit of study. Help learners to develop metacognitive processes. Learners to assume responsibility for their own learning and set future goals. 	Continuous during classroom instruction	<p>Subject teachers, at the Grade level:</p> <ul style="list-style-type: none"> Model and teach the skills of self-assessment as per a given rubric. Guide students in developing internal feedback or self-monitoring mechanisms to validate and question their own thinking. Monitor students' Metacognitive skills as well as their learning and provide descriptive feedback. 	<ul style="list-style-type: none"> Reflective journals Notebook rubric for every chapter I can statements Project work Self-assessed tasks Peer assessed work
Assessment of Learning (AoL)	<ul style="list-style-type: none"> Validate each learner's progress towards defined standards of achievement. 	End of topic/unit tests designed as post-test. End of every term; held twice a year.	<p>Teachers, at the same Grade level:</p> <ul style="list-style-type: none"> Design question papers at the appropriate level of challenge. Moderate the marking scheme for 	<ul style="list-style-type: none"> Pen paper tests as per a pre-defined syllabus

	<ul style="list-style-type: none"> • Hold learners accountable to the highest levels of application. • Prompt students to action and communicate learning to parents. 		accuracy and consistency.	
--	---	--	---------------------------	--

Collection and Use of Data

Data generated through assessment collected from various assessments, both internal and external assessments use both 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, perceptions of services received.

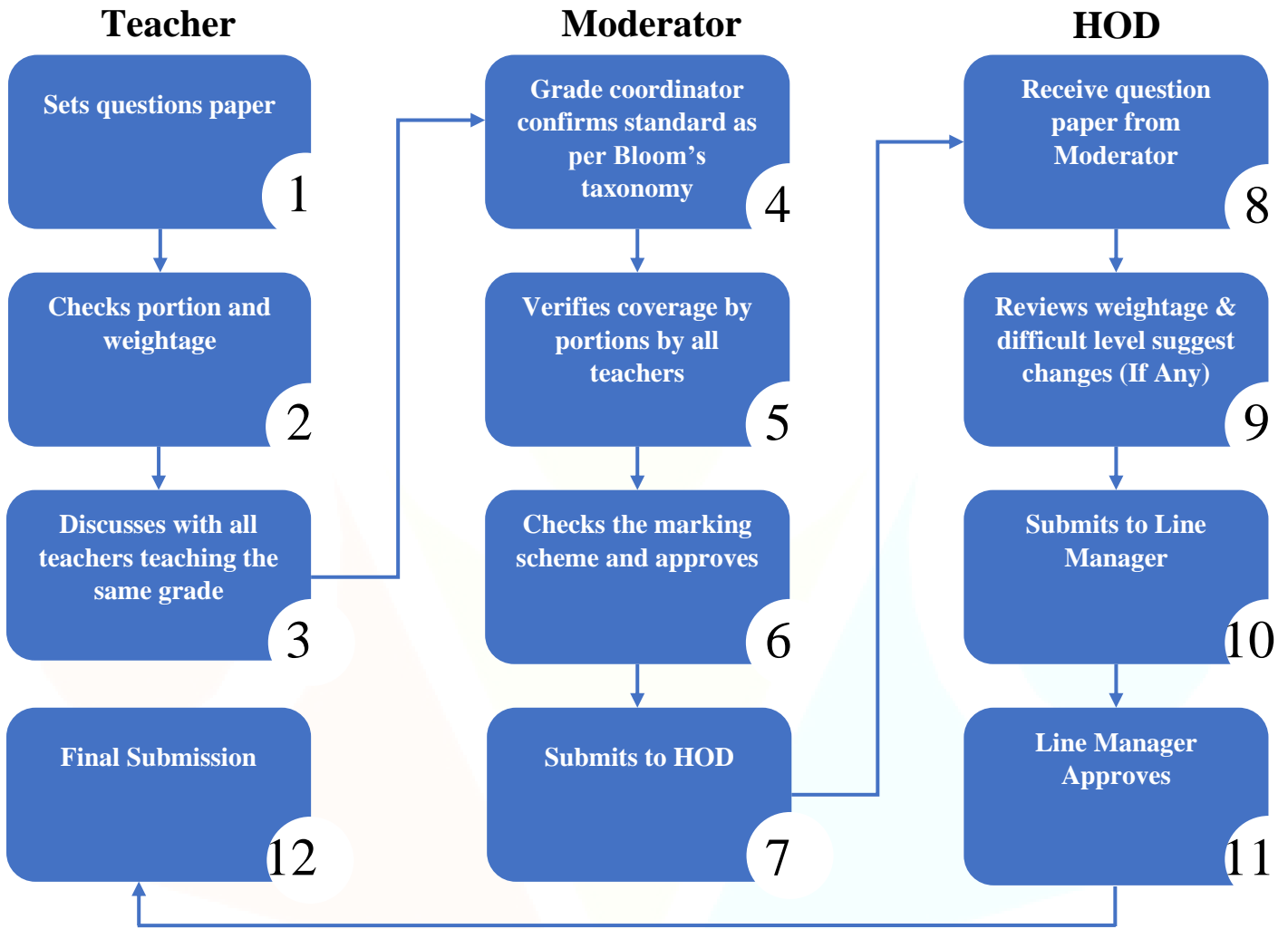
The table below gives an overview of the measures used to collect data at DWS:

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) 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 SEP activity evaluations

Assessment type	Use of Data
External assessments	<ul style="list-style-type: none"> • 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 • Modify strategies in planning and developing the curriculum.
Assessment of learning	<ul style="list-style-type: none"> • Plan instruction and assessment that are differentiated and personalized • Work with students to set appropriate learning goals • Monitor students' progress towards 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.
Assessment as learning	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 stake holders • 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.

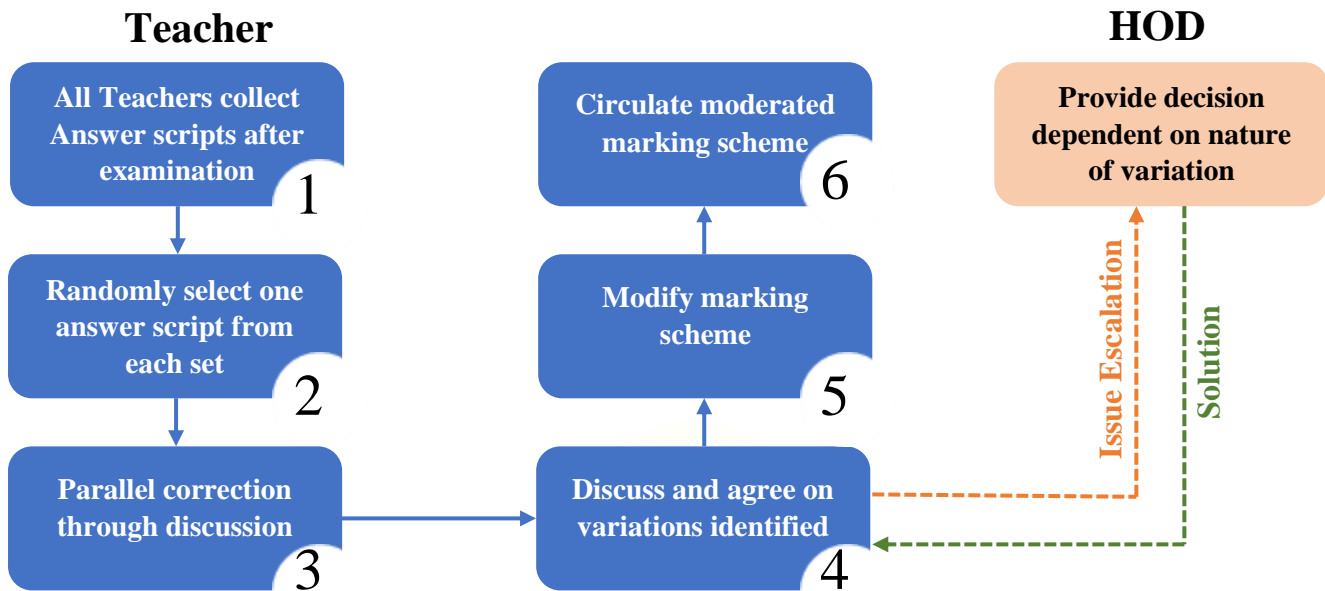
THE MODERATION PROCESS

Step 1: Moderating the question paper

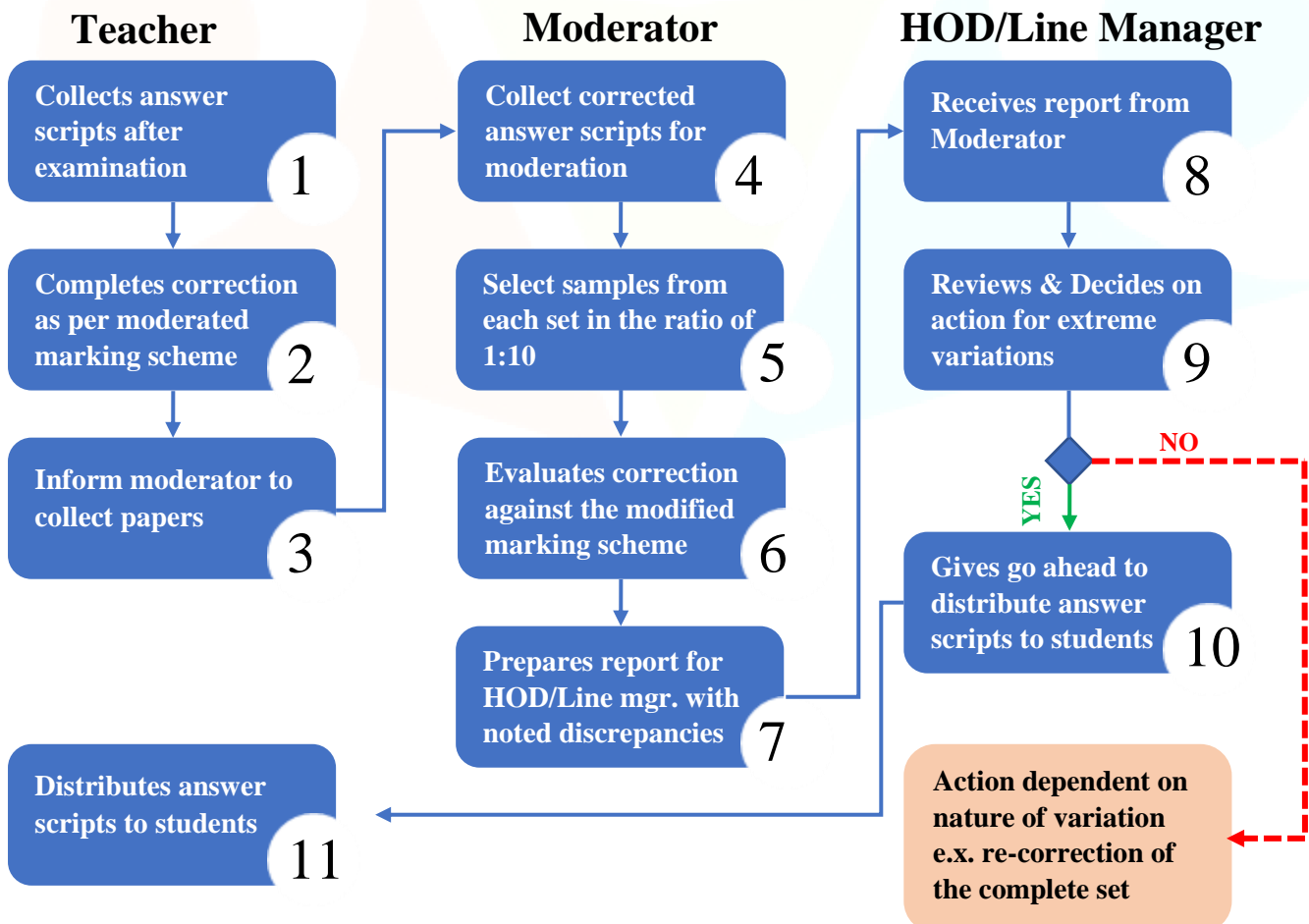




Step 2: Moderating the marking scheme



Step 3: Moderating the Answer scripts



RECORDING

- Teachers use various methods of assessing a student's learning. A range of formative and summative assessments are recorded to inform next steps in learning.
- Annotated lesson plans are used as a record of progress measured against learning objectives.
- Tracking of students' progress is done through the student progress tracker maintained by the respective subject teacher with 'What next' to help student focus and improve learning.
- Tracking of students' progress is done at various stages through notebook work, classroom activities, pre assessment and post assessments.
- The objectives for individual lessons are taken from the broad learning objectives within the school's curriculum plan to create topic specific rubrics. Teachers record the progress of each student against these objectives. This enables them to make a judgement about the work of each student in relation to the curriculum levels of attainment. Each teacher passes this information on to the next teacher at the end of each year.

TARGET-SETTING

- Targets are set for all students using formative and summative assessments throughout the academic year. Teachers set individual and personalised targets for each student in their subject area, based on a triangulation of different data: CAT4 indicators, baseline assessments, benchmark assessments, end of previous year data, student profiles/IEPs and teacher judgement. Teachers discuss individual targets and communicate these to parents during Open House and Student Led Conferences.
- Students are encouraged to set their own targets using Visible Learning Proforma alongside their teacher and are made aware of how they can progress within their learning to achieve their learning targets. This is to encourage students to become active learners who take responsibility for and manage their own learning. In Kindergarten, students use 'I am the Boss of my Learning' folder to set targets with support from parents and teachers.
- Term wise or more frequent analysis is done to track the progress of the students. Based upon this, targets are reviewed, and intervention strategies put in place with clear timelines set for review.

REPORTING

- A range of strategies that keep parents fully informed of their child's progress in school are used to share with them on the school's learning portal. Parents are encouraged to contact the school if they have concerns about any aspect of their child's work. Reporting to parents done through the notebook feedback and next steps is clearly charted.
- Parents are offered the opportunity to meet their child's teacher formally after each assessment during the Open House, 4 to 5 times per year. Following Target Group Meetings, teachers share with parents how they can help at home to support progress and attainment. Parent Feedback Form tracks the progress of the child and the next step in consultation with the parents.
- Parents receive two written reports of their child's progress and attainment during the year. In these reports target areas for the next term or school year is identified.

- The school offers parents of students in KG 1 and 2 term wise opportunities to discuss with the teacher their child's learning profile using performance indicators as a gauge for progress and achievement.
- The outcome tracker for every 6 weeks is shared with the parents to track the consistency in the progress made by the student.
- Student takes ownership of their learning by tracking their progress at different stages and share their next steps during Student Led Conferences

INCLUSION

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities (SEND).

Assessment will be used diagnostically to contribute to the early and accurate identification of students' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all students. However, this should account for the amount of effort the students put in, as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to students starting points, and take this into account alongside the nature of students' learning difficulties.

ROLES AND RESPONSIBILITIES

The following are the roles and responsibilities of various stakeholders:

Teachers

All teachers should:

- Adopt a range of methods and tools to ensure that students' learning and progress in lessons, over a unit of study, term and academic year assessed accurately.
- Design formative assessment tasks that develop and assess subject specific skills, content, 21st century skills and personal social emotional development.
- Share rubrics prior to students undertaking tasks with expectations clearly stated.
- Use assessments to build student confidence, motivation and self-esteem towards academic learning.
- Mark students' work with diagnostic comments, where appropriate.
- Encourage students to take responsibility for their own learning through self/peer assessment.
- Encourage students to analyse their assessment data to set goals, understand their areas of strength and development, next steps towards learning.

- Use assessment data to inform teaching learning, provide additional support where needed by students who are at risk of underachieving.
- Analyse students' CAT4, Reading Test, ABT, internal and ASSET scores and use this data to inform teaching learning.
- Design appropriate assessment of learning based on curriculum standards to measure student attainment.
- Share accurate marking schemes for AoLs enabling students to understand their errors.
- Enter marks and grades in the portal to track student attainment and progress.
- Analyse data from internal and external assessments to inform curriculum planning.
- Report assessment outcomes and provide feedback to students and parents.

Heads of Departments

All Heads of departments should:

- Demonstrate, to the teachers, effective conduct of formative assessments in their classes.
- Suggest and help design, wherever necessary, tasks to assess subject specific skills, content, 21st century skills and personal social emotional development in the learners.
- Suggest modifications in tasks as per the need, as the term progresses, to plug in the gaps in learning at the grade levels.
- Encourage regular feedback from teachers and review assessment tasks wherever required.
- Assist teachers to analyse their assessment data and plan interventional strategies.
- Use assessment data to plan the next steps in the teaching-learning process, guide and provide additional support where needed, to teachers in this regard.
- Analyse the results from the external examinations and use this data to work on the department development plan.
- Analyse data from internal and external assessments to inform curriculum planning.
- Collaborate with the Head of assessment and data to conduct subject specific workshops.

Head of Section

All HOS should:

- Demonstrate in their classes, a range of methods and tools to ensure clarity in instruction to the teachers regarding conduct of formative assessments.
- Monitor the conduct of assessments in the section and take regular feedback from the teachers and students.
- Ensure regular communication between the parents and teachers to strengthen support rendered to the low achievers.
- Arrange for regular peer observation so that all teachers align well to the idea of ongoing assessments.
- Suggest modifications in tasks as per the need, as the term progresses, to plug in the gaps in learning at the grade levels.

- Ensure timely implementation of interventional strategies in the section.
- Inform the need for in house training/workshops for assessments to the Head of assessment and data.
- Use the results from the analysis of internal and external examinations to work on the section development plan.
- Effectively demonstrate planning of tasks and the use of tools in order to conduct the formative assessments in their lessons.
- Remain responsible for the implementation of assessment policy in their section.
- Ensure that information on pupil progress used to improve teaching and learning in the section and to inform curriculum planning in the subjects.
- Oversee the planning and allocation of resources designed to facilitate the effective conduct of assessments.
- Provide guidance and support to faculty in implementing schemes of work as per the guidelines of the policy.
- Ensure that arrangements are in place for the identification and support of children of all abilities.

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.
- Identify learners' achievement gaps as well as reflect on possible causes for these gaps.
- 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, ABT Arabic, Reading Test, ASSET, TIMSS, PISA, and PIRLS.
- Ensure that all staff, students and parents have an accurate analysis of student data on progress and attainment.
- Coordinate with Heads of Department to ensure that assessments are valid and rigorous.
- Collaborate with Grade Supervisors to ensure that they can effectively disseminate data, actions and development plans to other staff.
- 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.

Role of Students:

All students should:

- Understand the assessment rubric and participate actively in assessment opportunities in lessons.
- Take responsibility for understanding and acting on both written and oral feedback given by their teachers or peers.
- Support other students constructively when involved in peer assessment.
- Be respectful and responsible with peer feedback.

- Engage in self-reflection and regularly review their learning journey.
- Set their learning goals and strive to become independent learners.
- Actively participate in all activities to promote their emotional, social and personal wellbeing

Role 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 on his independent learning skills.

Links with other policies

This policy should be read in conjunction with the following policies:

- Transition Policy
- Teaching Learning Policy
- Curriculum Policy