



DUBAI GEM PRIVATE SCHOOL

STRIVE FOR EXCELLENCE



Assessment and Reporting Policy

What is assessment? Assessment is the opportunity to demonstrate knowledge and abilities. Therefore, any opportunity that students have to demonstrate their learning could be deemed an ‘assessment event’, whereby a students’ level of understanding can be judged.

An assessment event could be anything from a formal exam to a Q & A session, a pop-quiz to a role-play, a presentation to a mind-map.

One principle that is clearly agreed upon is that classroom assessment is central to the teaching and learning process. It must be collaborative and focused; assessment must be an interactive process.

Teachers need to know about their existing students’ progress and next steps in learning so that they can adapt their lessons to meet their needs – needs which are often unpredictable and which vary from one student to another.

Assessment is the process by which students, teachers and parents are able to make judgements that allow them to monitor progress, evaluate the learning experience, improve planning, diagnose difficulty, identify progression, assist personalisation and improve the quality of teaching and learning.

Why do we assess?

We use student assessment in the following ways:

- Pedagogy – Evaluate achievement and inform teaching; evaluate and improve learning
- Communication – Reporting and reviewing next steps
- Leadership and Management – Teacher targets, appraisals and monitoring progress

We believe the essential element of assessment is to use the data formatively in order to provide clear strategies for making progress. This is evidenced in our Reporting Points.

Assessments across the school

FOUNDATION STAGE

Foundation Stage in DGPS follows the Early Years Curriculum. Assessment in the EYFS is mainly **on-going assessment** which is what practitioners do on a daily basis to make decisions about what the child has learned or can do already. This enables teachers to plan experiences that help children move on in their learning – this is sometimes called ‘formative’ assessment because it informs the next steps that are planned for the child. Another type of assessment known as ‘summative’ assessment takes place at the end of Foundation Stage 2.

Effective assessment in the Early Years is achieved through skillful observation and assessment for learning (AFL) procedures rather than formal testing, in keeping with appropriate early years methodology and best practice.

During the first six weeks at school students are assessed informally. Teachers observe students as they play and the outcomes of this assessment are recorded. The information gained helps to identify a child's strengths and their learning needs. In the final term of Foundation Stage 2 an assessment (summative) is conducted and this 'sums up' all the different information from on-going assessments that have been made about the child. This information is added to a record of children's achievement which is related to the Early Years Foundation Stage Profile (EYFSP) – showing the levels different children have achieved in the seven areas of learning and development.

The information gathered using Observations is recorded on the Early Years Progress Tracker and the student's learning journey is shared with the parents every six weeks. This is an online system where staff upload key aspects of a child's learning journey at school. Parents are encouraged to contribute to this through the seesaw app. Progress made by students is tracked against the EYFS goals in all the seven areas Learning and 'Characteristics of Effective Learning' and wellbeing according to their age

At the end of Foundation Stage 2 a personalised report on your child's attainment and progress is shared which comments upon your child's **Early Years Foundation Stage Goals**. This information is used to support students' smooth transition into Year 1.

ASSESSMENTS IN PRIMARY AND SECONDARY

Types of Assessment

Subjects are divided into 2 categories:

Category A – represents the basic subjects for all grades and includes:

PRIMARY SECTION: Core Subjects: Arabic, Islamic Education, Social Studies, Computing, English, Mathematics, Science.

Non-Core: History, Geography, Languages (Urdu, Hindi, French)

SECONDARY SECTION: Arabic, Islamic Education, Social Studies, ICT, Computer Science, English, Math, Science (Biology, Chemistry, Physics), and other optional subjects at KS4 and Post 16 (Accounting, Business Studies, Economics, Environmental management, Geography, History, Psychology, Sociology, Travel and Tourism.) Languages (French, Urdu and Hindi) Art & Design

Category B: enhances the learning process according to standards that are appropriate to skill, age and level of the student. It includes:

Primary: Art, Music, Physical Education, Moral Education

Secondary: Art & Design (Year 7 & 8), Physical and Health Education, Moral Education.

Category B subjects are not included in the students' final average.

Summative Assessment – This covers assessment events that aim to provide information about how much a student has actually learned at the end of a particular section/unit of work. Our end-of-year exams and key assessments are summative assessments.

- It targets subjects in categories A & B
- It is implemented on students from Year 4 -12
- Assessments based on curriculum standards implemented across the year groups.
- A percentage from these assessment is included in the EOY report

Formative Assessment – This is the process of seeking and interpreting evidence for use by students and their teachers to decide where the students are in their learning, and identify their next steps. Formative assessment is less formal than summative assessment and therefore it is more regular.

- It targets all subjects
- It is implemented across the school.
- Carried out by teachers according to standards identified by curriculum expectations.
- A percentage from these assessment is included in the EOY report

Diagnostic Assessment – Any assessment event that seeks to identify a student’s strengths and weaknesses including how they like to learn.

What are Diagnostic Assessments?

Diagnostic assessments are pretests.

Diagnostic tests help to tell the teacher (and the student) how much they know and don’t know about an upcoming topic. This helps to inform the teacher’s lesson planning, learning objectives, and identify areas that may need more or less time spent on.

Components of a Diagnostic Assessment

- Happen at the beginning of a unit, lesson, quarter, or period of time.
- Goal of understanding student’s current position to inform effective instruction
- Identify strengths and areas of improvement for the student
- Low-stakes assessments (Usually do not count as a grade)

Difference between Diagnostic and Formative Assessments

Though both diagnostic assessments and formative assessments aim to inform teachers to instruct more effectively, they emphasize different aspects.

Diagnostic assessments analyze what students have learned in the past, many times from different teachers or classes.

Formative assessments are taken during a unit to assess how students are learning the material that the teacher has been teaching.

Both are very helpful for the teacher, and the results are used to identify areas that need more attention in future instruction.

Diagnostic Assessments Examples

At the beginning of a unit on Ancient Greece, a teacher may give a pre-test to determine if the class knows the basic geography, history or culture. The class' responses will determine where the teacher begins and how much time is dedicated to certain topics. The teacher may learn from this diagnostic assessment that many students already have knowledge on cultural aspects of Greece, but know little about its history. From this, they may adjust the lesson plan to spend a bit more time on the history and origins of Ancient Greece and slightly less on culture.

Keep In Mind

Another valuable use of a diagnostic pre-test is **to give the students an idea of what they will have learned by end of the learning period. When combined with a post test, their score on a pre-test will show students just how much knowledge they have gained.** This can be a powerful practice for building esteem in students. In fact, some teachers even use the same pre-test and post-test to make this difference more evident.

This strategy provides great data on how students have progressed is a sure-tell way to measure and analyze growth over the year.

The grading scale for a diagnostic assessment is usually not based on the number of correct answers and holds little weight for a student's final grade. You might consider this type of test to be a low-stakes assessment for students.

Methods of Assessment

Teachers use a variety of methods for assessment, which include:

- Questioning and immediate verbal feedback (Across the school)
- Collaborative assessment and feedback (Unit Tests: Year 4 -13)
- Examinations and Key Assessments (Mid-Year/End of Year: Year 4 -10)
- End of Key Stage Assessment (Early Years and KS1)
- Controlled assessments (Year 2 - Year 13: PTs; CAT4; Board Examinations)
- Homework / coursework tasks (Year 2 – Year 13)

Baseline Assessments: At the start of each year in the Primary and Secondary School, new students undertake baseline assessments including CAT4 and internal key assessments.

For existing students, their grade achieved at the end of the previous year is carried over to the new academic year. The only exception is where students begin new specialist subjects.

The end of year 6 grade is used as part of the triangulation picture, however due to the changes in the curriculum it is important for new baseline assessments to be conducted when students move to Year 7.

The core subjects undertake additional baseline assessments to ensure that the transition between Primary and Secondary is smooth and effective. Where possible, a number of baseline / key assessments are undertaken to paint a well-rounded picture.

Teacher judgment, assessment and feedback for learning is also taken into consideration for outlining a baseline.

Triangulation of Assessments Over the year, teachers collect a variety of assessment data to paint a picture of a child's attainment and progress in Primary and Secondary, and used to make an overall judgement on a child's achievement.

This triangulation ensures that assessments are robust and accurate and provides support for teachers in their own formative and summative assessments.

Quality Assurance and Moderation: Quality Assurance forms an integral part of regular departmental meetings, with routine dialogue with subject HODs and SLT. With regards to assessment quality assurance, the largest focus is on the moderation of work and assessments. Following the marking and summative grading of work, departments are required to cross moderate to ensure the accuracy of grading. HODs will also take a sample selection of students to ensure this has been conducted.

Predicted Grades (Year 11, 12, 13): A predicted grade is based on a range of data and assessment in combination; their current attainment grade, their attitude to learning, CAT4 Indicators and end of year target grades.

Record Keeping

The School uses the Progress Tracker as a method for tracking assessment results and data at four data capture points throughout the year. (Reporting Points) For each data capture, teachers award a grade for each separate curriculum objective achieved from the Assessment Rubrics–

Reporting

We regularly update parents on the progress of students. There are currently two reports sent home to parents during the academic year. In most cases, these are progress reports with a summary of the key data for each subject each term. One of these is an annual written report that includes key data, plus additional comments including strengths and areas of improvement for each subject.

Additionally parents will receive an update on students' progress after each Reporting Point.

Parents are also sent CAT4, PT series and NGRT reports, which is personalised and individual for all students. Parents are also invited to several Parent Teacher Meetings throughout the year. Reporting data and attitude to learning forms an integral part of these.

Pupil and Data Tracking

It is the responsibility of the SLT and HODs to provide teachers with information relating to the attainment and progress of students. Although the leaders will conduct cohort and subject analysis, it is the responsibility of Subject teachers to know and analyse the attainment and progress of students in their subjects and classes.

This information must be used to compare attainment and progress and therefore identify key trends, specifically to different groups of learners. The different groups of learners that we track are: Male, Female, Emirati, Determined (SEND). Teachers and Heads of Departments must identify and apply strategies to intervene and support all students.

Feedback to Students

We believe that feedback to students is very important as it tells them how well they have done, and more importantly, what they need to do next in order to improve their work.

Teachers give students suggestions as guidance but they recognise that pupils gain most when they think things through for themselves. Having children assess their own or each other's work can be very effective as it enables them to clarify their ideas on progressing to the next step. This must be managed sensitively and carefully to avoid unhelpful comparisons. We give children verbal feedback on their work whenever possible.

Assessment in Inclusion

We adapt our assessment and expectations for 'Determined' (SEND) and ELL students where students are currently working below the expected levels. Teachers and the inclusion team track the attainment and progress of these students in a variety of ways.

External Assessments

We undertake a variety of external assessments, all in line with the expectations of the National Agenda Parameters set out by the KHDA.

All students in Years 2 to 12 have CAT4 data. For existing students, these are undertaken every two years, whilst new students will take a CAT4 on arrival. Where possible, these are completed by the end of September at the start of each academic year. Students undertake a PASS assessment as a pupil voice survey.

Students from years 3-10 undertake GL progress Tests in English, Maths and Science as part of the requirement for the National Agenda Parameters. Students of Key Stage 1(Years 1 &2) undertake GL progress tests in English and Math.

CAT4, Progress Tests and PASS surveys are used in triangulation to ensure we can identify potential, analyse gaps in a child's learning and understanding, and identify any barriers for learning.

Students in specific Year Groups will undertake PISA and TIMSS tests. These are international benchmarking assessments in Reading, Mathematics and Science. Subject leaders for English, Maths and Science have conducted gap analysis between the School Curriculum based assessments, GL Progress Tests and PISA and TIMSS assessment criteria.

Summative exams and its application mechanism

Assessments are unified.

Exams are conducted online / paper based for Years 4 - 13, while students must be physically in schools. Implementation of assessments is linked to in school or distant learning system. (subject to pandemic status)

Students with justified absence from EOY exams will be provided with an opportunity to take the exam at a later date.

Assessment Material

Year 4 – 8: First Term and Final exam to include content taught during the respective terms.

Year 9 &10: First term exam to include content taught during the term. EOY exam to include content taught during the academic year.

Students of Determination

Students who are on IEPs (adaptation/ modification) will be assessed on the same examination criteria.

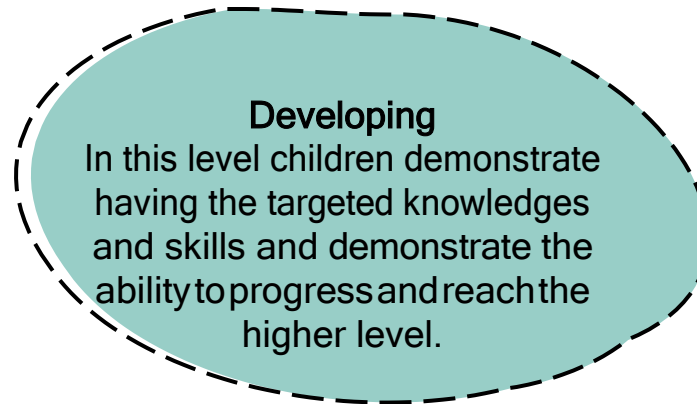
Students who are subject to personalized educational plans: special assessments are built for them, match the personalized educational plan for each student in all classes, and recorded manually in the system.

Assessment levels

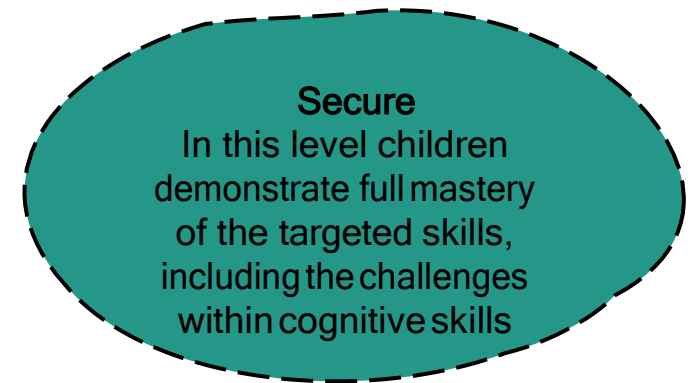
Level of performance assessment in FS1, FS2, Year 1 & 2 is descriptive. It depends on 3 levels that describe the required degree of knowledge and skills in performance, based on the learning outcomes, which are identified in each subject. It is the reference which provide teachers and parents with accurate information about skills and knowledges children demonstrated during conducting assessments in learning processes. It is reflected at the end of the year in the child performance report.



Level 1



Level 2



Level 3

Performance Assessment System for Year 3, 4, 5, 6 Students

Year	Subject	Category	ASSESSMENT WEIGHT						Student's final score EOY		Assessment procedures
			Term 1 (RP1+RP2)		Term 2 (RP3)		Term 3 (RP4)		formative	summative	
			Formative RP1	Summative RP2/Assess 2	Formative RP3		formative	summative			
3	All subjects		10%	20%	40%		30%		100%		Formative assessment:determined by curriculum standards
4-5-6	Arabic English Mathematics Science Islamic Studies Social Studies	Core	15%	25%	20%		15%	25%	50%	50%	<ul style="list-style-type: none"> Formative assessment : determined by curriculum standards (tool, weight, application control, monitoring) Summative assessment: FTE/EOY exams for Core subjects, applied according to a timetable to be announced during Term1/Term3. Students of determination are to be assessed based on needs and consideration of each case, according to the individual educational plan (adjustment of the curriculum/ modification of the curriculum)
	History Geography Computing Languages	Non- Core	10%	20%	40%		30%		100%		<ul style="list-style-type: none"> Formative assessment:determined by curriculum standards

Performance Assessment System for Year 7-13 Students

Year	Subject	Category	ASSESSMENT WEIGHT						Student's final score		Assessment procedures
			Term1 RP1+RP2		Term 2 RP3		Term 3 RP4		EOY		
			Formative RP1	Summative RP2	Formative RP3	Summative	formative	summative	formative	summative	
7-8-9-10	All subjects of this category	A	10%	30%	10%		10%	40%	30%	70%	<ul style="list-style-type: none"> Formative assessment: determined by curriculum standards (tool , weight, application control, monitoring) Summative assessment: FTE/EOY exams for category A subjects, applied according to a timetable to be announced during the Term1/3, Year 7,8,9,10 Year 11,12,13 summative assessments: FTE exam/Mock exams and Board exam for all subjects, conducted according to a timetable, will be announced during Term 1,2 and 3 Students of determination are to be assessed based on needs and considerations of each case, according to the individual educational plan (adjustment of the curriculum/ modification of the curriculum) Access arrangement to be provided as per the CAIE/Pearson examination boards regulations (year11,12,13)
11-12-13	All subjects of this category	A	10%	30%		Mock exams				Board exams	

Promotion Bases - Year 3-10

Year	Promotion bases	Re-examination Year 7-10	Minimum & maximum marks for all subjects			
3-10	Passed in all subjects by achieving at least the minimum mark	Students have only one chance to do the re-examination if they do not achieve the minimum mark in EOY exam	Year	Subjects	Max. mark	Min. mark
			3-10	Category A/B	100	50 Arabic, Islamic 40 all other subjects

Descriptive Scales of Performance Levels – Year 3-13

Year	Stream	Rating Scale					
3-13	General	A*	A	B	C	D	E
		90 – 100	80 - 89.99	70 - 79.99	60 - 69.99	50 - 59.99	40 - 49.99

Reviewed: September 2022