



DUBAI SCHOLARS
PRIVATE SCHOOL



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ASSESSMENT POLICY

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This policy will be reviewed annually unless an incident; new legislation or guidance suggests the need for an interim review



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ASSESSMENT POLICY

2023-24

1. Rationale

At Dubai Scholars Private School we believe that assessment provides the basis of informed teaching, helping pupils to overcome difficulties and ensuring that teaching builds upon what has been learned. It is also the means by which students understand what they have achieved and what they need to work on. Assessment plays an important part in helping parents, teachers and the school to recognise children's progress, understand their needs, and to plan activities and support. Once a child is admitted to the school, there will be ongoing assessments made of a child's progress.

2. Aims and objectives

The aims and objectives of this policy are:

- To raise the standards of achievement throughout the school
- To maintain accurate records of the progress and attainment of individual children and cohorts
- To ensure consistency in assessing achievement and identifying achievable and challenging targets for each child
- To enable the active involvement of pupils in their own learning
- To enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual students
- To provide regular information to parents that enables them to support their child's learning
- To provide the information that allows school leaders and the management body to make judgements about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time and against national and international standards.

3. Types of assessment:

At Dubai Scholars Private School, we use a combination of diagnostic, formative and summative assessment as outlined below:

3.1 Baseline Assessment

To understand a child's different abilities including their strengths and needs, a diagnostic (Baseline) test is carried out where questions are framed on the basis of the previous year's knowledge and skills, also keeping in mind the differentiated levels seen in children. These tests help the teachers to ascertain the child's starting point, so as to set a target for each child to achieve in the academic year. This target is revised as appropriate if the child has performed better or less than what is expected of them.

3.2 Formative Assessment (Assessment for Learning – Afl)

Formative assessment is a powerful way of raising students' achievement. It is based on the principle that students will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Students also do peer and self-assessment at the end of a topic/unit.

Formative assessments are used to:

- Identify children's strengths and gaps in their skills/knowledge.
- Identify next steps for learning.
- Inform future planning.
- Enable appropriate strategies to be employed.
- Facilitate the setting of appropriate targets for the class, group, and the Individual.
- Track the child's progress over time.
- Facilitate an evaluation of the effectiveness of teaching and learning.
- Inform future teaching and learning strategies.
- Identify individuals and groups for specific intervention support.

3.3 Summative Assessment - Assessment of Learning

Summative assessment (Assessment of Learning) is important for informing both parents and teachers of a child's attainment. This will also inform whole school target setting and prediction of a cohort's future attainment.

Summative assessments:

- Identify attainment through one-off standardised tests at a given point in time.
- Record performance in a specific area on a specific date.
- Provide age standardised information.
- Provide end of phase test data against which the school will be judged.
- Ensure statutory requirements according to the National Curriculum of England at the end of EYFS, KS1, KS 2 and Pearson Edexcel requirement in the Secondary school are met.
- Provide information about cohort areas of strength and weakness to build from in the future.

Projects: The school will provide rubrics describing what skills are being tested in a particular project. Performance on this Rubric reflects the strengths and needs of every child.

Standardised Tests: The school also undertakes standardised tests in English, Mathematics, Science, Arabic (ABT) and Islamic Studies (ISBT) for improving learning. To measure progress reliably the NGRT and GL Progress Test Series (PT Series) in English, Mathematics and Science deliver a detailed, accurate, and clear picture of each child's attainment and progress. Students will also be able to get a third party insight into their abilities and potential for learning identifying their strengths and weaknesses on skills and concepts. The students of targeted Year Groups also undertake the CAT4 (Cognitive Abilities Test Version 4). The CAT4 provides a robust, standardised measure of cognitive reasoning ability, without reference to curriculum-based material.

4. Assessment at End of EYFS – Early Years Foundation Stage Profile (EYFSP)

In the final term of the year in which the child reaches age five, the EYFS Profile must be completed for each child. The Profile provides the parents, the teachers and the School with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile must reflect: ongoing observation; all relevant records held by the setting; discussions with parents, and any other adults whom the teacher or parent feel, can offer a useful contribution.

Each child's level of development must be assessed against the early learning goals.

The school must indicate whether children are:

- Well Below Expected
- Below Expected
- Expected
- Above Expected

Curriculum Progress Levels
Well below Expected
Below Expected
Expected
Above Expected

The teacher will share the results of the Profile with parents. If a child moves to a new school during the academic year, the school will send the assessment of the child's level of development against the early learning goals to the relevant school within 15 days of receiving a request.

The profile will be completed for all children, including those with special educational needs or disabilities. Reasonable adjustments to the assessment process for children with special educational needs and disabilities will be made as appropriate.

5. Assessments Conducted from Year 1 to Year 13

Dubai Scholars Private School has three terms.

Term 1: September to December, Term 2: January to March, Term 3: April to June.

Years 1 to 8 have 3 reports in a year for the 3 terms.

Year 1 does not have end of term summative assessments in any of the terms. Instead, students' progress is tracked using a standardised tracker aligned to the National Curriculum of England goals. From Years 2 to 6 students' progress is tracked using a standardised tracker aligned to the National Curriculum of England goals as well as in Term 3 students have an end of Term assessment in which they will be marked and graded according to the key given on pages 7 and 8 of this policy. Years 6 to 8 will have end of Term assessments in Term 1 and Term 3. The same grading key will be followed for these Year groups.

Years 9 and 13 have 2 reports and 3 terms in a year. There will be no report for Term 2 for these year groups. Years 9 and 10 will have marked and graded Formative Assessments in all three terms and end of term assessments in Term 1 and Term 3.

Years 11,12 and 13 will have mid-term assessments and end of Term assessments in Term 1, Pre-mocks in Term 2 and Mocks in Term 3.

Tracking Key for Formative Assessments – Years 1 -6

Descriptors for the progress bands

- Working below Emerging levels – Below Emerging
- Yet to reach expected levels - 'Emerging'.
- Meeting Expected levels of development – Expected
- Working a little above the Expected Level – Just Above Expected
- Whether they are Exceeding expected levels – Exceeding
- Working above the Exceeding Level or at a mastery level –
- Above Exceeding

Curriculum Progress Levels	Broad National Curriculum Levels
Well Below Expected	Emerging
Just Below Expected	
Expected	Expected
Just Above Expected	
Exceeding	Exceeding
Above Exceeding	

Tracking Key for Formative Assessments – Years 1 -6
(Arabic, Islamic Education and UAE social studies)

Curriculum Progress Levels	Curriculum levels
Very Weak	1
Weak	2
Acceptable	3
Good	4
Very Good	5
Outstanding	6

Grading and Tracking Key for Summative Assessments - Years 2-6

Descriptors for the progress bands

- Working below expected levels – Well Below Expected
- Yet to reach expected levels – Just Below Expected
- Meeting Expected levels of development – Expected
- Working a little above the Expected Level – Just Above Expected
- Whether they are Exceeding expected levels – Exceeding
- Working above the Exceeding Level or at a mastery level – Above Exceeding

Curriculum Progress Levels	Mark Threshold For Summative Assessments	Grading Bands	Broad National Curriculum Levels
Well Below Expected	0 - 10	1	Emerging
	11 - 25	2	
Just Below Expected	26 - 35	3	
	36 - 39	4	
Expected	40 - 59	5	Expected
Just Above Expected	60 - 69	6	
Exceeding	70 - 79	7	Exceeding
	80 - 89	8	
Above Exceeding	90 - 100	9	

**Grading Key for Arabic and Islamic Education and UAE Social studies
(Summative Assessments-Years 2 to 6)**

Grading Key Levels and Descriptors		
Very Weak	1	0 – 29
Weak	2	30 – 49
Acceptable	3	50 - 69
Good	4	70 - 80
Very Good	5	81 - 94
Outstanding	6	95 - 100

Grading Key for Years 7 to 11

Curriculum Progress Levels	Mark Threshold For Summative Assessments	Grading Bands	Broad National Curriculum Levels
Well Below Expected	0 - 19	1	Emerging
	20 - 29	2	
Just Below Expected	30 – 39	3	
	40 – 49	4	
Expected	50 - 59	5	Expected
Just Above Expected	60 – 69	6	
Exceeding	70 - 79	7	Exceeding
	80 - 89	8	
Above Exceeding	90- 100	9	

Grading Key for Arabic and Islamic, Years 7 and 8

Grading Key Levels and Descriptors		
Very Weak	1	0 – 29
Weak	2	30 – 49
Acceptable	3	50 - 69
Good	4	70 - 80
Very Good	5	81 - 94
Outstanding	6	95 - 100

Internal Grading Key for AS and A2

Marks for Term Exams	Grading Bands
0 – 19	U
20 - 29	
30 – 39	F
40 – 49	E
50 – 59	D
60 – 69	C
70 - 79	B
80 - 89	A
90 - 100	A*

6. Moderation

Regular moderation takes place each term to ensure consistency, authenticity, and quality of assessment.

7. Accommodation

Accommodation in assessment will be provided as per the need of the individual cases. Accommodation is generally provided on parental consent for:

- Students diagnosed with Special Education Needs.
- Students unable to write an exam due to an injury or sickness.

Students who are unable to sit for a Test/Exam due to participation in an inter school event will be given average grades based on their continuous Term performance.

Students of determination may receive modified papers as deemed fit by the Inclusive Education Support Department prepared by their respective subject teachers in consultation with the Head of Inclusion and approved by the Phase Head.

Students unable to write an exam due to an injury to the dominant hand will be provided with a scribe.

Students who miss their exam due to a severe/communicable illness will be graded basis their Term performance provided a Medical Certificate is submitted within two days of their absence.

8. Review

This policy is subject to annual review, as part of the school self-evaluation process. It's success in relation to the school's attainment targets for assessment will be evaluated as part of the annual assessment audit. The policy will be revised in line with the new action plan targets set.

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