THE WESTMINSTER SCHOOL, DUBAI

Primary Assessment Guide

2024-25

Empowering learners, Creating the future!

RATIONALE

Effective Assessment is to promote, enhance, and improve the quality of student learning through feedback that is clear, informative, timely, constructive and relevant to the needs of the student.

- It helps **students** learn and monitor learning through progress measured and motivates them to work to the best of their ability.
- It supports **teachers** to facilitate teaching and learning, to identify what children already know and take the next steps to guide them forward.
- Informs all **stakeholders** and ensures that a consistent, rigorous and meaningful assessment and reporting process is adhered to across the school.

TYPES OF ASSESSMENTS

Assessment is an integral part of Teaching and Learning which is evident in every lesson. Objectives and outcomes link and provide information to improve teaching and learning and acknowledge achievement.

• To achieve the objectives, assessments are conducted which can be identified as three types:

Assessment for Learning (AfL)

Assessment for Learning, also known as formative assessment, is an ongoing process that occurs during the learning experience. It involves gathering evidence of student understanding, providing feedback, and adjusting instruction to support student progress. AfL aims to inform teaching and help students improve their learning. It guides teachers in identifying where students are in their learning, what they need to learn next, and how best to support them. Feedback given to students is specific, timely, and aimed at guiding improvement.

Assessment as Learning (AaL)

Assessment as Learning involves students actively participating in their own assessment process. It emphasizes self-assessment, reflection, and the use of assessment to drive personal learning growth. AaL aims to develop students' metacognitive skills, enabling them to monitor their learning, identify their strengths and areas for improvement, and take ownership of their learning journey. It helps students become more independent and self-directed learners.

Assessment of Learning (AoL)

Assessment of Learning, also known as summative assessment, occurs at the end of a learning period, unit, or course. It is designed to evaluate what students have learned and measure their performance against predefined standards or benchmarks. AoL aims to provide a summary of student achievement at a particular point in time. It is often used for reporting purposes, such as grades or scores that reflect overall learning outcomes.

Benchmark Assessments are a set of standardized assessments. These tests give standardized individual reports on students' ability, attainment, progress and attitude. The data is comprehensively used to inform the next steps in the provision and personalized support.

1) The **Cognitive Ability Test (CAT4)** helps us identify the cognitive skills of the student which supports the teachers in setting targets for individual students, grouping of students in classroom learning and plan intervention strategies for all groups of students.

2) **The Progress tests (PTE, PTM & PTS)** identify the performance level of the student against international standards in English, Maths and Science and abilities in the various domains of the subject

3) **The New Group Reading Test (NGRT)** is a standardized assessment to measure reading skills of students aged 5 to 16 years against the national average. NGRT provides information about sentence completion and comprehension skills.

4) **Arabic Benchmark assessment** is a standardized assessment to measure the reading, speaking, listening and writing skills in Arabic A and Arabic B .

The school conducts the following Benchmark Assessments for the different year groups.

BENCHMARK ASSESSMENTS		WINDOW PERIOD
CAT4	Year 4 and 6	9th to 27th September
NGRT Form A/B/C	Year 2 to 6	A: 16th September to 4th October B: 7th to 24th January C: 14th April to 30th April
Progress Tests in English, Math & Science	Year 2 to 6 (Year 2 – only PTE and PTM)	28th April to 13th June
Arabic Benchmark assessment	Years 4 to 6	Term 1 and 2

ASSESSMENT AND REPORTING

In the current academic year, recording and reporting is as shown below:

	Term 1 December 2024	Term 2	
		Mid -Term Reporting March 2025	Final Reporting June 2025
Internal Assessments	▪ Continuous Assessments for all subjects (End of unit/ fortnightly tests) ▪ End of term summative assessment for Arabic and Islamic Education -Years 2 to 6	▪ Continuous Assessments for all subjects (End of unit/ fortnightly tests)	▪ Continuous Assessments for all subjects (End of unit/ fortnightly tests) ▪ Phonic Screening Test (Year 1) ▪ End of term summative assessment for Arabic and Islamic Education -Years 2 to 6
External Assessments	▪ NGRT A (Years 2 to 6) ▪ CAT 4 (Years 4 and 6) ▪ Arabic Benchmark Test (Years 4 to 6)	▪ NGRT B (Years 2 to 6)	▪ NGRT C (Years 2 to 6) ▪ Progress Test in English (Years 2 to 6) ▪ Progress Test in Math (Years 2 to 6) ▪ Progress Test in Science (Years 3 to 6) ▪ Arabic Benchmark Test (Years 4 to 6)

An **Agreed Target** is set for each student in core subjects, at the start of the year, based on their previous year's internal and external scores, current year's baseline score and teacher judgement**.**

Phoenix Progress tracker helps to track the progress of students from the start of the year to the end of the year against the learning objectives specified by the curriculum. The reports will be shared with parents 48 hours before the Parent Consultation Day for review and support in discussions with teachers.

The Progress Descriptors are as follows:

- **Well Above Expected** - Students are working at greater depth and make well above expected progress in knowledge, skills and understanding, as measured against the learning objectives aligned with the expected curriculum standards.
- **Above Expected**- Students make above expected progress in knowledge, skills and understanding, as measured against the learning objectives aligned with the expected curriculum standards
- **Expected**- Students make the expected progress in knowledge, skills and understanding, as measured against the learning objectives aligned with the expected curriculum standards.
- **Below Expected**- Students are working towards or making below expected progress in knowledge, skills and understanding, as measured against the learning objectives aligned with the expected curriculum standards.

Minimum pass percentage:

- Arabic and Islamic Education - 50%
- Other Subjects – 40%

The below table explains the percentage range for the performance descriptors.

Description	Grade	All Subjects	Arabic/Islamic Education
Well Above Expected	A*	90 - 100	90 - 100
Above Expected	A	81 - 89	80 - 89
	B	66 - 80	70 - 79
Expected	C	50-65	60-69
	D	45-49	51-59
	E	40-44	-
Below Expected	U	<40	<50

Absence:

- ✓ If students are unable to attend Reinforcement Tests due to ill health supported with a medical report, the teacher's assessed grade will be awarded. No re-assessment will be conducted.
- ✓ Please note if your child is representing the school in any sports, debate, events etc. you will need to give consent for being absent for the assessment and grades will be awarded as per the school policy.

Malpractice

- ✓ No communication of any sort permitted between students from the time a student enters the exam hall until he/ she leaves the exam hall.
- ✓ No communication or exchange of materials when the exam is in progress.
- ✓ If any student is caught cheating during exam, his/her answer script will be confiscated and cancelled immediately. The student will not be permitted to write the specific exam paper and no marks will be awarded for any other part of the paper completed.
- ✓ The parent will be informed and further action will be taken after the decisions made from the examination panel committee, which will review the issue and suggest action.

For further support:

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