THE WESTMINSTER SCHOOL, DUBAI

Secondary and Sixth Form Assessment Guide 2024-25

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, assessment is conducted which can be identified as three types of assessments-

Assessment for Learning (Formative Assessments)	•**Teachers** use student data to inform their teaching. • **Students** receive feedback from teachers about the learning journey and how to improve. •**Tools** used are online tools subjective and objective tests, hand signals, Brain Dumps, Concept maps, exit cards, Think/Pair /Share, informal presentations, reflection journals, homeworks, project.
Assessment as Learning	•**Students** involved in the learning process by monitoring their own progress, asking questions and practising skills. •**Students** use self assessment, peer assessment and teacher feedback to develop their metacognitive skills, enabling them to monitor their learning, identify their strengths and areas of improvement, and take ownership of their learning. •**Tools:** rubrics, checklists, success criteria are used by students to assess their own learning.
Assessment of Learning (Summative Assessments)	•Assists **teachers** to use evidence of student learning to assess student acheivement against learning goals and standards at the end of a learning period, unit, or course. •**Tools** used are teacher created tests, multiple choice, portfolios, checklists, projects, essays.

INTERNATIONAL BENCHMARK ASSESSMENTS

International Benchmark Assessments are a set of standardized assessments based on cognitive skills (CAT4) and subject specific areas (Progress Tests in English/ Progress Test in Math/ Progress Test in Science). 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.

- 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.
- The **Progress tests (PTE, PTM and 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. Progress tests also support departments to review their curriculum standard in line with international standards and guides in analyzing for different year groups.
- 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.
- **Arabic Benchmark Test (ABT)** 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 7,8, 10	10th to 17th September
NGRT Form A/B/C	Year 7 to 10	A : 16th September to 4th October B: 7th January to 24th January C: 14th April to 23rd May
Progress Tests in English, Math & Science	Year 7 to 10 (Year 7 – only PTE and PTM)	28th April to 27th June
ABT (Arabic)	Years 7 to 11	Term 1 and 2

The below table explains score range for the Progress Test performance descriptors

External benchmark assessment Progress test - Score range in English, Math and Science		
Description	**Standard Age Score (SAS)**	**Stanine (ST)**
Working below the international standards	70 - 88	Stanine – 1, 2 and 3
Working at the international standards	89 - 111	Stanine – 4, 5 and 6
Working above the international standards	112 - 130	Stanine – 7, 8 and 9

TARGET SETTING

An **Agreed Target** is set for each student, at the start of the year, based on their previous year's internal and external scores and teacher judgement. In Year 10/11/12/13, targets are set at the beginning of the academic year for each student against the minimal and stretched targets for the IGCSE/ AS/ A level External Examinations.

PROGRESS TRACKING

Progress tracking (Phoenix) 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. Six interim reports will be released throughout the year.

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

Phoenix progress report release:

Reports	Dates
Interim report 1	October
Interim report 2	December
Term 1	
Interim report 3	February
Interim report 4	March
Mid-term	
Interim report 5	May
Interim report 6	June
Final term	

ASSESSMENT AND REPORTING

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

		Assessment week*	Years 7-9	Year 10	Year 11
Sep-Oct	**Term - 1**	September 30th – October 4th	Common assessment - 1	Continuous assessments for all subjects + Common assessment – 1 only for second lang/alternative subject and Arabic & Islamic	Continuous assessments for all subjects
Nov-Dec		November 26th – December 6th	Common assessment - 2 Term exam - Arabic & Islamic	Term exam (for all subjects except Social Studies)	Term exam (compressed) for all subjects
Jan-Mar	**Mid-term**	February 24th – March 6th	Common assessment - 3	Mid-term exam (for all subjects except Social Studies) Paper component for Second lang/alt. sub.	Term exam (component wise) Arabic & Islamic – after mock dates – in April Marks/timing: As per board expectations
Apr-June	**Final term**	June 2nd - 17th	Term exam (for all subjects including Arabic & Islamic) + Progress Tests	Term exam (except for Social Studies & 2nd lang sub.) Arabic & Islamic + Progress Tests	Focused assessment
End of year		40% from Term 1 + 60% from mid Term and end of term (30%+30%).			

Sixth Form Assessment Plan			
Months	***Tentative dates**	**Year 12 and 13**	**Remarks**
September - October		Continuous Assessments for all subjects	In Class time
November- December	November 25th - 6th December	Term 1 Exam	One Paper - 100 marks for 2 hrs.
January 2025		Continuous Assessments for all subjects	In Class time
Feb- March 2025	Feb 24th – Mar 7th	Term 2 Exam	Component wise as per board Expectations
April		Focused Assessment	As per Subject requirements

***Examination dates are provisional and may be adjusted in response to unforeseen circumstances.**

B. Minimum pass percentage:

- Arabic and Islamic Education:
  50% for Year 7 to 9
  60% for Year 10 to 13
- Other Subjects – 40%

C. Absence

- ✓ If Year 7 to 10 students are unable to attend Assessments due to ill health supported with a medical report, the teacher assessed grade will be awarded which will be considered in the weightage for promotion. No re-assessment will be conducted. In case of unapproved absence, no mark will be awarded.
- ✓ 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.

D. 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.
- ✓ Student and parent can make a written appeal, which will be raised, to the Examination panel committee who will further review the case.
- ✓ The students may be prevented from appearing for other exams.
- ✓ Anyone found not in compliance/ misbehaving /causing any disturbance in the exam room/hall will be disqualified from the examination.

For further support, contact:

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