



THE WESTMINSTER SCHOOL, DUBAI

ASSESSMENT POLICY

POLICY FOR	Assessments
PERSON RESPONSIBLE	Heads of Teaching, Learning and Assessment
REVIEW DATE	June 2022
REVIEWED BY	TLA Team
APPROVED DATE	June 2022
APPROVED BY	ELT
DATE OF NEXT REVIEW	May 2023
RELATED POLICIES	Teaching Learning Policy, Marking Policy, Homework policy, Reading Policy, Literacy Policy



Executive Principal / CEO

1. Rationale

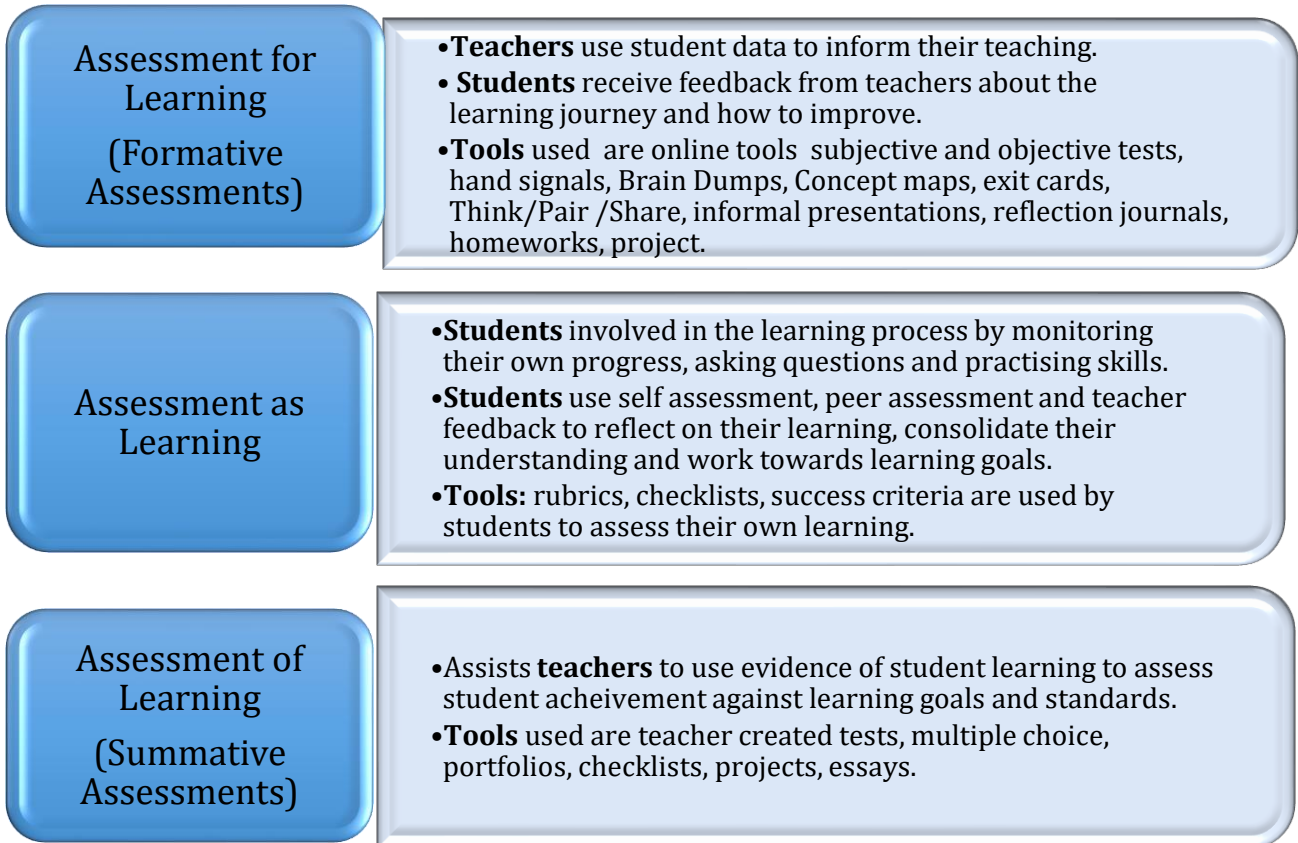
Effective Assessment is to promote, enhance, and improve the quality of student learning through feedback that is clear, informative, timely, constructive and relevant to the needs of the student.

- 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 student 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.

2. Introduction

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-



3. Objectives

The objectives of assessment in the school are:

- to use suitable forms of assessment based on expectations which are clear, realistic and understood by the student.
 - to enable the student to demonstrate what they know, understand and what they can do to improve their work.
 - to ensure that all student experience challenge and measure success.
 - to help student recognize the standard they should aim for, and to understand what they need to do next to improve.
 - to use a range of assessment strategies to assess such as oral, interaction, questioning, observing, discussion, peer and self-assessment; to give equal opportunities to student with different learning styles.
 - to allow teachers to plan work that accurately reflects the needs of each student.
 - to provide constructive feedback to student, discuss weaknesses in student's learning and offer intervention strategies.
 - to provide regular information for parents that enables them to support their ward's learning.
 - to provide the SLT, Middle Leaders and teachers with information that allows them to make judgements about the effectiveness of teaching in the school.
4. **Formative Assessments (Assessment for learning)** are continuous, which occur during learning, improves learning and provides evidence of how a student progresses.
- These are recorded on the Learning Ladder platform against the Learning objectives. Students' progress in learning is monitored over a period of time from Autumn 1 to Summer 2.
 - The gaps in learning are identified and intervention strategies are provided to the students.
 - The gaps in the curriculum are reviewed and concepts are revisited to bridge the gap in teaching and learning.
 - Self-assessment/peer assessment /teacher assessment regularly conducted, against set success criteria tracked through teacher assessment recorded on the Learning Ladder
 - Personalised feedback is given to students with advice on nexts steps for improvement. Students' involvement in the review process raises the standard, and it empowers students to take charge of their learning.
 - General guidelines to marking are used by teachers and students for peer and self - assessment.
5. **Summative Assessments (Assessment of learning)** are assessment employed by the teacher at the conclusion of a defined instructional period—typically at the end of a unit, term, or school year. They are:
- administered to determine whether long term learning goals have been met.
 - given at the conclusion of a specific instructional period, and therefore they are generally evaluative, rather than diagnostic. They talk about academic achievement.
 - recorded as grades which will be shared with parents at the end of the Term. These assessments are conducted at the end of each term in Arabic, Islamic, English, Math, Science and Social Studies.

The following are a variety of summative assessment approaches / strategies (assessment of learning) in TWS :

- Weekly assignments
- End of unit assignments or Class tests

The data and information from summative assessments will be used towards the end of term grade on the student's report. **The end of term summative assessments will make up only a part of the end of term report grade given to the students.**

6. **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).
- The 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 school conducts the following International Benchmark Assessments for the different year groups.
- Progress tests 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.
- These tests give standardized individual reports on student’s ability, attainment, progress and attitudes. The data is comprehensively used to inform the next steps in the provision and personalized support.

INTERNATIONAL BENCHMARK ASSESSMENTS 2022-23	
CAT4	Year 4, 6, 7, 8, 10
NGRT Form A/B/C	Year 2 to 10
TIMSS	Year 5 and Year 9
Progress Tests in English, Math & Science	Year 2 to 10 (Year 2 and 7 – only PTE and PTM)
IBT(Arabic A and B)	Year 5, 7, 9, 10 and 11
PASS	Year 7 & 8

7. Planning for assessment

- The school endorses a wide spectrum of assessment methods, ranging from the informal to the formal, e.g.: As mentioned above in formative and summative assessments.
- School’s curriculum plans (Schemes of Work) are used to guide teaching. In this plan, details of what is to be taught to each year group and opportunities for assessment within each broad unit of work are identified.
- Teachers share the levelled rubrics/checklist/success criteria with students for either a unit of work/specific task. Self-assessments and reflection are encouraged.
- To get reliable assessment data :
 - Triangulation of data
 - Assignments to be conducted in real time. Assignments and assessments to be framed based on the National Curriculum Test specification framework.
 - Project work to be assigned with stage wise review and follow up. The final project to be assessed with oral questioning /viva

8. Absence

If a Year 1-13 student is unable to attend any school/internal assessment 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 any student is representing the school in any sports, debate, events etc. a written consent would be required for the absence for the assessment In such cases grades will be awarded as per the school policy.

9. Target-setting

The Westminster School ensures all student are given every opportunity to achieve the highest of standards. Target-setting is the means by which the specific and measurable goals are identified that help to improve the standards of all student.

Targets are set for all student using the data from formative, summative assessments and CAT4/ALPS MEG throughout the year. 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.

The targets are identified and prioritized to have a positive impact on the student’s learning. These help us to monitor and improve student’s attainment and progress as well as school development targets which are detailed in the school development plan.

While setting targets, student students must should be informed of the CAT4 data for students till Year 11 and ALPS data for students in Years 12 and 13. The teachers shall also encourage the students to set their own targets and review them periodically.

Students will set targets for themselves using the internal and external assessment data and review them periodically.

In school the targets set:

- Challenge all student to do better taking into account each student's starting point for learning.
- Set high expectations for all and encourage student to discuss and review their progress with teachers regularly
- Involve parents in their ward's learning.
- lead to more focused teaching and learning and inform the planning process
- help us to make judgments about how well our school is doing when compared to similar schools

Primary

An Agreed Target is set for each student in core subjects based on their previous year's internal , external scores and teacher judgement.

Secondary

An agreed target are set for each student in each subject using their previous final and CAT4 Stretched target is decided for the student.

In year 9, the foundation and basic elements of IGCSE subjects offered are introduced. In year 10, the level is extended to all subjects given in the IGCSE curriculum to prepare them for the board examination in Grade 11. In IGCSE (Year 11)/AS/A-Level targets are set in close collaboration with the board marking in all subjects with the whole school analysis.

Middle Leaders from FS1 – Year 13, present the finding of the baseline assessments and predicted end of year level at the scheduled meetings. This is then compared against the cohorts' prior attainment and progress data to ensure challenge and identify the target areas. Subject Leaders present the data to SLT at the end of Term 1. This provides an opportunity to analyze data, reflect on targets achieved and next steps to be taken. At the end of Term 2, Subject Leaders present their final data to the SLT. This is an important part of the handover process in preparation for each cohort moving up to the next academic year and is attended by the Middle Leaders of the current and subsequent year as well as members of SLT. IGCSE (Years 10 & 11), AS (Year 12) and A Levels (Year 13) will have the Challenge Meetings once in every six weeks.

10. Recording and Reporting

Primary and Secondary

Parents are provided with the opportunity to meet their ward's teacher formally four times a year. This gives an opportunity to discuss the student's targets and progress made against the learning objectives as tracked on the learning ladder. Next steps of learning are discussed and agreed upon with the parents and students.

In addition, Pastoral support group meetings with SLT / MLT, meeting with parents are conducted to personalize support in partnership with parents at home to improve attainment. This partnership has produced positive outcomes.

Learning Ladder reports 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. Gaps identified are reviewed in departmental meetings to revisit lessons and support in providing intervention strategies. The Ladders at home reports is shared with parents 48hours before the Parent Consultation Day for review and support parents in discussions with teachers.

The Progress Descriptors are as follow:

- **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 make below expected progress in knowledge, skills and understanding, as measured against the learning objectives aligned with the expected curriculum standards.

Year 1 to 13 Learning Ladders -Parents can access the Parent Portal – ‘[Ladders at Home](#)’

Weightage for reporting

Primary

Year Group	Subjects	Term 1	Term 2
Key Stage 1 : Years 1 and 2	All Subjects	Continuous Assessments	Continuous Assessments
Key Stage 2 : Years 3 to 6	Non Core Subjects: French, Urdu, PSHE, Computing, PE, Art, Music	Continuous Assessments	Continuous Assessments
	Core Subjects: English, Math, Science Arabic , Moral Social and Cultural Studies and Islamic Education	Continuous Assessments + Summative Assessments	Continuous Assessments + Summative Assessments (including external examination for English, Math and Science)

Secondary

Year group	First Term	Second Term	Third Term	
Year 7–9	Internal Assessments + First Term Examinations (Core subjects-English/ Math/ Science/ Arabic/ Islamic Studies/ Social Studies/Urdu/French)	Mid-term Assessments	Internal Assessments + Second Term Examinations (Arabic/ Islamic Studies/ Social Studies/Urdu/French) + Progress Tests Core subjects-English/ Math/ Science	
Year 10 -13	Internal Assessments + + First Term Examinations (all subjects)	Year 10 - Mid-term Assessments Year 11-13-Second Term examination	Year 10: Internal Assessments + + Second Term Examinations (all subjects) Year 11-13: Board Examinations	
Report Card – Weightage of Marks for Reporting - Secondary				
Year group	End of Term 1– Nov/Dec	Term 2 – March	End of Term 3 – May/June	End of Year

Years 7-9	Math/Science/English/ Arabic /Islamic/Social Studies/French/Urdu Term 1 marks + Internal Assessments. Other Subjects Internal Assessments.	Math / Science/ English / Arabic /Islamic/Social Studies/French/Urdu Mid-term Assessments	Arabic /Islamic/Social Studies/French/Urdu Term 2 marks + Internal Assessments English/ Math/ Science Progress tests + Internal Assessments Other Subjects Internal Assessments	40% from Term 1 + 20% from Term 2 + 40% from Term 3
Years 10	All subjects except SSt/PE/ME/LS Term 1 marks + Internal Assessments. SSt/PE/ME/LS Internal Assessments.	All subjects except SSt/PE/ME/LS Mid-term Assessments	All subjects except SSt/PE/ME/LS Term 2 marks + Internal Assessments English/ Math/ Science Progress tests + Internal Assessments + Term examination SSt/PE/ME/LS Internal Assessments.	40% from Term 1 + 20% from Term 2 + 40% from Term 3
Years 11- 13	All subjects except PE/ME/LS Term 1 marks + Internal Assessments	All subjects except PE/ME/LS Term 2 marks + Internal Assessments.	External examination	External examination

Parents will receive a report at the end of each term with details of their ward's progress and achievements available online.

For students taking a TC in the middle of the academic year, reports will be generated only at the end of term, only if they have attended school till the end of that term.

11. Consistency

- The school has age appropriate processes of moderation to ensure consistency of standards and fairness in the assessments. It allows assessors to discuss and reach agreement about assessment. Subject leaders study samples of students' work and set up a monitoring and moderation schedule within their subject area. Teachers moderate the marking of a specified number of papers in line with the moderation instructions by the Subject Leaders in order to determine whether any adjustment of the marks is necessary and check whether the students' work meet the requirements of the syllabus, and complete a scaling report to record what adjustments, if any, are recommended.
- Subject leaders use the National Curriculum/ CAIE / Edexcel /Oxford AQA specifications to make judgements about the levels of the student's work and complete a gap analysis using the Learning Ladder. All teachers discuss the student progress levels so that have a common understanding of the expectations in each subject.
- Note book scrutiny is conducted fortnightly with regard to consistency in terms of marking, presentation, progression, differentiation, assessment policy, target setting and SOW (Schemes of Work).

12. Malpractice

- Malpractice contract to be signed by all students including those writing **Board Examinations**
- No communication of any sort is 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.
- If evidences of malpractice are identified by the teacher while marking the answer scripts, **no marks** will be awarded for the entire paper.
- 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.

13. Roles and Responsibility

Roles and Responsibility of SLT

The Principal and SLT will:

- Ensure a coherent strategy for the effective management of performance data.
- Set SMART targets for cohorts and groups of student derived from school self-evaluation and international benchmarking.
- Provide all leaders with training on the interpretation and use of data to inform target setting and expectations to inform the planning of teaching and learning
- Ensure all performance management targets will impact positively on student progress.
- Identify and celebrate the effort and success of student and staff
- Regular meeting with teachers and leaders to support learning in the classroom with analysis of current data, celebrating strengths and identifying individual needs and focus on fragile learner groups.

Roles and Responsibility of MLT

Subject Leaders will:

- Analyze performance data in their curriculum area
- Monitor progress of student and staff towards the targets at regular intervals
- Evaluate outcomes with reference to local and national comparative data, focusing on trends over a period, the relative performance of different groups of student, the more and less able, gender, G & T, Emiratis, SEND and performance within and progress between key stages and performance compared to different subject areas.
- Use the data to accurately check resources and identify staff training needs
- Observe each year group and use this as part of their analysis to support target setting for their subject area.

Roles and Responsibility of Teachers

Teachers will:

- Use data and apply the analysis in tracking support to ensure student are attaining expected levels and making good value-added progress.
- Update trackers at regular intervals and complete the required tasks as set out on reporting and assessment calendar

- Challenge every student and have high expectations of their progress throughout the academic year.
- Be aware of different groups of student and their relative attainment and progress against targets set.
- Encourage student to assess their progress to their set targets and help them understand how and what to improve.
- Ensure planning for teaching and learning is based on the understanding of where student are in their learning and how to get to the next level.
- Include opportunities for peer and self-assessment during weekly planning
- Assure student of their 'next targets' in Reading, Writing, Mathematics, Science, Arabic and Islamic and in other areas of the curriculum
- Reward student who achieve their targets
- Involve TA's wherever possible to maximize progress
- Report concerns about the progress of individual student or groups of student to and subsequently SLT line manager to ensure these student receive early intervention in addition to teaching in the classroom
- To regularly report the progress of student against their targets to parents as per assessment and reporting calendar
- Work with Leaders to complete a thorough analysis of student and identify the next steps during the performance management meetings.
- To complete a Performance Management Review at the end of each academic year

Roles and Responsibility of students

Students will:

- Know their 'next targets/agreed target ' in all subjects and apply them to their learning on a weekly basis
- Use self-assessment to measure their progress against success criteria and personal targets (Rubrics).
- Support their peers with respectful and feedback on their learning using success criteria (peer assessment)
- Seek advice and help when they need it
- Share their learning and progress with their parents

14. Monitoring and review

This policy will be reviewed annually or earlier if needed.