



ATHENA EDUCATION  
For Social Grace



المدرسة الأكاديمية الدولية  
INTERNATIONAL ACADEMIC SCHOOL

# ASSESSMENT POLICY

## 2023-24

Principal: Ms. Suhair Salah Hussein

At IAS we believe that assessment provides the basis of informed teaching, helping students 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. It is important that we interpret the principles of assessment as detailed in this policy to suit their particular circumstances; there must be written School Policy and Procedures documents in place that should be appended to this group-wide policy.

### **Purpose of Assessment**

Assessment should support teaching and learning by identifying what students already know and can do and how they might move to the next level/grade. Assessment, therefore, should be evident in all lessons:

1. For students, the purpose of assessment is to empower them to become better learners by understanding their own attainment and how to progress and achieve beyond it.
2. For teachers, assessment should develop an understanding of the individual needs of students so that target setting is meaningful and informs planning, teaching and learning for progress.
3. For other staff and school leaders, assessment information will inform an understanding of the current and potential student outcomes.
4. For parents, assessment information will both inform them of their child's attainment and allow them to understand how their child may maximize achievement

## PRINCIPLES OF EFFECTIVE ASSESSMENT

Effective assessment should:

1. Improving weak students' performance: Eliminating the gap in the short term is not possible, but reducing it is already a good step forward.
2. Keeping high student motivation and engagement: address individual learning needs and styles using multiple measures
3. Have a direct impact on instruction
4. Indicate that everything we teach needs to be assessed
5. Be valid, reliable and efficient
6. Be fair and ethical
7. Be rooted in authentic contexts that apply to knowledge and skills outside of the classroom
8. Be aligned with and measure student learning according to the standards in the written curriculum

## PURPOSES OF ASSESSMENT

The primary purpose of assessment is to improve student learning.

Assessment provides students with:

1. an understanding of their own progress and the opportunity to reflect upon and to improve their learning strategies
2. the opportunity to demonstrate what they understand
3. an understanding of learning goals and the criteria for progress and success
4. self-assessment skills that they can use beyond the classroom
5. the opportunity to build confidence and self-esteem by acknowledging their successes
6. the motivation to set and achieve realistic goals

Assessment provides parents with:

1. accurate and timely information on a student's strengths, weaknesses and progress
2. the data needed to discuss an individual learning plan with realistic goals

Assessment enables teachers to:

1. monitor students' growth and understanding
2. communicate expectations for student learning
3. adapt curriculum and instruction to the learning needs of the students
4. inform parents and students about student progress in an effective, comprehensive manner

**Assessment enables school administration to:**

1. provide data for effective curricular evaluation, revision and program improvements
2. provide the data necessary for admissions and grade/year placement decisions
3. provide the opportunity to place students effectively within a learning continuum
4. evaluate and provide feedback to teachers
5. evaluate student/school performance in comparison with other international and independent schools
6. demonstrate to the broader community the extent to which the curriculum is producing the desired results and fulfilling the mission of the School

## Types of Assessments at IAS

### 1. Internal Assessments

- Internal assessments must be aligned with CCSS (California State standards), NGSS (Next Generation Science Standards) and the MOE standards for Arabic, Islamic and Social studies (1-9). Internal assessment processes must be systematic, coherent, consistent, and linked to the school's vision and mission.
- Assessment results must be used to evaluate students' progress against the school's curriculum standards and expectations; results must be used to develop differentiated lesson plans of different groups of students during instruction; also, activities have to be closely matching student individual abilities.
- Student results on internal assessments have to be compared to external assessment results and action plans must be done to narrow the gap.
- Results have to be used to develop individual profiles of students' and track social & emotional development.

#### **1. Assessment of Learning (summative)**

The purpose of this kind of assessment is usually **SUMMATIVE** and is mostly done at the end of a task, unit of work. It is designed to provide evidence of achievement to parents, other educators, the students themselves, to MOE and Accreditation institutions...)

#### **Descriptions of the Summative assessment process**

- ✓ Diagnostic exams at the beginning of the year
- ✓ 4 assessment cycles per year (Q1 to Q4)
- ✓ Two weeks prior to the scheduled assessment cycle or finals parents and students are provided with the required material and the curriculum content that will be assessed. This document is uploaded on the school website and on our school learning management system.

- ✓ Assessment papers are checked by teachers and HODs and returned back to students and parents. Grades 1-5 students have to return it back to teachers to be kept on students' portfolio.
- ✓ Teachers and HODs have to use the assessment data to measure students' attainment
- ✓ All assessment should take place during the subject period
- ✓ All assessment papers must be approved by Assessment coordinator and Academic Advisor (VP).
- ✓ Assessment papers must be submitted at least 3 days before the scheduled date to allow revision and content checking.
- ✓ After assessment analysis must be used by teachers, HODs and assessment coordinator to reflect on the content and skills that are missing and need to be adapted or taught again.
- ✓ In case the majority of students (50%-60%) are failing one or more specific skills or standards, teachers need to immediately notify the HOD, then HOD will meet with VP and assessment coordinator to study the action plan
- ✓ In case one or more students' attainment is dropping unexpectedly by 20% or more, teachers must immediately notify the HOD and HOS and call for a parent meeting.

### **1.2 Assessment for Learning (Formative)**

Assessment for learning is used to enhance students' motivation and commitment to learning. It is the kind of feedback provided to students to further their learning.

- ✓ Continuous verbal and written feedback on student's performance
- ✓ Continuous feedback on students' projects phases (extra support-additional resources- rubrics- guidance...)
- ✓ Mistakes are considered as opportunities for learning
- ✓ Sharing and involving learning intentions at the beginning of the lesson
- ✓ Focusing oral feedback around the learning intentions of lessons and tasks

- ✓ Organizing individual target setting where appropriate, in order that children's achievements and targets are based on previous achievements at the same time as aiming for the next level
- ✓ Appropriate questioning, raising self-esteem via the language of the classroom and ways in which achievement is celebrated.
- ✓ Providing constructive feedback written feedback that helps students to identify how to improve

### **1.3 Assessment As Learning (reflective)**

- ✓ Through this process students are able to learn about themselves as learners and become aware of how they learn using meta-cognition (knowledge of one's own thought processes).
- ✓ Involving children in self-evaluation against the stated learning intentions.
- ✓ Self and peer assessment of learning both orally and in writing
- ✓ Students learning self-assessment techniques to discover target areas they need to improve
- ✓ Self-reflection sheets
- ✓ End of Unit performance tasks
- ✓ MAP RIT scores and goal setting sheets.

## **2. External Assessment**

### **1. -National Agenda tests**

#### **2.1.1. PISA: to be among the 20 highest performing countries in PISA**

**Our school target for 2021 PISA test is to move from Proficiency Level 2 to Proficiency Level 3**

- ✓ -PISA stands for Program for International Students Assessment. It assesses students in Math, Science, and Reading for students aged 15 done every 3 years.
- ✓ -To meet this target our school has participated in PBTS (Pisa-Based Test for Schools) to measure students' readiness for 2018 PISA test and received detailed report of our student's level with recommendation for improvement.

- ✓ -The school modifies the curriculum to prepare students to meet the PISA test targets

**2.1.2 TIMSS: (Trends in Math & Science Studies) to be among the 15 highest performing countries in TIMSS. Our school target is to move from Low International Benchmark (400) to Intermediate International Benchmark (475)**

- ✓ TIMSS stands for Trends in International Mathematics and Science Study
- ✓ This test is for grades 4 and 8 testing Math and Science done every 4 years
- ✓ To meet this target Science lessons, focus on developing the Science and Math content and cognitive domains.
- ✓ Our assessment breakdown is aligned with the TIMSS tested domains to increase students' readiness for next TIMSS test in 2022-2023.

**2.1.3 CAT 4 test (Cognitive Abilities Test)**

- ✓ This test helps teachers identify students' cognitive abilities, learning styles, and how to improve their learning experience by sharing with teachers detailed reports on four test batteries:
- ✓ The test is usually done during the last week of September.

**1-Verbal Reasoning:** Thinking with “words”

**2-Quantitative Reasoning:** Thinking with “numbers”

**3-Non- Verbal Reasoning:** Thinking with “shapes”

**4-Spatial Reasoning:** Thinking with “shapes and space”

- ✓ This test is not curriculum based, but it is meant to show educators their students' cognitive abilities to be taken into consideration in planning and instructions.
- ✓ Results are shared with students and teachers to be used in planning and instructions.



- ✓ It is the school responsibility to train teachers on how to use CAT 4 data to inform instructions
- ✓ CAT4 results are to be added to SEND students' IEP files

#### **2.1.4 MAP test: Measures of Academic Progress**

- ✓ MAP test is designed to measure growth over time. Every test item is anchored to a vertically aligned equal-interval scale that covers all grades. MAP provides a consistent longitudinal measure of student growth, regardless of whether scores on your new state summative assessment show drops in student performance and proficiency due to curriculum misalignment.
- ✓ MAP test is also part of this our National agenda parameters, it is done 3 times per year.
- ✓ This test is for Grades 3-9 testing English, Math and Science aligned with the US curriculum.
- ✓ The MAP reports give detailed description of the student level and it guides teachers and students on how to improve skills.

#### **The Role of Senior Leaders in Assessment**

Senior Leaders aim to use assessment procedures and processes to drive whole school improvement by:

1. Helping teachers make well-founded judgements about students' attainment and progress.
2. Monitoring that formative assessment is a key factor in planning for teaching and learning.
3. Monitoring the accuracy of the information provided to parents about their child's attainment and progress.
4. Tracking the attainment and progress of individual students and groups of students over time.
5. Monitoring practice in assessment and take appropriate actions.

6. Using assessment information when planning training and CPD.
7. Comparing the progress made by different groups of students to ensure that no group is disadvantaged.
8. Ensuring that there is enough flexibility in assessment expectations so that individual teams can adopt processes that are most conducive to progress in their particular subject/area.
9. Ensuring students are supported in making informed curriculum choices.
10. Using assessment and monitoring to ensure that the curriculum meets the needs of students.
11. Monitoring the role Middle Leaders in ensuring good practice in assessment is consistent across all lessons.
12. Ensuring that any pedagogical developments in assessment practice are implemented where appropriate.
13. Ensuring that all teachers know what is expected of them in assessing students.

### **The Role of Middle Leaders in Assessment**

With the support of Senior School Leaders, the Middle Leaders will:

1. Ensure that their team understand the assessment requirements for their subject/area as well as the different ways in which teachers can assess students' progress.
2. Monitor the assessment of students' work in their subject/area through work scrutiny, lesson observation or otherwise.
3. Ensure assessment informs knowledge of student progress and raise any concerns with Senior Leaders as appropriate.
4. Ensure that all schemes of work allow for formative assessment to become an integral part of teaching and learning.
5. Ensure that the curriculum plan allows for formal assessment of progress to be timed appropriately so that data collections accurately and reliably reflect current attainment.
6. Ensure all teachers are involved in the moderation of work of other students so that consistent practice in assessment is maximised.

7. Use assessment information, in liaison with Senior Leaders where appropriate, to plan for or arrange intervention strategies.

### The Role of Teachers in Assessment

All teachers should:

1. Adopt a range of methods to ensure that they can assess the progress of all students accurately.
2. Encourage students to actively engage in formative assessment.
3. Ensure that assessment builds students' motivation, confidence and self-esteem.
4. Ensure that lessons begin with clear expectations and students are aware of how progress will be measured.
5. Ensure that all students know and understand the learning objectives of the lesson.
6. Identify through assessment, and intervene with as necessary, those students at risk of underachievement.
7. Ensure that the results of assessment are used to inform planning for differentiation and challenge in lessons.
8. Reward good progress as appropriate.
9. Use the expertise of the Teaching Assistant and information from Individual Education Plans to inform the assessment process.
10. Ensure that opportunities to use assessment to promote the development of literacy, numeracy and ICT skills in the students are embraced.
11. Ensure that adequate and appropriate assessment is made of student attainment prior to completing data collections so that the information recorded is accurate and reliable.
12. Encourage students to take responsibility for their own learning through self/peer assessment, setting appropriate targets (with guidance) and asking for help and advice when necessary.
13. Adopt creative approaches to formative assessment in order to maximise student engagement in the assessment process.

14. Share concerns or praise arising from assessment information with the relevant homeroom teacher / form tutor as appropriate.
15. Ensure books are monitored and returned to students at least every three weeks.
16. Ensure that students receive regular feedback on their work. This should be provided with at least one comment identifying the strengths of the work. There should be at least one other comment written as a question that identifies the area a student should develop further (e.g. '2 stars and a wish').
17. Ensure all students receive feedback with levels / grades at least every 6 weeks.

#### The Role of Students in Assessment

All students should:

1. Participate actively in assessment opportunities in lessons.
2. take responsibility for understanding and acting on both written and oral feedback given by their teachers or peers.
3. Ensure that their entitlement to advice and guidance on how to improve their academic achievements are fulfilled.
4. Support other students constructively when asked to be involved in peer assessment.

#### The Role of Parents in Assessment

All parents/carers should:

1. Discuss with their child the assessment report sent to them which includes a summary of levels/ grades for each subject.
2. Liaise with the subject teacher or homeroom / form tutor about any concerns regarding their child's progress as identified through assessment.

#### Data Analysis

1. SLT, Middle leaders and Teachers analyse their student data and the result informs future lesson planning. Baseline Data is the starting point to inform planning. Student data is also analysed on a termly basis and this informs the school's annual progress and progress over time in key attainment data.

Note: \*MAP is used as baseline assessment for English, Math and Science.

### Characteristics of Effective Feedback:

1. Positive comments are given, highlighting good features of the work
  2. Feedback is more effective if it focuses on the learning intention of the task and is given regularly while still relevant
  3. Feedback is most effective when it confirms that students are on the right track and when it stimulates correction or improvement of a piece of work
  4. Suggestions for improvement should act as 'scaffolding', i.e. students should be given as much help as they need to use their knowledge. They should not be given the complete solutions as soon as they get stuck and should learn to think things through for themselves
- Feedback on progress over a number of attempts is more effective than feedback on one attempt treated in isolation
2. The quality of dialogue in feedback is important and most research indicates that oral feedback is more effective than written feedback
  3. The effect of written comments on students' self-esteem is taken into consideration. Thus, impersonal comments that do not tell students how to do better next time (e.g., poor, or see me) are phased out

### End of Term Assessment

#### Preparation of Exam Papers

At the end of every term the assessment procedure is as follows:

1. TWO versions of the test papers are prepared for Grades 6-12
2. One version is also needed as a modified paper. (The second paper is used for students who are absent)
3. Modified tests - Will be needed for all year groups where there are Special Needs Students

- English
- Maths
- Social Studies
- Arabic
- Islamic

4. All teachers in each year group (in each section and between boys and girls) should prepare, agree, and submit the papers for moderation by the assigned deadline. (see Timeline below.)
5. Papers are submitted to the subject HOD to be approved by Academic Lead and Vice Principal then the Principal.

\*No absence for teachers or Head of Sections during the exam is allowed without the permission of the Executive Principal and Director of the school.

\*No mobile phones or other mobile devices are permitted in the exam hall by teachers or by students.

#### End of Term Examination Procedures

##### Exam Procedure for Campus Supervisors:

1. Supervisors prepare the invigilating schedule and send to the assessment coordinator.
2. Supervisors prepare the students distribution map for each exam hall.
3. Supervisors and assistants manage the classroom to be ready for the exam (Numbering the rooms and providing the students' names and numbers on the desks and chairs)
4. Supervisors prepare the students' name list for signature.
5. Supervisor's place name stickers (will be provided by the IT department) on students' desks.

##### Exam Procedure for teachers:

1. Invigilating schedule will be at the reception desk early morning to be signed by the invigilator
2. Invigilator should be inside the classroom before the students
3. All teachers are assigned to invigilate (proctor), except the HODs if they have another duty.
4. All Arts and PE teachers' duty is to enter their subject grades into the system.

5. Teachers should be courteous and professional at all times
6. Checking is to be done in identified colours: **Checking in red.** **Double checking in green.** **Final review in black.**
7. Revealing students' grades is prohibited.

#### Exam Procedure for Students:

1. Students may not leave the exam room during examinations
2. Late students will be warned the first time, and then prohibited from entering the exam if lateness is repeated.
3. Students begin exams at 9:00am. No student may leave for the first 45 minutes.

HODs will moderate for accuracy and to ensure there is suitable progress in expectation as grades increase

#### Exam Procedure for teachers:

##### Before Assessment:

1. Invigilating schedule will be at the reception desk early morning to be signed by the invigilator,
2. Invigilator should be inside the classroom before the students,
3. All teachers are assigned to invigilate (proctor), except the HODs if they have another duty.

Upon receipt of the assessment materials, the designated person should check the Assessment Register immediately to ensure that the names are correct. The package with the examination assessment question papers must not be opened at this point. Any amendments/additions/withdrawals should be discussed immediately with the assessment within the school. If the examination assessment materials are damaged in any way upon receipt, the designated person must inform our assessment department straight away.

The assessment material or electronic assessment passwords must only be given to the learners:

- at the beginning of the invigilated examination assessment period,
- A seating plan is prepared showing the exact position of each learner. Any changes to this plan must be noted by the Invigilator and the assessment and quality department have to be informed,
  - a suitable room or studio and specialist facilities/resources (including computers and printers if applicable), where relevant, are available for the examination assessment,
  - learners are able to work with the equipment and materials with which they are accustomed, as far as permitted by the regulations,
  - the location is suitably quiet, undisturbed, with adequate space, heating, lighting and ventilation,
  - that there is no display/teaching and learning material (such as diagrams, wall charts etc) on show which might be helpful to the learner,
  - Any Assistant(s) familiar with any equipment is available where the examination assessment comprises practical tests or the use of equipment, for example computers. Assistants should be available in case of equipment malfunction only, and should have no other involvement with the examination assessment,
  - place a sign outside of the assessment room to indicate an examination assessment is in progress,
  - Where internet access is allowed, it must be monitored.
  - All learners must be informed of the items they will need for the examination assessment i.e. HB pencil, pen, dictionary, calculator etc. within a clear pencil case.

**On the Day of the Assessment (conduct to follow):**

Late students will be warned the first time, but no extra time is given and then prohibited from entering the exam if lateness is repeated. Students may not leave the exam room during examinations. Where a learner has been allowed into the room after the start time, the examination assessment materials and learner's work should be



submitted in the usual manner and the full circumstances of the late arrival should be recorded on the Examination Assessment Register and the assessment department must be informed.

**Set Up the Room Correctly Ensuring:**

- minimum distance between each learner is 1.25 metres in all directions,
- all learners must be facing the same direction unless seated in the IT assessment labs,
- each learner must be seated at separate desks/workstations,
- a sign is to be placed outside of the exam room to indicate examination assessment is in progress,
- the exam room is to be free of all posters/materials that may be relevant to the examination assessment,
- all learners must be able to see a clock without the need to turn around where possible,
- start and finish times of examination assessments must be clearly displayed,
- Stationery and any specified items must be available to the learners.

If a learner needs to leave the exam room temporarily because they're unwell or need to go to the toilet the Invigilator must ensure:

- they're accompanied by a member of staff,
- they don't speak to anyone else,
- they don't consult any notes,
- they don't have access to a mobile phone or make any calls,
- they don't breach the security of the examination assessment,
- the remaining learners are not left unattended at any stage,
- Any disturbances during the examination assessment must be detailed on the

Invigilator's Examination Assessment Register and the assessment and quality department have to be informed.

### Emergency during Assessment:

If an emergency occurs during the assessment e.g. fire alarm warning etc you must ensure:

1. the exam room is evacuated in accordance with the instructions of the appropriate authority,
2. learners must leave question paper/booklet/computer and learner answer sheets on their desk,
3. learners are kept apart and unable to converse with each other,
4. Learners are unable to consult books, notes, mobile phones or internet.

If the above has been adhered to then the examination assessment can be resumed, and the full remainder of allocated time applied.

If the Invigilator believes, at **any** time, there has been a breach of the examination assessment security then they must immediately notify the assessment department with full details.

### Reasonable Adjustments and Special Considerations:

We seek to provide equal access to assessment for all learners taking its qualifications. We recognise that reasonable adjustments or special considerations may be required at the time of the examination assessment where:

- learners have a permanent disability or specific learning needs
- learners have a temporary disability, medical condition or specific learning needs
- learners are indisposed at the time of the examination assessment
- Adjustments reflect the “normal way of working” for learners.

Any requests for reasonable adjustments and special considerations must be made in writing to the assessment department **seven days** prior to the date of the assessment.

- Teachers should be courteous and professional at all times
- Checking is to be done in identified colours: **Checking in red. Double checking in green. Final review in black.**
- Revealing students’ grades is prohibited.

### Exam Procedure for Students:

1. Students may not leave the exam room during examinations
2. Late students will be warned the first time, and then prohibited from entering the exam

if lateness is repeated.

3. Students begin exams at 9:00am. No student may leave for the first 45 minutes.
4. HODs will moderate for accuracy and to ensure there is suitable progress in
5. expectation as grades increase.
6. Students **MUST remain seated in their assigned seats** for the ENTIRE duration of the exam.
7. Students must remain quiet for the **ENTIRE** duration of the exam. Talking for **ANY reason at ANY time** is completely forbidden.
8. Any questions, queries or concerns, including requests for materials, **MUST** be addressed **directly** to the teacher by **raising hands**.
9. **Speaking** or **gesturing** to classmates during the examination will be taken as an attempt to cheat and will be treated as such, without conference with the student.
10. Eating, drinking and chewing gum are strictly forbidden.
11. In the case of electronic exams, students **MUST** remain on the Schoology page. Navigation to ANY other website will be taken as an attempt to cheat and will be treated as such without conference with the student.
12. Upon completion of the examination, students are expected to remain seated quietly and not to disturb others.
13. All the bags must be placed outside. All books, folders, copy books that they need from your class must be taken before the exam starts and be placed outside the examination hall as the students won't be allowed to visit the classroom after the exam.
14. Mobile phones are strictly not allowed and will be confiscated immediately. Kindly submit your mobile phone to the supervisor before the exam starts.

15. Visiting the washroom during the examination is not allowed. Students should kindly leave to the washroom now before the test starts.

**Examination Conditions for Teachers to Follow:**

All invigilators are expected to be in the assigned exam room at 07:15am and invigilators should take attendance at 08:00am in accordance to the seating plan.

Students are not expected to have academic material (nothing at all) expect a pencil, eraser and a sharpener. Pens are allowed for Grades 9 to 12.

It is the teacher's responsibility for Grades Nine to Twelve to escort the students to the hall with nothing, but their pencils.

The high school girls will have their normal timetabled lessons until 09:15am.

All teachers are to rotate in the examination rooms to monitor the examination conditions and behavior of the students accordingly to the attached Do's and Don'ts.

Teachers will get their invigilation schedule will be sent by e-mail.

Supervisors will be making sure that all exam halls and exam classes are ready for the examination on Sunday.

**Examination Conditions for Teachers to Follow:**

For all examination assessments, every teacher who is invigilating assessments will be fully expected comply with AWPS - Examination Conditions.

<b>Do:</b>	<b>Don't:</b>
<ul style="list-style-type: none"><li>• <b>Arrive</b> at the examination assessment location in <b>good time</b>,</li></ul>	<ul style="list-style-type: none"><li>• <b>Give any feedback</b> about a learner's individual work,</li></ul>
<ul style="list-style-type: none"><li>• Give all their <b>full attention</b> to conducting the examination properly,</li></ul>	<ul style="list-style-type: none"><li>• <b>Bring or participate in any planning and marking activities</b> during the examination assessment,</li></ul>

<ul style="list-style-type: none"> <li>• Be able to <b>observe each candidate</b> in the examination room at all times,</li> </ul>	<ul style="list-style-type: none"> <li>• No <b>personal</b> use of mobile phones during the examination assessment or personal use of their laptop and Internet,</li> </ul>
<ul style="list-style-type: none"> <li>• Distribute the examination assessment materials to learners and allow time before the start of the external assessment for learners to add details to the examination assessment paper as applicable,</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Assess, grade or internally quality assure the learners'</b> work whilst the examination assessment is taking place,</li> </ul>
<ul style="list-style-type: none"> <li>• Advise learners to <b>read all instructions carefully</b>,</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lead</b> on any of the tasks - they are there in a supervision role only. The supervised tasks must be treated independently from the teaching of the unit and learners must complete all tasks by themselves,</li> </ul>
<ul style="list-style-type: none"> <li>• Ensure that the length of time allowed for the invigilated examination assessment does not fall short of the <b>authorised</b> time specified on the examination assessment material to the detriment of learners,</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers must <b>not assess</b>, feedback or copy the work at any time during or at the end of the examination assessment,</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Grade One, Two and Three</b> - teachers can read the question(s) to the students only,</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do not accept</b> any <b>gifts</b> of any kind from students, colleagues and/or parents, which might influence the conduct and performance of the examination assessments. Please</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Grade Four to Twelve</b> - No help with reading the questions unless given permission from the School Principal,</li> </ul>	<p>immediately report any suspicious activity to the Head of Assessment and Quality Control, School Vice Principal and School Principal immediately,</p>
<ul style="list-style-type: none"> <li>• <b>Supervise</b> the behaviour and general conduct of the students at all times.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do not bring any food or drink</b> into the examination assessment room - only water is allowed.</li> </ul>

### MAP and CAT 4 Assessment Procedures

Examination timetable:

(MAP and CAT 4 testing will be identified on the examination schedule)

Preparation of the IT rooms / Tablets and MAP before the examinations:

- i. IT department have been informed and lockdown browsers, with shortcuts are added to all computers.
- ii. Additional chairs and tables are set up in one IT lab for the Boys and Girls sections.
- iii. iPad trolley is ordered for each lab
- iv. MAP names are updated online
- v. Examination Department will prepare a sign-in-sheet for the MAP assessments

On the day of the examination:

- i. Supervisors will inform the Proctors of that Grade, that they may not leave the examination room after the examination has finished.
- ii. Two people will be allocated for MAP and CAT 4 testing for each section (Boys and Girls)
- iii. One will remain in the IT room (proctor), one will be responsible for fetching students (assistant).
- vi. It is compulsory for students to remain in the examination room for one hour.

- vii. From this time, the assistant will fetch students who have completed their written examinations and escort them to the testing room.
- viii. This task will be repeated until all the students have been escorted to the MAP testing room.
- ix. As soon as the first group of students arrive, the proctor will settle the students, have them sign the sign-in sheet and begin the evaluation.

After the MAP and CAT 4 Assessment:

- The Exam Department will identify all the students who were absent and follow this up following the expectations for examinations.

In All Departments:

- MAP Termly exams are discussed with your HOD. If you feel there are any difficulties, you must bring them to the attention of your HOD.

### **Timing during the Exams:**

Teachers involved in correcting: 7:15am-4:00pm, unless they finish before the assigned time.

Teachers not involved in correcting: 7:15am-2:00pm

Management team: 7:15am-3:00pm

Checking papers must finish on the same day and not be postponed to the next day.

### **Exam Committees**

The following committees perform the following tasks during examinations:

#### **1. Control Room Committee**

- Receive exams
- Photocopy exams
- Supervise that a school cover page is stapled onto each exam paper
- Deliver exam envelopes to the Campus Supervisor for distribution

- Receive the exam envelopes with Grade books from the HODs after the completion of collecting and monitoring grades.
- Deliver Exam envelopes with grade books to Exam Review Committee to be double checked.
- Receive the exam envelopes and grade books from the Exam Review Committee.
- Receive grade statements after rechecking the grades on the system.
- Receive grade statements from the IT department and distribute to teachers for checking, with grade books
- Receive grade statements and grade books from the teachers after rechecking and signing
- Prepare statements with the top highest-grade students for each semester
- Prepare statements with the top highest-grade students in each grade for the end of the school year

## 2. Exam Photocopying Committee

- Photocopy exams for the number of students per day, making sure copies are clear
- Place the correct number of exam papers in envelopes ready to distribute to the different campuses.

## 3. Invigilation Scheduling Committee

Campus Supervisors will:

- Prepare invigilation schedules
- Prepare substitute invigilators schedule if needed

## 4. HOD'S

- Receive exam envelopes with grade books from the system and control room
- Match the examination papers with the Grade books
- Deliver the exam envelopes with Grade Books to the System and Control room

## 5. Subject Teachers

- Enter grades onto the system with full accuracy
- Deliver the Grade books to the HODs after completion of grade entry



- HODs will collect Grade books from the teachers and deliver them to the control room

#### 6. Student Grades and Report Cards Printout Committee

- Print out grade statements and submit for review
- Print out student report cards or end of year grades

### **Checking and Moderation Procedures**

#### **Moderation of scripts**

- HODs oversee that scripts are written against core standards and that these core standards are of an appropriate level
- The department meets before the examination to cross-moderate, including expectations regarding the length of the paper
- Academic Co-ordinator monitors final proposals

#### **Moderation of marking**

- Marking procedures include three levels of checking (marking, checker, HOD)
- HODs spot-monitor scripts and investigate any disparity that may be identified

#### **Checking and Moderation of Mark**

- HODs receive department grade books.
- They check and verify that the marks are complete and accurate
- HODs check and sign grade books. From this point, HODs are accountable for the marks and grades.
- Once checked, HODs will keep the grade books
- At the end of the exams, all grade books are submitted to the control room.

## Exam Countdown

Dates are provisional and may be changed by school or Ministry

Semester 1	Mid-Term 2	Semester 2	Countdown
			<u>Beginning of Term</u> *Required material for the term confirmed by Curriculum Committee
			<u>6 weeks before the end of term</u> * Sean to clarify students who need modified papers
			<u>5 weeks before end of term</u> *Moderated writing papers to be sent to Head of Department and SLT <b>*All teachers to prepare exams using standard layout</b> Two versions of each test paper to be completed and handed in to subject HOD *Two versions of each modified paper must also be submitted If there is any disagreement between staff teaching a subject, it is important that you bring this to the attention of your HOD
			<u>4 weeks before the end of term</u> *Photocopied writing assessments given to supervisors of each section for distribution.

			<p>*All examination papers to be handed to Curriculum Co-ordinator and HT</p>
			<p><u>3 weeks before end of term</u></p> <p>*Most of this week devoted to revision</p> <p>*Curriculum co-ordinator gives examination papers to Saima for duplicating and storage.</p> <p><b>All versions of the exam (including modified) and all model answers to be handed in at the same time for each subject of each year group</b></p> <p>*Raja sends staff an email to staff informing them that i-campus is ready for marks and sends link</p> <p>*Staff take totalled marks from pink books and add them to the blue Grade book. Complete <u>"Blue Grade books"</u> with marks submitted to subject HODs</p> <p>*Required material to be sent to the Academic Co-ordinator</p> <p>-This includes modified and non-Arab required material</p> <p>*If the required material has been sent as a PDF it <b>MUST</b> be retyped so that it can be copied and pasted</p> <p>*If the Academic Lead does not speak Arabic, the grades for each required material must be written in English so that it is clear which grade it should be added to</p>

			<u>1 and 2 weeks before the end of term</u> *Examinations written during these weeks *HODs submit “Blue Grade Books” to Saima Sunday morning first thing (latest) *Students only arrive on the day of the test *Supervisors prepare invigilation timetables (using all staff in their sections) *The names of any students who are absent are written on the envelope and returned to Saima with completed tests. She will arrange resits. *All staff who mark a subject are required to mark that subject
			Grades are recorded on I-campus

### **Caveats!**

*At all times, take the greatest care to keep all exam papers safe and secure.*

*Avoid sharing assessment materials over email.*

*Never leave assessment materials on your desk in your classroom*

### **Failing and Passing**

KG-Gr. 3: All students will pass all subjects but an Individual Education Plan (IEP) will be put in place if data is very low and Students will be referred to Student Support Team (SST) for further support.

Grs. 4 - 5: Students will be promoted to the next grade if they do not pass Arabic, Islamic and Social Studies. However, if students do not pass English, Science and Math, they will have the right to a retest. They will fail and will need to repeat the grade if they do not pass the three subjects.

Grs. 6-12: If students fail any subject, they will have the right to a retest.

If any three subjects are failed, the student will need to repeat the grade.

If the student fails more than three subjects, they will not be entitled to a retest in any subject and will be referred to repeat the grade??

### **Recording of Assessment**

Teachers need to record the day-to-day assessment of students' work and Middle Leaders need to ensure that assessments are recorded in sufficient detail and in a format that can be interpreted by others. The exact form of the recording of these assessments is left to school policy and procedures. However, it is expected that each teacher maintains a mark-book that should contain information on each individual pupil in their classes, including targets for the Grade/phase and SEN information. It should also include standardized test results, summative unit assessment marks, and interim / end of year levels/grades.

### **Tracking Student Progress**

Information on student progress gathered through planned assessments should be recorded within a systematic tracking system. This will allow practitioners and managers to have a clear picture of whether individual students are progressing through experiences and outcomes at an appropriate pace. Systematic tracking of progress will then allow practitioners to identify next steps in learning and inform reporting on progress and achievement. Within the tracking system, progress should be recorded with reference to student background characteristics (e.g. gender, SEN status, EAL status, ability level etc.) in order to identify trends in performance within student groups that might require further intervention. Tracking procedures should also ensure that data can be easily analysed by Senior Leaders for school self-evaluation, and presented effectively to fulfil any requirements for external agencies (e.g. for inspection/accreditation purposes).

## Reporting to Parents

Reporting the progress of students has two main purposes:

1. Firstly, it provides clear positive and constructive feedback about children's learning and progress.
2. It also creates opportunities for discussion about the next steps in learning, between students and those teaching and supporting them.
3. It is important that this process is manageable and proportionate while providing the necessary information.
4. Parents are entitled to information on their children's strengths, progress and achievements.
5. They should also be informed of any gaps in their children's progress and have the opportunity to discuss how they can help.
6. Schools have a duty to ensure that parents receive written feedback of a high quality that meets their needs while fulfilling any requirements from accreditation bodies.
7. To ensure these aims are met, the procedure and format of written reports should be formally reviewed on a regular basis and at least once every three years.
8. Whilst each school will develop its own policy and procedures in this area, it is expected that parents will receive a minimum of one written report per semester.
9. In addition to written reports, schools are required to provide parents with formal, regular, verbal feedback through Parent Consultation Meetings. Again, whilst each school has the ability to set their own procedures in this area to meet their individual circumstances, it is expected that this will occur at least once per academic year.
10. Schools are also encouraged to develop additional mechanisms for reporting student assessment results to parents, for example through the use of an online 'portal'.

## **Target Setting**

Schools are required to set student targets, in line with their curriculum framework and outcomes. Students are set targets in each subject at the beginning of the academic year. These targets are set by their subject teachers using professional judgment and taking into account:

1. The prior attainment of each student
2. The CAT 4/ MAP Indicator for each student
3. The CAT ability level for each student (High, Above, Average, Below, Low)
4. The individual CAT scores for each student
5. Data from standardized tests (IELTS, EmSAT, MAP, etc.)
6. A suitable level of 'challenge' to reflect high academic expectations

Targets are not designed to be rigid - rather they can be modified in light of progress above expectations. Targets should not, however, be down-varied due to lack of progress. As targets are reported to parents, in line with the procedures outlined above, they should be realistic and in line with the CAT 4 Indicators (where available). This will help to avoid generating targets that students will not be able to achieve and, consequently, generating unrealistic parental expectations.

## **Marking and Feedback Policy**

### Marking Policy

At BAKIS we believe that marking and feedback should form an integral part of the teaching and learning process by enabling teachers to inform children individually of their achievements, address misconceptions and celebrate good work. The responses to children's work should focus on successes and areas of development against learning objectives and outcomes, enabling children to become reflective learners. The information gained should then feed directly into assessment and planning to create a cohesive and efficient system.

## **Aims for Marking**

- To recognise, encourage and reward children's efforts and celebrate successes with them.
- To provide a dialogue between teacher and child which provides clear, appropriate feedback, referring to the learning objectives and/or learning outcomes.
- To further develop children's confidence in reviewing their own work and setting their own targets by identifying the next steps in their learning.
- To indicate how a piece of work can be corrected or improved.
- To help students to develop an understanding of the standards they need to reach in order to achieve the next step in their learning.
- To identify students who are below or exceeding expectations and therefore require extra intervention or further challenge.
- To provide evidence of assessments made and to help moderate the interpretation of learning objectives and standards across the school.
- To involve parents in reviewing their child's progress and to help in reporting to parents.
- To aid curriculum planning.

Marking is pointless if it does not have any impact. Marking should praise, but also give guidance, consolidation and challenge. Marking does not have to be at the end of the lesson or at the end of a task, but it should clearly guide the student onto the next steps in their learning and inform the teacher when it is necessary for them to intervene (often referred to as "Next Step Marking" or "Intervention Marking").

Teachers use focussed marking to assess children's progress in relation to planned learning objectives and to identify children's strengths and gaps in their skills/knowledge. Next steps should be shared with the child, in an age-appropriate way, in order to provide feedback to the child about where they are in relation to this aim and the steps necessary to achieve the aim. Next steps information is used to inform planning for subsequent lessons and to facilitate the setting of appropriate targets for



the class, group or individual. Grouping should be flexible in order for teachers to effectively address the needs of children with similar gaps in learning.

**Marking and feedback should:**

1. Be manageable for teachers.
2. Be both oral and written comments, with verbal comments being recorded.
3. Respond to individual learning needs.
4. Indicate to what extent the learning objective has been met.
5. Be related specifically to the agreed learning objective or outcomes.
6. Give children regular opportunities to respond to their marked work.
7. Have a clear distinction between comments relating to the child's achievement and their effort.
8. Encourage and motivate students through realistic comments.
9. Highlight what the next area for learning should be.
10. Show students that their work is valued.
11. Be used to inform the teacher's short- and medium-term planning of the next step.
12. Show evidence of student's self and peer marking whenever appropriate.
13. Recognize the importance of verbal discussions as well as written comments.
14. Be consistent across the school and understood by all those involved including the children.

**Expectations**

Not all pieces of work can be 'quality marked'. Teachers need to decide whether work will be acknowledged or given detailed attention. Marking should focus first and foremost on the learning objective and/or learning outcomes. It is expected that schools will set their own marking procedures to suit their individual circumstances and context, yet ensuring that teachers provide "Next Step" feedback to students in each subject area at least once every two weeks. We recognise that often the best way to communicate next steps is through verbal feedback given directly to the child by the teacher; however a record of this should be made in the student's book, along with the next step.

### The Importance of Marking:

The marking of work is part of the feedback that learners receive regarding the performance of their work in school. Marking is seen as a longer-term record of progress with immediate feedback coming from discussion with the teacher about work performance.

### The Purpose of Marking is:

- ✓ To recognise those areas of the school work that are good and to improve upon them.
- ✓ As a means of giving encouragement towards producing work at an acceptable level.
- ✓ To indicate to the learners what happens next then ensure progression.
- ✓ To check for standards, individually, and within the class.
- ✓ To determine whether a child can work within set time limits or targets.

### Presentation of Work

#### Guidelines:

- ✓ Dated work.
- ✓ Learning Outcomes for all work.
- ✓ Underlined headings.
- ✓ Using every line and every page in copy books.
- ✓ Use of rulers.
- ✓ Use of a pen black or blue ink.

The following procedures for correcting learning work should be implemented by all teaching personnel throughout the school:

- ✓ The learner's work should be corrected as soon as possible after completion, and if possible, in the presence of the child. Work must be marked prior to the next lesson in a given subject.
- ✓ Marking needs to be a positive tool for encouragement - where appropriate a brief written comment, positive and constructive should be made on work. This

comment should also be informative (i.e. not just good or excellent, etc.) and linked to the learning outcome.

- ✓ Within your written feedback comment you should also include feedback on next steps, which will stretch and challenge the learner's further by including within the feedback 'how' they could have further developed their work in order to help the learners achieve their full potential.
- ✓ Should a negative comment be required, still start the written feedback with a positive and encouraging statement linked to the learning outcome and clearly recognise the areas that need to be developed and explain 'how' they should be developed with examples where possible. If a negative comment is needed then it needs to be followed up with a discussion between teacher and the learner.
- ✓ When correcting a piece of work the procedures in the policy should be used.
- ✓ Should learners make neat copies of their work after it has been corrected, originals must be kept to show to parents as an indication of their child's true progress.
- ✓ When marked work is returned to children there should be some form of verbal feedback either individually or as a class.
- ✓ The learners work should be marked in BLACK PEN and PINK highlighter for errors and GREEN highlighter for marked improvements.

### **Monitoring and Feedback:**

Head of Departments and the Senior Leadership Team will review a sample of work from each class to monitor the implementation of this policy. The desired outcomes for this policy are improvement in the learners learning and greater clarity amongst students and parents concerning students' achievements and progress.

### **The performance indicators will be:**

- An improvement in student's attainment.
- Teacher, child, and parent testimony concerning the usefulness of the marking.

- Consistency in teacher's marking across the two key stages and between the year groups.
- Awareness on the part of the pupils of what is expected of them.

**Guidance for Phase 1 and 2:**

Conference with child as you mark and edit their work.

**Spelling:**

Write correct spelling above word and or add missing letters.

Select a maximum of 3 high frequency words, have these written for child to practice either on the page or on a whiteboard. Child to correct own misspelt words.

**The correction code:**

=	Capitalize
//	Start a new paragraph
Gr	Grammar error
Sp	Spelling error
P	Punctuation error
Art	Error with articles (a, an, the)
Wo	Wrong word order
Ww	Wrong word
Wt	Wrong tense
Wf	Wrong form
Irreg	Irregular verb
?	Unclear
Mark in <b>BLACK</b> Pen	ü and feedback
Use <b>PINK</b> Highlighter	Errors

Use <b>GREEN</b> Highlighter	Marked improvement  For all marking  For next steps; “next time, remember to use capital letter for names of the students”
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**Phase 3 and 4:**

TV	Too Vague
NED	Not enough depth
NAQ	Not answering the question
NP	New Paragraph
^	Missing Word
SP	Check your spelling
P	Punctuation
?	What does this mean
VO	Find a better word
T	Wrong tense
	Sentence too long
Mark in <b>BLACK</b> Pen	ü and feedback
Use <b>PINK</b> Highlighter	Errors
Use <b>GREEN</b> Highlighter	Marked improvement

	<p>For all marking</p>
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For next steps: “next time, remember to use capital letter for names of the students”

**Standardization:**

Curriculum teams will come together termly to discuss and mark the learner’s work in accordance with the Common Core Standards. The assessed work is collected together in a portfolio and used for teachers to compare and standardize their judgments.

**Rewards and Sanctions:**

The learners are awarded class effort marks on their report card for work and behavior, which shows improvement or effort. The comments on learner’s work are positive whenever possible. Children may be asked to repeat work that is not good enough at break time or after school.

**Evidence:**

Evidence of the learner’s achievements in writing are kept in their copy books and worksheets within their class file.

Students of determination work may be marked with an appropriate version of the marking scheme. For further guidance and information, please refer to the SEN Policy.