LITTLE FLOWER ENGLISH SCHOOL DUBAI

ASSESSMENT POLICY

This policy & procedures are reviewed annually to ensure compliance with current regulations.

Approved/ Reviewed by	
Policy Lead	MS. SEEMA
Role	ASSESSMENT COORDINATOR
Date of review	25-03-2024
Date of next review	25-03-2025
Signature	

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ASSESSMENT POLICY

Rationale

In line with the School's Vision Statement, of developing a community of lifelong learners with the skills and values for a productive global citizenship, the school consistently adopts the highest standards of teaching and assessment to facilitate good progress in learning for all students.

Aim

The policy aims to establish and evaluate the school-wide systems and processes to

- Design and implement consistent, coherent and valid assessment.
- Analyze assessment data to inform curriculum and teaching learning.
- Monitor student-learning outcomes to provide necessary interventions.
- Report detailed student outcomes to all stakeholders.

Legislation and Guidance

Assessment practices is aligned to
- UAE's National Agenda Parameters.
- National Education Policy, 2020, Government of India.
- Requirements of the Central Board of Secondary Education, New Delhi.

Philosophy of Assessment

At LFES, we believe that assessments should be:
- Tools that enhance the learning of students in:
  - Content and subject specific skills
  - 21st century skills
  - Personal social emotional learning
- Valid, reliable, fair and transparent.
- Continuous and comprehensive.
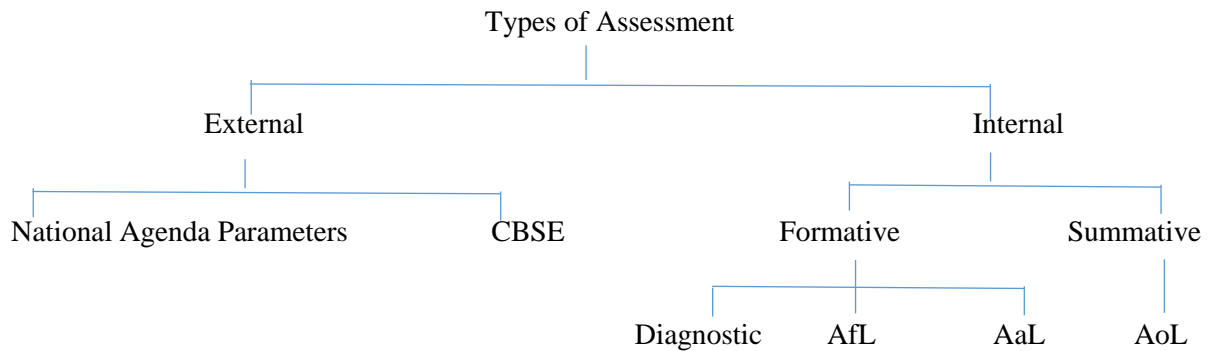- Designed to meet the individual needs of students.

Purpose of Assessment

The purpose of assessment is to:
- Identify learners' prior knowledge.
- Establish learning goals.
- Provide information on students' learning.
- Identify students' strengths and areas of development.
- Promote self- reflective learners.
- Inform teaching and learning to meet the individual needs of students.
- Feed forward into curriculum planning and design.
- Provide feedback on students' attainment and progress to parents and other stakeholders.

Types of Assessment

The chart below provides an overview of the Types of Assessments held at LFES:

Types of Assessment

External

National Agenda Parameters   CBSE

Internal

Formative   Summative

Diagnostic   AfL   AaL   AoL

External Assessments:

At LFES, the National Agenda Parameters (NAP) of the UAE guides external assessments. Students undertake the following assessments:
- Under NAP
  - CAT-4
  - TIMSS
  - PIRLS
  - ASSET

Internal Assessments:

The purpose, frequency, strategy and tools of the internal assessments held at LFES provided in the table given below:

	Purpose	Frequency	Strategy	Tools
Diagnostic tests	Helps both teachers and students to understand the current level of learning	At the beginning of each Term At the beginning of each unit/ topic as a pre-test	Teachers at the same Grade level design an objective and/or subjective question paper that provide them an insight into the preparedness and prior knowledge of the student.	• Pen paper test • Digital tools such as kahoot, quizzies, socrative

Assessment for Learning (AfL)	Assess content, subject specific skills and 21st century skills of learners. Inform learners of their progress during a unit of study. Empower learners to take the necessary action to improve their performance. Create learning opportunities where learners can progress at their own pace and undertake consolidation activities where necessary. Allow teachers to understand learners' learning and take necessary steps to inform teaching and learning.	Continuous during classroom instruction	Subject teachers, at the grade level: • Define and communicate the learning intentions and success criteria. • Create tasks collectively to meet the purpose of AfL. • Analyse data from AfLs to inform teaching learning. • Plan opportunities for learners to use the feedback to enhance learning.	• Objective tests • Subjective tests • Project work • Collaborative tasks • Individual tasks • Notebook work • Assignments • Lab reports • Anecdotal records • Portfolios • Photographs

Assessment as Learning (AaL)	Help learners reflect on their areas of strength and development during a unit of study. Help learners to develop metacognitive processes. Learners to assume responsibility for their own learning and set future goals.	Continuous during classroom instruction	Subject teachers, at the Grade level: • Model and teach the skills of self-assessment as per a given rubric. • Guide students in developing internal feedback or self-monitoring mechanisms to validate and question their own thinking. • Monitor students' Meta cognitive skills as well as their learning and provide descriptive feedback.	• Reflective journals • Notebook rubric for every chapter • I can statements • Project work • Self-assessed tasks • Peer assessed work
Assessment of Learning (AoL)	Validate each learner's progress towards defined standards of achievement. Hold learners accountable to the highest levels of application. Prompt students to action and communicate learning to parents.	End of topic/unit tests designed as post-test. End of every term; held twice a year.	Teachers, at the same Grade level: • Design question papers at the appropriate level of challenge. • Moderate the marking scheme for accuracy and consistency.	Pen paper tests as per a pre-defined syllabus

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Collection and Use of Data

Data generated through assessment collected from various assessments, both internal and external assessments use both the direct and indirect measures.

Direct Measures: includes a direct evaluation of students' achievement on specific learning outcomes using student performances, course work, projects, etc. to demonstrate the students' learning.

Indirect Measures: includes tools that help measure opinions or thoughts about students' own knowledge, skills, attitudes, learning experiences, perceptions of services received.

The table below gives an overview of the measures used to collect data at LFES:

Direct Measures	Indirect Measures
Standardized exams specific embedded test questions (that are aligned to specific learning goals) multiple choice questions short answer questions essay questions writing assignments (graded with a rubric) la oral presentations (graded with a rubric) group projects (graded with a rubric)	self-assessment peer feedback journals (reflective, or other types) interviews focus groups surveys and questionnaires

Assessment type	Use of Data
External assessments	• Differentiate instruction based on skills. • Set academic goals • Inform teaching and learning • Personalize instruction to cater to student specific skills • Plan interventional strategies to support learning
Assessment of learning	• Plan instruction and assessment that are differentiated and personalized • Work with students to set appropriate learning goals • Monitor students' progress towards achieving overall and specific expectations

	• Provide timely and specific descriptive feedback to students (what they are doing well, what needs improvement and how to improve) • Differentiate instruction and assessment in response to student needs • Provide descriptive feedback to parents about student learning and ideas for support.
Assessment as learning	• Provide descriptive feedback to other students (peer assessment) • Monitor their own progress towards achieving their learning goals (self-assessment) • Make adjustments in their learning approaches. • Reflect on their learning. • Set individual goals for learning.
Assessment for learning	• Summarize learning at a given point in time. • Make judgements about the quality of student learning based on established criteria. • Communicate information about achievement to students, parents and other stake holders • Plan reinforcement classes and interventional strategies at the department levels. • Review the vertical escalation of the curriculum for the subjects. • Modify strategies in planning and developing the curriculum.

Reporting

At LFES, we report assessment outcomes to parents, both formally and informally. Results communicated clearly, accurately, timely and meaningfully. The following forms of reporting undertaken by the school:

(i) Formal reporting

Parents kept abreast of their ward's learning formally through the various processes:
- Term-end Report Card provides the consolidated mark sheets.
- PT 1 and PT 2 Feedback Report shared at the middle of every term, giving scope to parents on the way forward. Clear specific observations shared highlighting the current level of the child, supported by diagnostic comments explaining the steps to improvise.
- The skill-based term report shared at the end of every term giving parents an understanding on the progress made by their child, supported by the next steps for implementation.
- Report on the MSCS programme issued once a term..
- Open Houses held four times a year provides detailed qualitative feedback by the class teacher and subject teachers.

(ii) Informal reporting

Parents also receive informal feedback on their ward's learning through the following processes:

- Teacher feedback on student work samples through the year
- Presentation of work as an exhibit
- Self and Peer assessment of work to inform learning
- Student reflection, written reports, self-designed projects/tasks/activities, student led classes
- Silver Chats once a month

Monitoring

All members of the faculty are responsible for the effective implementation of the assessment policy. The School's Leadership Team and Heads of Department to ensure that the assessment practices in the classrooms align to the policy. They to monitor the effectiveness of assessment practices across the school through informal lesson observations, assessment data, notebook appraisals and scrutiny of student work samples.

Roles and Responsibilities
The following are the roles and responsibilities of various stakeholders:

Teachers

All teachers should:
- Adopt a range of methods and tools to ensure that students' learning and progress in lessons, over a unit of study, term and academic year assessed accurately.
- Design formative assessment tasks that develop and assess subject specific skills, content, 21st century skills and personal social emotional development.
- Share rubrics prior to students undertaking tasks with expectations clearly stated.
- Use assessments to build student confidence, motivation and self-esteem towards academic learning.
- Mark students' work with diagnostic comments, where appropriate.
- Encourage students to take responsibility for their own learning through self/peer assessment.
- Encourage students to analyze their assessment data to set goals, understand their areas of strength and development, next steps towards learning.
- Use assessment data to inform teaching learning, provide additional support where needed by students who are at risk of underachieving.
- Analyze students' CAT4, internal and ASSET scores and use this data to inform teaching learning.
- Design appropriate assessment of learning based on curriculum standards to measure student attainment.
- Share accurate marking schemes for AoLs enabling students to understand their errors.
- Enter marks and grades in Phoenix to track student attainment and progress.
- Analyze data from internal and external assessments to inform curriculum planning.
- Report assessment outcomes and provide feedback to students and parents.

Heads of Departments

All Heads of departments should:
- Demonstrate, to the teachers, effective conduct of formative assessments in their classes.
- Suggest and help design, wherever necessary, tasks to assess subject specific skills, content, 21st century skills and personal social emotional development in the learners.
- Suggest modifications in tasks as per the need, as the term progresses, to plug in the gaps in learning at the grade levels.
- Encourage regular feedback from teachers and review assessment tasks wherever required.
- Assist teachers to analyze their assessment data and plan interventional strategies.
- Use assessment data to plan the next steps in the teaching-learning process, guide and provide additional support where needed, to teachers in this regard.
- Analyze the results from the external examinations and use this data to work on the department development plan.
- Analyze data from internal and external assessments to inform curriculum planning.
- Collaborate with the Head of assessment and data to conduct subject specific workshops.

Supervisors

All Supervisors should:
- Demonstrate in their classes, a range of methods and tools to ensure clarity in instruction to the teachers regarding conduct of formative assessments.
- Monitor the conduct of assessments in the section and take regular feedback from the teachers and students.
- Ensure regular communication between the parents and teachers to strengthen support rendered to the low achievers.
- Arrange for regular peer observation so that all teachers align well to the idea of ongoing assessments.
- Suggest modifications in tasks as per the need, as the term progresses, to plug in the gaps in learning at the grade levels.
- Ensure timely implementation of interventional strategies in the section.
- Inform the need for in house training/workshops for assessments to the Head of assessment and data.
- Use the results from the analysis of internal and external examinations to work on the section development plan.

Head of Assessment

- Ensure assessment outcomes link directly to curriculum expectations and are benchmarked against national and relevant international standards.
- Ensure that teachers, learners and parents understand the system of assessments.
- Establish effective systems to track individual learner's attainment and progress, both academic and personal to maximize learning for all students.
- Ensure systematic analysis and triangulation of assessment data to identify patterns, trends, and areas of improvement.
- Identify learners' achievement gaps as well as reflect on possible causes for these gaps.
- Lead on all aspects of internal assessments, ensure recording of meaningful data and provide analytical summary on performance measured against key performance indicators.
- Lead on school wide conduct and analysis of data from external benchmarking examinations, including CAT 4, ASSET, TIMSS and PIRLS.
- Ensure that all staff, students and parents have an accurate analysis of student data on progress and attainment.
- Coordinate with Heads of Department to ensure that assessments are valid and rigorous.
- Collaborate with Grade Supervisors to ensure that they can effectively disseminate data, actions and development plans to other staff.
- Coordinate and facilitate the implementation of School Report Cards.
- Conduct Professional Development programs for staff on topics relevant to assessment.
- Promotes internal and external communication of assessment results.

Role of Students:

All students should:

- Understand the assessment rubric and participate actively in assessment opportunities in lessons.
- Take responsibility for understanding and acting on both written and oral feedback given by their teachers or peers.
- Support other students constructively when involved in peer assessment.
- Be respectful and responsible with peer feedback.
- Engage in self-reflection and regularly review their learning journey.
- Set their learning goals and strive to become independent learners.
- Actively participate in all activities to promote their emotional, social and personal well being

Role of Parents:

All parents/guardians should:

- Ensure that their ward is regular and punctual and do not miss the instructional class or assessments.
- Understand the assessment rubric and help their wards to set the learning goals.
- Regularly communicate with the faculty to understand the student's learning journey based on the results of internal and external examination.
- Monitor the student's academic activity at home and help promote his independent learning skills.
- Support and motivate their ward and engage in meaningful conversations to promote the personal well- being of the student.
- Know the interventions planned by the teacher for specific subject support.
- Work collaboratively with the teacher to ensure academic progress of the student.
- Ensure that the student develops on his independent learning skills.