



Providence English Pvt. School

مدرسة العناية الانجليزية الخاصة

# Assessment Policy

**2024-2025**

*Reviewed on August 28, 2024*

## General principles

Assessment refers to the process of gathering and evaluating information about the student's learning and performance. It is used to measure students' understanding of a subject, their skills, and their overall academic performance to modify the teaching and learning activities in which they are engaged. This can include tests, exams, quizzes, projects, presentations, and other forms of evaluation.

Assessment should be age appropriate in both content and the method of data collection. Methods of assessment should recognize that younger students need familiar contexts to be able to demonstrate their abilities. Older students need to be able to perform both in familiar and unfamiliar contexts. Regardless of whether an assessment is intended to measure reading skills or learning potential, assessment results are easily confounded by language proficiency, especially for students who come from home backgrounds with limited exposure to English, for whom the assessment would essentially be an assessment of their English proficiency. Each student's first- and second- language development should be considered when determining appropriate assessment methods and in interpreting the meaning of assessment results.

Parents should be a valued source of assessment information, as well as an audience for assessment. Because of the imperfection of direct measures of students, assessments should include multiple sources of evidence. Assessment results should be shared with parents as part of an on-going process that involves parents in their child's education.

The key aim of Providence English Private School is that every child will achieve his or her full potential. We believe that this will be accomplished through a close partnership with parents, pupils taking responsibility for their own learning, and highly motivated, highly skilled staff. The purpose of the Assessment Policy is to help pupils know what they are doing well and what they need to do to improve. The knowledge gained will be used to inform teaching and to direct learning.

### **Good Assessment Practice**

- is based upon clear learning intentions
- plays an integral part in classroom activities
- is appropriate to the task
- focuses on learning processes as well as learning outcomes
- allows for unexpected as well as intended outcomes
- draws upon a wide range of evidence
- places achievement in context
- indicates strengths and identifies weaknesses
- involves pupils in reflection and review
- informs about individual progress
- tracks performance of pupils over time and trends in subject performance

### **General Internal Exam rules:**

- All exams must be done at school on time.
- It is not allowed for any student to make early exam before scheduled date. (Travelling on Mid-Term and End-Term exams is not allowed)
- Any absent student without Medical Report or pre-approved emergency leave will get zero in exam.
- Request to repeat exam/quiz as student did not do well is not entertained. Students can make up for his/her results in next quizzes and exams.
- Students who fail in the final exam will be entitled for a re-sit, the maximum re-sit grade is 80%.

### **Grading Scheme for Internal Summative/Term/Final Examinations**

#### **a) Foundation: FS2 (Foundation Stage 2) Class**

Subjects: Islamic, Arabic, English, Mathematics, Understanding the world, Art & Creative Design, Physical Development, Personal, Social & Emotional Development.

There is no failure in this class. Students are evaluated using one of the following criteria: Excellent, Very Good, Good, Average and Need help.

**b) Primary: (Year 1- Year 6)**  
**Subjects & Passing percentage**

Islamic Studies	<b>50/100</b>	Arabic	<b>50/100</b>	English	<b>50/100</b>
UAE Social Studies	<b>50/100</b>	Math	<b>50/100</b>	Computer	<b>50/100</b>
Science	<b>50/100</b>	Activity	<b>50/100</b>	Conduct	<b>50/100</b>
French	<b>50/100</b>	Moral	<b>70/100</b>		

- Continuous assessment system exams and no failure in these grades.
- The school will double effort to strengthen students and follow up him/her if he/she gets less than 50% marks in any of the above-mentioned subjects without charging any additional fees.
- The French subject is taught only to Year 5 and Year 6
- French and Moral Education are not counted in total for calculating aggregate grades.

**c) Lower Secondary: (Year 7, Year 8 & Year 9)**  
**Subjects & Passing percentage**

Islamic	<b>50/100</b>	Arabic	<b>50/100</b>	English	<b>50/100</b>
UAE Social Studies	<b>50/100</b>	Math	<b>50/100</b>	Computer	<b>50/100</b>
Science	<b>50/100</b>	Activity	<b>50/100</b>	Conduct	<b>50/100</b>
French	<b>50/100</b>	Moral	<b>70/100</b>		

**Grading System**

A*	A	B	C	D	E	U
95%-100%	90%-94%	80%-89%	70%-79%	60%-69%	50%-59%	< 50%

- The student must repeat the class if he/she fails in four subjects.
- The French subject is taught only to Year 7.
- French and Moral Education are not counted in total for calculating aggregate grades.

**d) Higher Secondary & Post 16: Year 10- Year 13**

**Year 10 & Year 11  
Subjects & Passing percentage**

Islamic	60/100	Arabic	60/100	English	60/100
Math	60/100	Physics	60/100	Chemistry	60/100
Biology	60/100	Activity	60/100	Conduct	70/100
ICT /IT	60/100	UAE Social	60/100	Moral	70/100

**Grading System**

A*	A	B	C	D	U
95%-100%	90%-94%	80%-89%	70%-79%	60%-69%	< 50%

- ✓ UAE Social studies is taught only in Year 10.
- ✓ Students start studying Cambridge IGCSE Curriculum in Year 10 and appear for the international exams at the end of year 11. According to the UAE MOE, students must pass at least 5 IGCSE subjects (Mathematics, English and at least one science subject are compulsory) other than Arabic & Islamic subjects.
- ✓ MOE Arabic is compulsory for all Students in Year 10 and in Year 11 for Arab students only while it is optional for Non-Arab students in Year 11.
- ✓ Passing Grades are A\*- D.

**Year 12 & Year 13**

At Year 12 students study at least 2 GCE AS level subjects other than Arabic and Islamic studies, and they have to complete the subjects in Year 13 to A-Level.

As per the equivalency requirements of Ministry of Education of UAE a student must pass 5 IGCSE and 2 A- Level subjects in addition to MOE Arabic and Islamic (for Muslims only).

Passing grades recognized by Ministry of Education for A level are A\*, A, B, C & D.

## Expectations of Stakeholders

### Expectations of **students**

- Students seek a clear understanding of the knowledge and/or skills that are being assessed and are always aware of the weighting of each assessment in the subject's overall assessment programme.
- Students make good use of all feedback regarding a mark or level that has been awarded and review all graded assessment task.
- Students use all opportunities to have their performance assessed.
- Students review all criteria and assessment tools that teachers use in the assessment.
- Students do not expect that every task or test completed will be formally assessed. They understand that some work is completed for the purposes of formative assessment, and that positive and supportive feedback will be provided to assist them to improve their areas of challenge.
- Students seek to meet all deadlines for assessment tasks.

### Expectation of **teachers**

- Teachers provide students with adequate time for the completion of out-of-class assessments.
- Teachers use student performance in order to inform future teaching and learning.
- Teachers use a variety of assessment tools.
- Teachers record assessment results promptly.
- Teachers alert Head of Departments to any concerns regarding the performance of students in a timely fashion.

### Expectations of **Coordinators**, the **Head of School** and the **IT Manager**

- Coordinators, supported by the Head of School, produce examination timetables with enough notice for students and teachers.
- The IT staff supports teachers with keeping records of assessment results.
- The IT staff supports Coordinators with extracting assessment statistics.

### Expectations of **parents**

- Parents understand and support all policies of the School, particularly those that relate to learning.
- Parents support their child in meeting deadlines set for work.
- Parents help to motivate their child.
- Parents help create an informative environment that is to the benefit of their child.
- Parents promptly contact the school as and when questions or concerns arise.

## Categories of assessment

Assessments are carried out for a variety of purpose in Foundation, Primary, Lower secondary, IGCSE, AS and A Level classes. Broadly speaking two main purposes can be identified:

- **Summative Assessment:** Assessments that inform students, teachers and parents about the learning students have completed at the end of a unit or the end of the term or year. The outcomes of such assessments will usually not directly impact on the learning in future lessons and are merely a summary of the learning that has happened (or not happened).
- **Formative Assessments:** Assessments that inform – primarily – teachers, but also students and parents, about the on- going learning process continuously provide feedback about successes and failures students are experiencing. This information is vital for the teacher as this feedback will be directly impacting on the planning of future teaching and learning activities. **Formative assessment** can take the form of oral interactions, quizzes, monthly tests, projects and others.  
**Diagnostic assessments** are used, for example, in the admissions process and help the school decide which year level would be best for a student, and which course or subject choices – as far as available – are most suitable.  
**Peer and self-assessments:** provide opportunities for students to engage in self and peer assessments, and enable them to reflect on their learning and set goal for themselves.

Many types of assessments can – depending on the situation – serve summative and formative purposes to varying degrees.

# Assessment at Providence English Private School

## Types of assessments

At Providence English Private School a wide range of assessment strategies is used to cover all areas of understanding/skills/competencies. Mainly the following types are used through both summative and formative assessments:

<b>Classroom presentations</b>	A classroom presentation is an assessment strategy that requires students to verbalize their knowledge, select and present samples of finished work, and organize their thoughts about a topic in order to present a summary of their learning. It may provide the basis for assessment upon completion of a student's project or essay.
<b>Essays</b>	An essay is a writing sample in which a student constructs a response to a question, topic, or brief statement, and supplies supporting details or arguments. The essay allows the teacher to assess the student's understanding and/or ability to analyze and synthesize information.
<b>Observations</b>	Observations are made of individuals, groups and the whole class and are made in different contexts to increase validity. Observations are used to assess a skill and are made on a regular base.
<b>Selected responses</b>	Strictly speaking a part of quizzes, tests, and examinations, selected responses require students to identify the one correct answer. The strategy can take the form of multiple-choice or true-false formats. Selected response is a commonly used formal procedure for gathering objective
<b>Quizzes, tests, examinations</b>	A quiz, test, or examination requires students to respond to prompts in order to demonstrate their knowledge (orally or in writing) or their skills (e.g., through performance). Quizzes are usually short; examinations are usually longer.
<b>Student self-assessment</b>	Self-assessment is a process by which the student gathers information about, and reflects on, his or her own learning. It is the student's own assessment of personal progress in terms of knowledge, skills, processes, or attitudes. Self-assessment leads students to a greater awareness and understanding of themselves as learners.



## Internal Exams Marking Policy

Internal examinations at Providence English Private School take place at the end of each of the three terms. Internal examinations simulate the conditions of external examinations and help the students to prepare for those.

<b>Weighting of Assessments [Non-MOE subject]</b>					
<b>Term 1</b>		<b>Term 2</b>		<b>Term 3</b>	
<b>Formative:</b>	<b>[40 %]</b>	<b>Formative:</b>	<b>[40 %]</b>	<b>Formative:</b>	<b>[40 %]</b>
Quizzes:	20%,	Quizzes:	20%,	Quizzes:	20%,
Homework Completion :	10% ,	Homework Completion :	10% ,	Homework Completion :	10% ,
Class Participation:	10%	Class Participation:	10%	Class Participation:	10%
<b>Summative:</b>	<b>[60 %]</b>	<b>Summative:</b>	<b>[60 %]</b>	<b>Summative:</b>	<b>[60 %]</b>
<b>Total:</b>	<b>100 %</b>	<b>Total:</b>	<b>100 %</b>	<b>Total :</b>	<b>100 %</b>
<b>The final mark is calculated by adding the final mark of the three terms then divides by 3.</b>					

### **Inclusion & SEND Students Assessments:**

The main purpose of this assessment policy applies to all students, including those with special educational needs or disabilities. Inclusion & SEND students are provided with modified curriculum and assessments. Individual Education Plans (IEPs) are designed and implemented for students with special educational needs to inform the planning, delivery and assessment of the student's educational program.

Students on IEPs may have assessment modified by a reduction in the number or length of assessment tasks, the provision of extra time to complete work or the provision of individualized assignments.

Teachers and the inclusion team track the attainment and progress of these students in a variety of ways.

## External Exam Sessions

External examinations at Providence English Private School include the Cambridge Checkpoint examinations for Year 6 and Year 9 in the month of April, the Cambridge IGCSE examinations for Year 11 in April/May/June as well as in October/November, Diagnostic CAT4 examinations for Ministry selected years in November, GL Progress Test Exams for the Ministry selected years in May/June and TIMSS, PIRLS & PISA as per the ministry instructions.

Providence English Private School fully complies with the exam regulations for all these external examinations.

## Program specific matters

### Primary

*Cambridge Primary Checkpoint* tests are for learners at the end of Year 6, the final year of Cambridge Primary. They test skills, knowledge and understanding from Years 4-6 of the curriculum for English, English as a Second Language, Mathematics, and Science.

There are two assessment options:

- Cambridge Primary Checkpoint Progression Tests (marked in school)
- Cambridge Primary Checkpoint (marked by Cambridge examiners).

Key features of Cambridge Primary Checkpoint are:

- The tests are marked by Cambridge examiners to provide a benchmark of learner performance.
- Learners receive a statement of achievement and a diagnostic feedback report.
- Feedback reports show how a learner has performed in relation to the curriculum, their learning group, the whole school, and against all learners who have taken tests in that series around the world.
- Cambridge Primary Checkpoint helps teachers to monitor group and individual performance, and manage future learning.

## Lower Secondary

Cambridge Lower Secondary testing structure assesses learner performance and reports progress to teachers, learners and parents. In addition to the general assessment strategies employed by teachers at the school, the Cambridge Lower Secondary assessment uses internationally benchmarked tests, giving parents extra trust in the feedback they receive.

There are two assessment options:

- Cambridge Lower Secondary Progression Tests (marked in school)
- Cambridge Lower Secondary Checkpoint (marked by Cambridge examiners).

**Cambridge Lower Secondary Progression Tests** provide valid internal assessment of knowledge, skills and understanding in English as a first or second language, mathematics and science. The tests:

- enable learning to be assessed each year provide detailed information about the performance of each learner for Years 7, 8 and 9 enable teachers to give structured feedback to learners and parents
- enable teachers to compare the strengths and weaknesses of individuals and groups
- are marked by teachers at the school
- can be used any time in the year, as many times as needed

**Cambridge Lower Secondary Checkpoint** is a diagnostic testing service that helps learners by giving comprehensive feedback on their strengths and weaknesses in each subject area. They are usually taken at the end of Cambridge Lower Secondary. The tests are marked in Cambridge and each learner receives a statement of achievement and a diagnostic report.

The school uses the feedback from Cambridge Lower Secondary Checkpoint Test to make strategic decisions, drawing upon a pool of information and specialist reporting tools that are built into the tests. The Cambridge Lower Secondary Checkpoint feedback reports enable teachers to:

- Tailor individual learning programmes
- Monitor group and individual performance
- Compare the performance of all learners taking tests in that session
- Manage learning programmes within schools and as learners move between schools.

**TIMSS:** The IEA's Trends in International Mathematics and Science Study (TIMSS) is a series of international assessments of the mathematics and science knowledge of students around the world. It is administered to Year 9 every 4 years as per the mandatory requirements of Ministry of Education, UAE.

**PISA:** The PISA assessment takes approximately 3 hours in total to complete. This includes time for instructions, the assessment, breaks, and a brief questionnaire about the student. The assessment portion takes approximately 2 of these hours. It is administered to 15 years old students at school (usually Year 9 or Year 10 but exceptionally to other years as well).

**PIRLS:** The Progress in International Reading Literacy Study (PIRLS) is an international assessment and research project designed to measure reading achievement at the fifth-year level, as well as school and teacher practices related to instruction. Fifth-year students complete a reading assessment and questionnaire that addresses students' attitudes toward reading and their reading habits. In addition, questionnaires are given to students' teachers and school principals to gather information about students' school experiences in developing reading literacy.

**CAT4:** GL CAT4 (Cognitive ability test) provides a rounded profile of pupil ability so teachers and parents can target support, provide the right level of challenge and make informed decisions about pupils' progress. It provides a unique profile of strengths and weaknesses across four batteries:

Verbal Reasoning – the ability to express ideas and reason through words is essential to subjects with high language content, and the most obvious skill picked up by traditional assessment.

Non-verbal Reasoning – problem-solving using pictures and diagrams; skills which are important in a wide range of school subjects, including mathematics and science-based subjects.

Spatial Reasoning – the capacity to think and draw conclusions in three dimensions, needed for many STEM subjects, but not easily measured by other datasets.

Quantitative Reasoning – the ability to use numerical skills to solve problems, applicable well beyond mathematics.

CAT4 is administered to selected years chosen by Sharjah Private Education Authority.

**GL Progress Tests:** measures pupils' knowledge, understanding and application of the core subjects of English, Math and Science. While it checks the progress in English it focuses on grammar, punctuation and spelling, and on reading comprehension, using age-appropriate fiction and information texts. This test assesses key aspect of mathematics appropriate to the age of the pupil including mental mathematics for those aged 8 and over. GL Progress tests measure two dimensions of science learning, understanding of science content, and working scientifically (application of skills). These tests are administered to selected years as per instructions of Sharjah Private Education Authority and are computer based.

**IBT:** International benchmarking tests are from ACER Australia and are skill-based and they do not follow any single national curriculum, allowing students from all countries to be compared fairly. IBT tests in Arabic are administered to selected grades as per instructions of Sharjah Private Education Authority.

## Cambridge IGCSE, AS & A Levels

Cambridge Assessment was established to promote educational excellence and high-quality learning through the use of assessment. In order to achieve this Cambridge Assessment is committed to ensuring that all its assessments are fair, have sound ethical underpinning, and operate according to the highest technical standards. Cambridge Assessment designs and administers assessments which have a formative function, as well as those with a predominantly summative function.

- IGCSE Examinations (Year 11)
- AS Examinations (Year 12)
- A Level Examinations (Year 13)

Assessment instruments developed Cambridge Assessment, and used alongside other strategies used by teachers, fall into the following main categories:

### **Objective-response items**

Where candidates are required to provide a highly defined response, such as adding a line to a diagram, completing a number sequence, completing a statement.

### **Multiple-choice items**

A specific form of objective-response item, where the candidates' responses are constrained to a given list of alternatives, selecting the response which best completes a statement or answers a question.

### **Short-answer items**

Where candidates have to provide succinct, specific responses to questions, but where the marking scheme allows some variation in those responses.

### **Extended-response items**

Where candidates have to create a given amount of text and/or working, and which allow candidates to organise their responses and present material in an original way.

### **Coursework/non-examined and teacher assessment**

Where candidates produce written reports or complete structured activities which are typically marked by teachers and tutors who are also responsible for delivering the learning programmes in which the assessment is located.

## **Performance assessment**

Where performance in work tasks, or activities such as laboratory work are observed and scored/rated by a teacher or qualified assessor. Assessment in work contexts typically is guided by occupational standards.

## **Evidence accumulation**

Where candidates are responsible (with appropriate levels of support) for gathering evidence of performance in a range of activities and for assembling this evidence into a portfolio/record of evidence. This is then scored/rated by teachers or qualified assessors and subject to external moderation/verification.

## **Reporting / feedback and the use of admin and the Parent Portal**

Assessment results are communicated to students when the assessed (written) work is returned to the students, or when the (oral) work is evaluated by the teacher.

Teachers record all assessment results in their Grade book and Portal immediately after marking the work. The Head of Subject moderates the assessments for consistency and accuracy. The Head of Subject approves the assessment results after which the teacher post it to the Portal with the copy of the results in his/her file. The Grade book is set up at the start of each term and maintained throughout the term to reflect

2.2 Any assessments planned

2.3 All assessment results collected

Coordinators and the Head of School regularly extract assessment results from school portal. The assessment results inform Coordinators and the Head of School about the level of performance of individual students, but also of year groups or results in individual subjects. This feedback is regularly reviewed and influences decision making processes.

Parents can view their child's / children's assessment results via the Parent Portal. Parents are encouraged to regularly inform themselves about their child's / children's grades and raise any questions or concerns with the school, initially with the subject teacher, and if not satisfied to the Head of Department and finally with senior leadership.

Every term the parents are invited to attend face-to-face parent-Teacher meeting. It enables them to get detailed feedback by the respective teachers and the leadership team.

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