



PROGRESSIVE ENGLISH SCHOOL (L.L.C.)

(Approved by the Ministry of Education, UAE, Affiliated to CISCE (ICSE / ISC), New Delhi)

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SCHOOL ASSESSMENT POLICY

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SCHOOL ASSESSMENT POLICY- 2023-2024

VISION

Expanding Knowledge and Understanding leads to Wisdom

MISSION

PESS enables students to become self-motivated, competent, lifelong learners to generate creative ideas to do the right things for the growth of the society.

MOTTO

Learn Progress Lead

INTRODUCTION

Progressive English School is affiliated to the Council for the Indian School Certificate Examinations, New Delhi. Our School is a center for both ICSE (Class X) and ISC (Class XII) Examinations. The ISC is now recognized to be incompatible with GCE "A Level". Having adopted a holistic approach, the school imparts quality education to pupils from KG to Class XII (Science and Commerce).

AIMS

Provide clear guidelines on Progressive English School approach to formative and summative assessment to monitor students' progress.

OBJECTIVES

- #Assessment enables us to diagnose and identify student learning.**
- #Improve the students' learning and Teachers' teaching.**
- #To determine the next teaching and learning steps.**
- #Set an ongoing process which is an integral part of the teaching learning process.**
- #Assessment also helps in the effective use of gained knowledge for society.**

PRINCIPLES OF ASSESSMENT

PESS holds a unique and elaborate Assessment system which encourages student learning, engages in learning activities, gives confidence in themselves and brings regular attainment in their progress against the set goals.

Following principles apply to all assessment tasks.

1. Assessment is designed to guide and enhance student learning

Assessment tasks are designed so that student learning is directed to the learning outcomes

2. Student learning assessed against learning outcomes and expected standards of performance

Assessment tasks reflect what students are expected to learn and measure against the expected age related curriculum standards. Judgments about student learning are made by reference to both learning outcomes and performance

3 Assessment information is analyzed to identify strengths and weakness in students' attainment and to identify trends

Provides trustworthy information which is transferable and easily understood and covers both qualitative and quantitative assessment .Administrative process assure the security of assessment and results

4. Assessment is fair and provides all students an impartial opportunity to demonstrate their learning.

All students are entitled to fair assessment to demonstrate their learning information about assessment requirements, assessment criteria and expectations of performance are clear

5. Assessment develops students' abilities to evaluate their own and peer's work

6. Feedback to all stakeholders

Feedback to all the stakeholders is an integral part of the effectiveness of PES Assessment policy. Feedback is either oral or in written format. Oral feedback is the most regular and interactive form of feedback and a highly effective way of helping learners know what they need to move forward with their work.

Feedback works in three directions:

Teachers to Learners -the teacher gives guidance to learners about their current achievement and the next steps they need to take

Learners to Teachers-the teacher receives feedback from learners about their learning.

To Parents- Parents' feedback can be oral in Parents/Teacher meetings in the form of a dialogue while written in the form of a term assessment report and is directed specifically to their child.

To Seniors & Board Governors

Feedback to Senior Leaders & Board Governors need to be summarized and an overall measure of school performance.

To external bodies (SPEA)

ata to external bodies will be provided in the form requested by them. It can be a comparative analysis over years, between genders or individuals.

Assessment approaches

At Progressive English School, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment:

- 1. Day-to-day in-school formative assessment,**
- 2. In-school summative assessment and**
- 3. Nationally standardized summative assessment.**

1. In-school formative assessment (Assessment for learning)

Effective in-school formative assessment enables:

Teachers to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons.

Pupils measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve.

Parents gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve.

Range of approaches to gather information include Diagnostic exams at the start of the academic year.

Assessment tools, which may be written items, structured interview questions, or items teachers make up themselves.

Student self-assessments a detailed analysis of a student's work.

Day-to-day activities, such as learning conversations and a simple mental note taken by the teacher during observation.

Formative assessment is given weight in the final term summative examination that varies in phases to accomplish the specific objectives and prepare students for their school journey in an effective way.

Four basic pillars of formative assessment include checking their progress in knowledge, skills, understanding and application of learnt concepts. Summative assessments are used to identify learning gaps and surface misconceptions to be rectified in future learning.

2. In-school summative assessment (Assessment of learning)

Effective in-school summative assessment enables:

School leaders monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment.

Teachers evaluate learning at the end of a unit or period and the impact of their own teaching.

pils to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve.

Parents stay informed about the achievement, progress and wider outcomes of their child across a period.

These assessments are used to evaluate students' learning, skill acquisition and academic achievement at the conclusion of the term. At PES we have two terms and summative assessments are at the end of Term1 and Term 2. These assessments have high stakes and high point value.

Grading System for PES

| CLASSES 1 to 10 | CLASSES 11&12 |
|------------------------|---------------|
| Grade E - 32% and less | 34% and less |
| Grade D - 33% to 49% | 35% to 54% |
| Grade C - 50% to 69% | 55% to 74% |
| Grade B - 70% to 89% | 75% to 89% |
| Grade A - 90% to 100% | 90% to 100% |

Assessment approach meets the needs of children, parents, staff and curriculum.

Main forms of assessments are *Diagnostic test*
pre and post test

1. Day-to-day formative assessment – to inform teaching on an ongoing basis
2. In-setting summative assessment – to understand a child's performance at the end of a period of teaching.

In all subject areas assessments are conducted on a continuous basis as the teaching and learning progresses. Progress and attainment is tracked using the following curriculum standards.

Attainment Level: High Achievers, middle achievers, low achievers

Passing mark is 60 % for Arabic, Islamic Studies & UAE Social Studies, and 33% for other subjects

***End of Term Attainment Grade is a combination of 40% from Continuous Assessments and Term1 summative exam and 60% from Term 2 summative exam.**

***Proficiency award given to toppers of the different grade classes.**

3. Nationally standardized summative assessment

The U.A.E National Agenda continues as the most important initiative taken by H.H Sheikh Mohammed Bin Rashid Al Maktoum, Vice President and Prime Minister of the U.A.E. In view of this there are mandatory components to ensure the most effective preparation in fulfilling the National Agenda objectives. These external examinations help the schools to improve teaching and learning and bring both to an international standard.

Nationally standardized summative assessment enables:

School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment

Teachers to understand national expectations and assess their own performance in the broader national context.

Pupils and parents to understand how pupils are performing in comparison to pupils nationally for PES

Nationally standardized summative assessments as outlined include:

ASSET

Spelling Bee

PISA

Collecting and using data

PES maintains records of the assessments. The assessment data is shared with parents. All summative assessment data becomes a part of the school assessment database which can be used to compare data from different periods, different genders and different cohorts of students.

Subject teachers maintain a mark book that has information of each student in their class relating to their summative and formative assessment marks. Outcomes of all formal assessments are recorded and shared with the subject leaders. Subject leaders have an overview of the assessments and interpret the results to improve learning and setting targets.

Reporting to parents

Parents have 5 opportunities in an academic year to have formal feedbacks:

3 Parent -Teacher meetings, and 2 Term reports.

Parents can meet any faculty member regarding any concerns of their child by taking prior appointments any time during the academic year.

Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities/students of determination.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

Roles and responsibilities

Stakeholders play an important role to guide and enhance student learning

1): Role of Governors

Adequate funding supports the school with assessment strategies and infrastructure.

Give recommendations for future planning based on attainment data.

2:) The Role of Senior Leaders in Assessment

Senior leaders monitor the effectiveness of this policy and ensure good assessment practices are followed across the whole school. They use assessment information to plan professional development courses for the staff.

3): The Role of Middle Leaders in Assessment

Middle leaders in PES have the full support of SLT as they fulfill their responsibilities

Ensures that their subject teachers fully comprehend the assessment requirements and alternative ways to assess their students

Formative assessments form an integral part and proper recording of assessments are done.

Periodically monitor assessment of student's work in their subject through lesson observation, student's work sample, and surveys.

Ensure that scheme of work forms an integral part of teaching and learning

Keeps the senior leaders informed about students' progress and uses assessment information to plan future strategies.

4): The Role of Teachers in Assessment

Teachers at PES use a range of methods to assess and measure progress and attainment of their students in the following ways

Lessons have clear learning objectives and students are aware of them

Differentiated instruction to meet the needs of all the students based on assessment results

Encourage students to actively engage in formative assessments and motivate them to take responsibility for their own learning through self-assessment and reflection.

Identify the strengths and weaknesses of students and give formal and informal feedback and setting appropriate targets.

Share assessment report with subject leaders for future planning and inform any concerns related to students work

Identify through assessment, students who are at a risk of underachievement and plan intervention strategies.

5:) The Role of Students in Assessment

Students at PES are required to be an active participant in assessment opportunities in classes take responsibilities for their own learning and become reflective learners acting on written and oral feedback from teachers.

.6:) The Role of Parents in Assessment

All parents should Support their child in his learning and work as a team with school leaders and teachers to improve progress or solve any concerns identified through assessment data.

Support their children with home learning

Monitoring

.1: Target Setting:

At PES subject leaders and teachers set student targets in line with curriculum framework and learning objectives using Prior attainment of each student

Targets are realistic and in line with curriculum expectations .They are reported to parents to know of their child's strength, progress and achievements.

.2: Marking

At PES we believe that marking and feedback is the key to pupil progress. Teachers periodically mark their students' work to focus on achievements and areas of development against curriculum expectations and improve their current levels of performance.

3: Standardization

Standardized procedures exist within each department at PES. Sampling and cross marking is done. An agreed marking scheme or criteria is available to ensure uniform marking. Moderation by subject leaders leads to shared expectations of learning and understanding of standards.

4) Tracking students' progress

We at PES systematically analyze data with the purpose of Informing SLT of the school strengths and area of improvement for self-evaluation.

Informing parents of their child's achievements and expectations

Setting individual or group targets.

Informing subject leaders of attainment and to make improvement plans.

5): Identification of Learning Gaps.

To ensure effective learning is taking place, after summative assessment learning gaps if any are identified. The gaps identified are threaded back into later topics to secure the knowledge.

Review

This policy is to be reviewed annually by the senior leadership team and any deficiency or weakness in assessments will be remedied.

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