

Assessment, Evaluation and Support Policy

Introduction

Assessment, evaluation and follow-up action are the cornerstones of teaching and learning. They need to be incorporated systematically into teaching strategies in order to assess students' performance, and track progress. BIPS follows Early Years Foundation Stage and Cambridge Curriculum. Formative assessments for Arabic, Islamic and Social Studies and Moral Education are arranged and assigned by the Ministry of Education. In KG, children are assessed every day through teacher observations. This information is then used to determine if each child has achieved the small objectives leading to an overall Learning Goal which is achieved by the teacher witnessing a child knowing and displaying an understanding on a number of occasions.

In terms one and two and three, grades 1 – 5 will start with a diagnostic test in the first week of school to find the level of knowledge and understanding for each child. A process of continuous assessment throughout the term will keep track of the students' progress. In grades 3-5 final assessments are conducted towards the end of the term one. All assessments throughout term 1-3 are prepared by School leadership in line with the Cambridge Curriculum. In term 3, students sit for two assessments during the term and a final exam towards the end of the term.

Aims

Assessment forms an integral part of learning and there is no compromise on assessment of children. We use assessment at BIPS to

- Provide baseline information for all new students.
- Diagnose specific strengths and areas for improvement for all of our students for all of their subjects.
- Assist in the prediction of future attainment and target setting.
- Monitor the academic performance of students as they move through the school.
- Develop students' ability to become expert peer and self-assessors.
- Ensure all departments are consistent in their approach to assessment.
- Inform teachers' planning so that it responds to the needs of the students

Students with **special needs** are required to supply the school with a specialist report with recommendations to be considered during lesson and assessment periods

Policy

Each child shall be assessed against the Cambridge Curriculum

Attendance during assessment is mandatory and no leave shall be granted during assessment period unless an emergency.

Absenteeism during assessment shall be calculated as an average of previous exams.

Parents need to cooperate with school during the assessment period for their children.

Promotion of the students to the next grade depends on students attaining 50% in all subject. If 50% is not achieved in all subjects, then children will re-sit at the beginning of the next term. If 50% is not achieved after re-sits in all subjects then children will need to repeat the current year.

Subject assessments at BIPS are continuous starting from their baseline at the beginning of the year.

Special education needs children with medical reports from a government hospital will be assessed against their Personal Improvement Plan and not against the curriculum.

Assessment is the process by which students, teachers and parents are able to make judgements that allow them to monitor progress, evaluate the learning experience, improve planning, diagnose difficulty, identify progression, assist personalisation and improve the quality of teaching and learning.

The three main aims of student assessment can be summarised as:

- **Formative Assessment** – This is an **ongoing** assessment that assists educators to evaluate the success of teaching, plan **effectively** and it plays an important part in the teaching and **learning cycle**.

- **Summative Assessment** – Tasks are designed to give information on what students **can do, know and understand** at the **end** of a theme. This information is communicated through reports to parents/students which evaluates targets, progression and next steps.
- **Peer and Self-Assessment** – Students are given regular **opportunities** to access their own and each other's work. It is important to stress the reflection in the **learning process**.

Target setting

Why do we need to set targets?

Once a baseline has been established, students need to know what needs to improve and more importantly, how to make the improvements.

It is highly recommended that a discussion takes place between teacher and student so that an agreement can be reached on the target level. Targets must be realistic, but challenging.

Reporting

The school provides regular updates to parents on the progress of students. There are currently 3 reports per year which are available on the Portal. There are three parent/teacher meetings per year to discuss the progress of the students and a weekly open day to discuss progress. Open hours are conducted every Wednesday from 1.30pm to 2:30 pm.