

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, Cambridge primary, Cambridge Secondary and IGCSE Curriculum.

Formative assessments for Arabic, Islamic and Social Studies are arranged and assigned by the Ministry of Education.

In Kindergarten, 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. This is achieved by the teacher witnessing a child knowing and displaying an understanding on a number of occasions.

In terms one, grade 1 - 11 students will start with a diagnostic baseline 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 academic year will keep track of students' progress. In grades 1 to 3, two summative assessments are conducted in each term. Grade 4 - 11 the students sit for one assessments during the term and a final exam towards the end of the term. All assessments throughout term 1 – 3 are prepared by Senior Leadership in line with the Cambridge Curriculum.

Aim

Assessment forms are 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 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.
- Each child shall be assessed against the Cambridge Curriculum objectives.
- 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.

- 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.
- 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 Procedures

Assessment is the opportunity to demonstrate knowledge and abilities. An assessment could be anything from a formal exam to a Question and Answer session, a quiz, a presentation or a mind-map.

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

Assessment Used

There are various assessment methods prescribed by Cambridge and the Ministry Of Education to allow the school to judge its performance against Nation and International Benchmark Standards in line with the UAEs Nation Agenda Parameters.

The termly aims of student assessment can be summarised as:

- **Formative Assessment** – This is an ongoing assessment that assists teachers to evaluate students and plan effectively.
- **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 encouraged to assess their own and each other's work.
- **National and International Standardised Summative Assessment** - This is used by the Ministry of Education to hold schools accountable and to provide information on how students are performing in comparison to students nationally and Internationally. The school benchmark students' academic outcomes against appropriate external, national and international expectations e.g. **CAT4** is a cognitive ability test designed to help schools to understand how students learn and what their academic potential might be. **Cambridge Checkpoint** tests offer feedback for students' strengths and weaknesses and gauges their ability to deal with IGCSE standards. **IBT Arabic tests** assess proficiency in Arabic Reading, Grammar, Spelling and Vocabulary. **PISA** tests 15 year olds in reading, Math and Science and occurs every three years.

TIMSS tests Math and Science in grade 4 and 8 and occurs every four years. **PIRLS** tests Reading Comprehension in grade 4 and occurs every 4 years.

Target Setting

Once a baseline has been established, students need to know what needs to improve and more importantly, how to make the improvements. Targets must be discussed with students to improve motivated and behaviour.

Reporting

The school provides termly updates to parents on the progress of students. There are currently 3 end of term reports per year which are available on the Parent portal and two parent/teacher meetings (PTC) per year to discuss the progress of the students. A weekly open day (Wednesday 1:30pm to 2:30 pm) is an opportunity to discuss progress, behaviour and general wellbeing within school.

