



مدرسة ديرة الدولية  
DEIRA INTERNATIONAL SCHOOL  
FESTIVAL CITY

 Al-Futtaim Education Foundation

# Assessment Policy

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## RATIONALE

At DIS, formative assessment lies at the heart of the process of promoting children's learning. Summative assessment provides a framework within which educational objectives may be set and children's progress expressed and monitored. This should be done in partnership with the student.

Assessment should be incorporated systematically into teaching strategies in order to chart progress and identify areas for development at an individual, departmental and whole school level. Assessment supports us to strengthen learning across the curriculum and helps teachers enhance their skills and judgements through using assessment data to reflect on and amend our practice. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

## LINK TO THE SCHOOL CORE VALUES AND AIMS

This Assessment policy is aligned to the following Core Values and Aims:

- Pursue academic excellence
- Assessing students' attainment and progress throughout their school career
- Providing regular feedback on progress to students and parents
- Addressing the individual needs of all students including special needs, gifted and talented and English language learners

## AIMS OF ASSESSMENT

- To provide information to identify and support the next steps in learning and teaching, and inform planning for improvement or progression
- To gather information about the attainment of individual students, groups and cohorts so that it can be used to reflect on and amend practice.
- To analyse the attainment of individuals, groups and or cohorts of students
- To track individual progress against age-related expectations and the academic profile of the individual
- To provide data to inform school improvement planning, measure school performance and effectiveness

## TYPES OF ASSESSMENT

### Assessment for Learning (AfL)

This is an integral part of the teaching and learning process at Deira International School.

It includes:

- **Formative assessment** - the information gained 'forms' or affects the next learning experience.
- **Diagnostic assessment** - finding out what attitudes, knowledge, understanding or skills are not properly learned or acquired and therefore preventing students making the expected progress.
- **Evaluative assessment** - informing the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on students' achievements.

### Assessment of Learning

- **Summative** - systematic recording of information, which leads towards a summary of where the students have reached at a point in time. This is an essential tool for identifying what has been

learned in terms of both attainment and achievement. This includes all formal tests and examinations and it enables teachers, Middle and Senior leaders to identify trends, set realistic targets and identify the needs of students. DIS uses monitoring and evaluation to identify 'how do we know', 'what next' and how to 'diminish the difference'.

## USES OF ASSESSMENT

Assessment in the school is cumulative. Students are required to routinely review their learning from recent topics to reinforce learning. See appendix one for further details.

Meaningful and useful (Objectively measured and centrally recorded) information about the students' achievement and progress transferring with the students as they move from:



Pupil data is analysed on an individual level. Pupil data is also used to identify where particular demographics are underperforming. This varies from year to year according to school priorities and to the characteristics of particular cohorts of students but could include:

- Gifted and Talented
- Higher attaining students
- Underperforming students
- SEND Students (Waves 1, 2 and 3)
- Emirati students
- New to school Emirati
- Boys or Girls
- Pupils with English as an additional language
- Summer birthdays
- New to the school
- English as an additional language (waves 1, 2 and 3)
- Those with a poor attitude to learning
- Those with medical conditions/challenging circumstances
- Those pupils with a verbal deficit
- Other vulnerable groups

## OUR PRINCIPLES FOR THE USE OF ASSESSMENT

In order for any type of assessment to have an impact on learning, we feel it must be:

- Feedback must be given as soon as possible in order to ensure relevance
- Positive
- Manageable
- Useful and used
- Consistent

Assessment must also engage the students in their own learning process; regular self-assessment and peer assessment is an essential part of this.

### We aim to:

- Gain as full a picture as possible of the standards our students are attaining and the progress they are making.
- Involve the students, at all stages of the process and parents, where applicable.
- Gain evidence of learning from the process as well as the outcome.
- Allow students to have the best opportunities to show what they know, understand and can do, in a familiar supportive environment.
- Assess through observing and talking to students; presenting students with new challenges and consolidating old ones, so that they are made aware of individual progress and so that they can develop strategies to overcome weaknesses in their work.
- Ensure that planning is led by learning objectives and differentiated for learning.
- Ensure that feedback takes place via self-evaluation and effective feedback.

- Use assessment information to inform future planning.
- Plan assessment opportunities carefully across the curriculum and spread them throughout the year. (see below for rationale)
- Use of assessment should be in every lesson through questioning, monitoring of tasks and student outcomes.
- Ensure that standards are consistent between colleagues within the school and comparable in a wider context, through regular moderation.
- Ensure feedback on learning is conveyed in a consistent manner throughout the school.
- Celebrate **all** achievement. Celebrating what is seen as 'non-academic' achievement raises self-esteem and increases the chance of academic success.

## STRATEGIES FOR ASSESSMENT

In order for assessment to play a more constructive role in the learning process and to genuinely promote lifelong learning, students need to be actively involved. Teachers will include a variety of assessment methods from the following:

**This will include:**

**The most effective feedback to a child is personal and 1 to 1. Teachers should act as coaches for pupils learning at all times.**

- Sharing learning objectives
- Sharing success criteria/creating own 'targets for improvement'
- Focus Groups in lessons
- Diminishing the difference gap analysis
- Measurement of progress throughout the lesson
- Student self-assessment
  - Written evaluation of learning
  - Oral/visual feedback
  - Questioning/Reflection
- Peer assessment
  - Response partners
  - Peer marking
- 1:1 discussions with students
  - Collecting evidence for EY Learning Journals on Tapestry
  - Academic mentoring discussions
- Sharing learning targets/goals

## Marking

**Assessment for learning will include marking principles that:**

- Will be linked to clear learning objectives
- Will be appropriate to the task
- Will identify student's misconceptions
- Will be focused and prioritised
- Will celebrate achievement
- Are planned for and integral to teaching and learning
- Refers to Department/ Phase marking policies
- Will take place quickly with feedback so that students remember the context
  - Feedback (both written and oral) will identify specific learning needs and address how to improve
  - It supports the learner in moving on from their current performance to meeting the desired learning outcomes
  - The pupil should be able to put this feedback into their own words and evidence of this should be clear.

## **Target setting**

### **Individual targets**

Students are given regular, individual short term targets. The targets identify specific areas that students need to focus on to make further progress. Students also talk individually with teachers and targets are shared with students. Students should be a part of creating the targets based on coaching from their teacher. This way they take ownership of the learning and of the process.

### **Tracking Student Progress**

Using data from ongoing assessments (both formal and informal) and tests, we track the progress of all students on a regular basis. We also use this data to set targets for all students and to identify groups and individuals who require support or specific interventions. The types of assessment and testing that are tracked can be seen in Appendix 1.

## **SHARING ASSESSMENT INFORMATION**

### **Reporting to Parents**

Written and verbal reports to parents will identify clearly gains in skills, knowledge and understanding; these will also include where appropriate, next steps in learning.

### **Reporting to the Management Company (Al Futtaim Education Foundation)**

The Director and School Principal's will report regularly to the Board of Governors on standards and school improvement, including analysis of comparative data.

## **HOW WE MONITOR AND EVALUATE ASSESSMENT**

The school's SLT and Middle Leaders will ensure this policy is implemented consistently throughout the school.

All staff members participate in the Teacher Appraisal (see Appraisal and Monitoring & Evaluation Policies). The quality of assessment practices is closely monitored by leaders at all levels, who observe lessons, sample work, monitor planning, analyse progress and assessment data and conduct regular professional dialogue. Subjects are monitored by those with experience in that field.

## **LINKS TO OTHER POLICIES**

This Assessment policy should be read in conjunction with the Admissions, Appraisal, Marking, Monitoring and Evaluation, SEND, Gifted and Talented and Professional Development policies.

Year		Term 1	Term 2	Term 3	
<b>EY1</b>	Foundation Stage	3/4yrs	Baseline Baseline GL assessment Parent Teacher Meeting	Parent Teacher Meeting	EYFS Profile Report Parent Teacher Meeting
		Observations against EYFS Profile →			
4/5yrs		Baseline Parent Teacher Meeting	Parent Teacher Meeting	EYFS Profile Report Parent Teacher Meeting	
		Observations against EYFS Profile →			
<b>Y1</b>	Key Stage 1	5/6yrs	Progress Report Parent Teacher Meeting End of Term Assessments – PiRA, PUMA & Writing Arabic A – Reading, Writing, Listening & Grammar Arabic B – Reading, Writing, Speaking & Listening Islamic A & B – written and oral assessment	Progress Report STAR day & Parent Teacher Meeting End of Term Assessments – PiRA, PUMA & Writing Arabic A – Reading, Writing, Listening & Grammar Islamic A & B – oral assessment	Phonics Screening Check Summative Report End of Term Assessment – PiRA, PUMA & Writing Arabic A – Reading, Writing, Listening & Grammar Arabic B – Reading, Writing, Speaking & Listening Islamic A & B – written and oral assessment
		Science Assessment – End of each topic →			
<b>Y2</b>		6/7yrs	Progress Report Parent Teacher Meeting End of Term Assessments – PiRA, PUMA & Writing Arabic A – Reading, Writing, Listening & Grammar Arabic B – Reading, Writing, Speaking & Listening Islamic A & B – written and oral assessment	Progress Report STAR day & Parent Teacher Meeting End of Term Assessments – PiRA, PUMA & Writing Arabic A – Reading, Writing, Listening & Grammar Islamic A & B – oral assessment	Phonics Screening Check Summative Report Parent Teacher Meeting End of Term Assessments – PiRA, PUMA & Writing Arabic A – Reading, Writing, Listening & Grammar Arabic B – Reading, Writing, Speaking & Listening Islamic A & B – written and oral assessment
			Science Assessment – End of each topic →		
<b>Y3</b>	Key Stage 2	7/8yrs	Progress Report Parent Teacher Meeting End of Term Assessments – PiRA, PUMA & Writing Arabic A – Reading, Writing, Listening & Grammar Arabic B – Reading, Writing, Speaking & Listening Islamic A & B – written and oral assessment	Progress Report STAR day & Parent Teacher Meeting End of Term Assessments – PiRA, PUMA & Writing Arabic A – Reading, Writing, Listening & Grammar Islamic A & B – oral assessment	Phonics Screening Check Summative Report Parent Teacher Meeting End of Term Assessments – PiRA, PUMA & Writing Arabic A – Reading, Writing, Listening & Grammar Arabic B – Reading, Writing, Speaking & Listening Islamic A & B – written and oral assessment
		Science Assessment – End of each topic →			

<b>Y4</b>	8/9yrs	CAT 4 Progress Report Parent Teacher Meeting End of Term Assessments – PiRA, PUMA & Writing End of Term Assessments –NGRT Arabic A – Reading, Writing, Listening & Grammar Arabic B – Reading, Writing, Speaking & Listening Islamic A & B – written and oral assessment	Progress Report STAR day & Parent Teacher Meeting End of Term Assessments – PiRA, PUMA & Writing	GL Assessments - PTE, PTM, PTS Summative Report Parent Teacher Meeting End of Term Assessments – PiRA, PUMA & Writing Arabic A – Reading, Writing, Listening & Grammar Arabic B – Reading, Writing, Speaking & Listening Islamic A & B – written and oral assessment
		Science Assessment – End of each topic →		
<b>Y5</b>	9/10yrs	Progress Report Parent Teacher Meeting End of Term Assessments – PiRA, PUMA & Writing Arabic A – Reading, Writing, Listening & Grammar Arabic B – Reading, Writing, Speaking & Listening Islamic A & B – written and oral assessment	Progress Report STAR day & Parent Teacher Meeting End of Term Assessments – PiRA, PUMA & Writing	GL Assessments - PTE, PTM, PTS Summative Report Parent Teacher Meeting End of Term Assessments – PiRA, PUMA & Writing Arabic A – Reading, Writing, Listening & Grammar Arabic B – Reading, Writing, Speaking & Listening Islamic A & B – written and oral assessment
		Science Assessment – End of each topic →		
<b>Y6</b>	10/11yrs	CAT 4 Progress Report Parent Teacher Meeting End of Term Assessments – PiRA, PUMA & Writing Arabic A – Reading, Writing, Listening & Grammar Arabic B – Reading, Writing, Speaking & Listening Islamic A & B – written and oral assessment	Progress Report STAR day & Parent Teacher Meeting End of Term Assessments – PiRA, PUMA & Writing	GL Assessments - PTE, PTM, PTS Summative Report Parent Teacher Meeting End of Term Assessments – PiRA, PUMA & Writing Arabic A – Reading, Writing, Listening & Grammar Arabic B – Reading, Writing, Speaking & Listening Islamic A & B – written and oral assessment
		Science Assessment – End of each topic →		

Year group		Term 1	Term 2	Term 3	
<b>Y7</b>	Secondary School	11/12yrs	GL Baseline Test - CAT4. (Sept) Arabic A / Arabic B Assessment Islamic A/B Assessment English/Maths/Science Assessment All other subjects internal assessment Parent-teacher Meeting T1 Progress Report 1 and 2	Arabic A / Arabic B Assessment Islamic A/B Assessment English/Maths/Science Assessment All other subjects internal assessment Parent-teacher Meeting  T2 Progress Report	GL PTE, PTM (May)  End of Year Internal Assessments ALL subjects (June)  End of Year written Report
		← Internal cumulative department assessments ongoing throughout all subjects →			
<b>Y8</b>		12/13yrs	GL Baseline Test – new students only CAT4. (Sept) Arabic A / Arabic B Assessment Islamic A/B Assessment English/Maths/Science Assessment All other subjects internal assessment Parent-teacher Meeting T1 Progress Report 1 and 2	Arabic A / Arabic B Assessment Islamic A/B Assessment English/Maths/Science Assessment All other subjects internal assessment Parent-teacher Meeting  T2 Progress Report	GL PTE, PTM, PTS (May)  End of Year Internal Assessments ALL subjects (June)  End of Year written Report
		← Internal cumulative department assessments ongoing throughout all subjects →			
<b>Y9</b>		13/14yrs	GL Baseline Test - CAT4. (Sept) Arabic A / Arabic B Assessment Islamic A/B Assessment English/Maths/Science Assessment All other subjects internal assessment Parent-teacher Meeting T1 Progress Report 1 and 2	Arabic A / Arabic B Assessment Islamic A/B Assessment English/Maths/Science Assessment All other subjects internal assessment Parent-teacher Meeting TIMSS (March) T2 Progress Report	GL PTE, PTM, PTS (May)  End of Year Internal Assessments ALL subjects (June)  End of Year written Report
	← Internal cumulative department assessments ongoing throughout all subjects →				
<b>Y10</b>	14/15yrs	CEMs Baseline Test - Yellis (Sept) Arabic A / Arabic B Assessment Islamic A/B Assessment English/Maths/Science Assessment All other subjects internal assessment Parent-teacher Meeting T1 Progress Report 1 and 2	Arabic A / Arabic B Assessment Islamic A/B Assessment English/Maths/Science Assessment All other subjects internal assessment Parent-teacher Meeting  T2 Progress Report	GL PTE, PTM, PTS (May)  End of Year Internal Assessments ALL subjects (June)  End of Year written Report	
	← Internal cumulative department assessments ongoing throughout all subjects →				
<b>Y11</b>	15/16yrs	CEMs Baseline Test – new students only - Yellis (Sept) Arabic A / Arabic B Assessment Islamic A/B Assessment English/Maths/Science Assessment All other subjects internal assessment Mid-term internal progress check (Oct)	Parent-teacher Meeting Arabic A / Arabic B Assessment Islamic A/B Assessment English/Maths/Science Assessment All other subjects internal assessment Parent-teacher Meeting	<b>IGCSE</b> (May/June) FINAL Examinations	



			Mock <b>IGCSE</b> exams (December) T1 Progress Report 1 and 2 Mock IGCSE results report	End of Year written Report	
← Internal cumulative department assessments ongoing throughout all subjects →					
<b>IB1</b>	IB	16/17yrs	CEMs Baseline Test – ALIS (Sept) Arabic A / Arabic B Assessment Islamic A/B Assessment All other subjects internal assessment Parent-teacher Meeting T1 Progress Report 1 and 2	Arabic A / Arabic B Assessment Islamic A/B Assessment All other subjects internal assessment Parent-teacher Meeting T2 Progress Report	Arabic A / Arabic B Assessment Islamic A/B Assessment End of Year Internal Assessments ALL subjects (June) End of Year written Report
			← Internal cumulative department assessments ongoing throughout all subjects →		
<b>IB2</b>	IB	17/18yrs	ALIS (Mid Sept – new students) Mid-term internal progress check (late Oct) T1 Progress Report 1 and 2	Mock IB examinations (January) Mock IB Results Report Parent-teacher Meeting End of Year written Report	<b>IB</b> Exams (May) BTEC submission IBCC – AFTC
			← Internal cumulative department assessments ongoing throughout all subjects →		

With regards to the 'Internal cumulative department assessments ongoing throughout all subjects – this needs to be clarified as to what and how we are using assessment to improve learning. See <https://bjorklab.psych.ucla.edu/research/#tte> for rationale as to why it is useful to continue to come back to previous learning through assessment as a learning tool. This needs to be the policy moving forward.

No mention of use of language in reporting either