

POLICY NAME:	Assessment Policy		
APPROVAL AUTHORITY:	Principal	ADOPTED:	March 2019
RESPONSIBLE EXECUTIVE:	Vice Principal	REVISED:	January 2025
RESPONSIBLE OFFICE:	Examination Office, Academic Coordinator's Office	AVAILABLE:	Vice Principal's Office, Principal's Office, HODs

DISTRIBUTION LIST: -

Principal
Vice Principal
Academic Coordinator
Supervisors
HODs
Teachers

INTRODUCTION:

AFL (Formative)

- Lesson Precap
- During the lesson (Direct questioning, activities)
- Lesson Recap

AOL (Summative)

- Judging against curriculum standards (UAE National Agenda, EYFS for Kindergarten, MOE Standards, CBSE Standards)
- Pen & Paper Assessments
- External Examinations

OBJECTIVES:

The objectives of assessment in our school are to:

- Enable students to demonstrate what they know, understand and can do in their work;
- Help students recognise the standards to aim for, and to understand what they need to do next to make progress in their work;
- Help students and teachers to determine which strategies to apply such as: oral, interaction, questioning, observing, discussion, peer and self-assessment;
- Give equal opportunities to students with varied learning styles;
- Allow teachers to plan work that accurately reflects the needs of each student or group of students.
- Provide regular information for parents that enables them to support their child's learning;
- Provide Senior and Middle leaders with information that allows them to make judgements about the effectiveness of the school planned learning programmes and to benchmark the

levels of challenge appropriately across the school.

- Engage students in tackling authentic challenges that contribute to community wellbeing, social justice, and sustainability.
- Student assessments and learning progression to be shared and showcased with community partners at local and larger scales to develop student agency, confidence, and connection to community change.

ROLES & RESPONSIBILITIES:

Principal	As an educational leader ensuring all the stakeholders are working in coordination, School assessments are aligned to UAE and School Vision and implemented as per MOE.
Vice Principal	Sets Assessment Timeline, Sets targets(Derived from SSDP, SIP, International Benchmarking, Providing training to leaders, reviewing data analysis.
Academic Coordinator	Will directly oversee Assessment (PS 3.2) and will coordinate the conduct of assessments / examinations with effective liaising with the Heads of Department. Question paper vetting and quality checks will be carried out to the highest level keeping in mind MOE' and CBSE requirements (especially for CBSE classes of 9 to 12).
Supervisor & Phase Leaders	Works with VP, Academic Coordinator and creates training strategies designed to help individuals and departments to operate more effectively. Ensuring Policies are always adhered to, monitoring standards, recording and reporting. Conduct of Internal and External exams carried out while liaising with the Academic Coordinator.
Heads of Department	Managing and analyzing Performance data accurately, monitoring progress towards the set targets, developing department improvement plans to raise the performance benchmark.
Data Committee	There will be data responsibilities representing each phase in the school. The duties and the responsibilities of them will be to analyse data for their respective phases and interpret attainment and progress trends. The Special Educator will add quality with interpretation of CAT 4 data.
Teachers	Monitoring Student's progress in trackers, analyzes students performance in assessments, and adopts appropriate intervention and remedial measures. Engage in goal development and goal implementation process.
Students	Engaging with learning goals, self assessing, Reflect on their achievement and Progress.
Parents	Providing opportunities for parents to understand and appreciate their children's efforts, sign of progress and achievement over time.

PLANNING FOR ASSESSMENT:



SCHEME OF WORK

Opportunities for assessment within each broad unit of work are also identified.



ASSESSMENT PLAN

Grade wise assessment plan for the academic year outlined.



DYNAMIC LESSON PLANS

Including clear learning outcomes, setting task as per students' ability, planning assessment for the lesson and measuring student progress.

RECORDING & TRACKING STUDENTS' PROGRESS:

- Pre - Assessment Tracking
- Post - Assessment Tracking
- Assessment Tracker
- Target Setting
- Learner Profile
- Question Wise Analysis
- Performance Analysis

REPORTING TO PARENTS:

A range of strategies that keep parents fully informed of their child's progress in school are used to share with them on the school's learning portal. Parents are encouraged to contact the school if they have concerns about any aspect of their child's work. Reporting to parents done through the notebook feedback and next steps is clearly charted.

Parents are offered the opportunity to meet their child's teacher formally 8 times per year. Parent Focus Group Meetings, Coffee mornings, teachers share with parents how they can help at home to support progress and attainment. Parent Feedback Forms tracks the progress of the child and the next step in consultation with the parents.

Parents receive two written Termly and Monthly reports of their child's progress and attainment during the year. In these reports target areas for the next term or school year are identified. External exam individual reports are shared with parents.

The school offers parents of students in KG 1 and 2 term wise opportunities to discuss with the teacher their child's learning profile using performance indicators as a gauge for progress and achievement.

Students take ownership of their learning by tracking their progress at different stages and shares their next steps during Student Led Conferences.

Reports are shared with parents after the completion of each assessment. PTM are arranged to give feedback to students.

The board classes are afforded with special PTMs conducted every month / need based to discuss the progress of students who are appearing for the board examinations. Progress reports are sent to the parents (monthly basis) of the classes where tests such as Unit Tests are conducted.

FEEDBACK TO STUDENTS:

Feedback must be regular and frequent to be an effective tool for promoting learning for students. This develops an interactive process that confirms when students are on the right track and then lets them know what needs to be done to improve and make progress.

The feedback is given to students by teachers, school leaders, peers and parents.

To prompt all students to respond to the written feedback, the teacher must help them develop their thinking skills and promote independent learning.

Having students assess their own or each other's work is an integral aspect of AFL in the school. An agreed code of marking is used and followed by teachers and students for peer and self – assessment. Marking must support a student's learning and it should be remembered that too many marks on a piece of work can overwhelm and demoralize a student, if not presented constructively. The marking policy clearly communicates on the frequency of marking and feedback.

Teachers must allow time for students to absorb any comments written on their work, to answer any questions written on it by the teacher, and also to ask any questions of their own. There may also be improvements they can work on during this time. The time teachers spend on marking must really have an impact on the students' progress. Learning is maximised when students enter into a dialogue about their work.

Marking and feedback is based on the progress made after the previous feedback and it is specific for the child. To encourage a child of his/her achievement.

SID Marking – (At least once a week in Math and Literacy and in large pieces in other subjects like once in every 2 weeks for science, etc.)



Strengths -Comments on positive student performance (Reference to WALT/LO)



Improvements -Smart Targets for development of learning (These should close the gap in their learning or challenge children so that they are applying their learning.)

Dialogue -Questions asked by the teacher to engage the student in dialogue about the process of learning. This is given in real time lessons.

ACKNOWLEDGE MARKIN (EVERY PIECE OF WORK MUST BE ACKNOWLEDGED)

This is where teachers will tick, correct, comment and praise work using the City Private School symbols. This type of marking acknowledges that the teacher has read the students' work. This information allows the teacher to get feedback from their students about how well they appear to be learning and informs future lesson planning or intervention work. All comments to students must be done only using the symbols below. Students must be given the opportunity to correct any errors. This must then be checked by the teacher. Work must be marked every five to six lessons to ensure teachers have the most up to date information about a student's progress.

CONSISTENCY:

All subject leaders study samples of students' work and set up a monitoring and evaluation schedule within their subject area. They use the EYFS / CBSE exemplification materials to make judgements about the levels of students' work and complete a gap analysis. Teachers discuss these levels, so that they have a common understanding of the expectations in each subject. Books are scrutinized on different levels using rubrics.

Book scrutinies are conducted throughout each academic year to ensure that there is consistency in terms of marking, presentation, progression, differentiation, target-setting and standards of work expected. A proforma is completed to record these sentences and to inform the tracking of assessments. Book scrutiny has rubric and is scrutinized at different levels.

Assessment Proforma- To ensure the consistency of the procedures. Consistency in assessment helps to ensure that when judgements about individual students are made at the end of the grade or phase against the standards in the curriculum there is fairness for students. It provides governors, leaders, teachers, parents, and students with confidence in the validity of judgements reached in schools. Effective approaches to consistency enhance teachers' knowledge and increase confidence in their own assessments.

TYPES OF ASSESSMENT: Formative & Summative

Formative or Assessment for Learning (AFL) It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim?

And how can they achieve the aim?

Formative assessments are used to:

- identify student's strengths and gaps in their skills/knowledge
- identify next steps for learning
- inform future planning
- enable appropriate strategies to be employed
- facilitate the setting of appropriate targets for the class, group, as well as individuals
- track student's progress
- facilitate an evaluation of the effectiveness of teaching and learning
- inform future teaching and learning strategies

- Identify individuals and groups for specific intervention support.

Summative or Assessment of Learning(AOL) It is important to capture what has been learned at certain points in order to inform parents, students and teachers of a child's attainment and progress. This will also inform the whole school target setting and prediction of a cohort's future attainment. Periodic summative assessment includes

- Periodic term examination occurs at the end of learning/instructional experience through formal paper/pencil tests and practical examinations (wherever applicable)
- Record performance in a specific area on a specific date
- Providing information about cohort areas of strength and weakness to build into planning for the future. Ways teachers work together on teaching, learning, and assessment may involve:
 - Joint planning between teachers in the same grade or department, across grades or across phases
 - Using the curriculum to agree objectives for teaching, learning, and assessment.
 - Developing common activities focused on agreed objectives.
 - Discussing and assessing work to develop shared expectations of performance in Standardisation sessions, in-school and with cluster schools.
 - Moderating a range of work of individual students to enable more secure and consistent judgements at the end of a grade or phase in-school or during cluster meetings.
 - Comparing the performance of students from different grades or classes on common activities.

ASSESSMENT IN KG

The school focuses holistically on the personal, social and academic development of students at all grade levels. In Kindergarten, this will occur through advancing students forward along with their peers as they meet academic and attendance requirements. Effective assessment is achieved through skillful ongoing observation and assessment for learning (AFL) procedures rather than formal testing, in keeping with appropriate Early years methodology and best practice. Each child's level of development in seven areas of learning, outlined in early years' foundation stage policy document, is recorded and reported on at the end of kindergarten. All assessment is captured using observation, photographs, videos, and work in notebooks.

AREAS OF LEARNING AND DEVELOPMENT

Kindergarten sets standards for the learning, development of the child through seven areas of learning and development.

PRIME AREAS

1. Personal, social and Emotional Development
2. Physical Development
3. Communication and Languages

SPECIFIC AREAS

4. Literacy

5. Mathematics
6. Understanding the world
7. Expressive Arts and Design

ON ENTRY INTERNAL ASSESSMENT

These will be carried out within the first two weeks of children entering kindergarten. Evidence will be recorded.

Termly summary assessments, based on observational evidence for the specific areas of learning will be then recorded in order to judge progress.

WHAT WE OBSERVE:

Observations are carried out when children are involved in different types of learning experiences and activities both indoor and outdoor.

- Play and child-initiated activities.
- Teacher/ Teaching assistant led activities.
- Activities which have been planned, but which children will carry out independently for most of the time.

HOW WE OBSERVE:

Participants observations

- When the adult is involved in play with children.
- When the adult is involved in planned teacher /teacher assistant led activities.
- Incidental Observations
- When you notice something significant that you are not involved in conversation with children.

CONVERSATION WITH STUDENTS

- Informal conversation and discussions which are noted down.
- "Interviewing" children about their own learning and interests.

RECORDING

- Photos of children carrying out a particular activity or involved in play alongside annotated notes describing the learning process.

DURING OBSERVATION:

- Write down in short, quick notes what is significant to the child's learning and development.
- Look out for the things we don't already know or anything new (significant achievement)

- Note of date and area of learning and context.

AFTER OBSERVATION:

- Decide what tells us about a child's learning and development.
- Consider the next step for that child and implications for future planning.

ASSESSMENT FOR SEND:

- The practitioners must review the progress of a child's development in the prime areas by identifying their strengths and also any area where the child's progress is less than expected.
- Practitioners must discuss with parents the summary of development which will be beneficial for learning at home.
- Practitioners should develop a targeted plan (individual behavior plan/ individual educational plan) to support the child's future learning, development and assessments involving parents and SoD counsellors.
- After observations practitioner consider the next step for that child and implications for future planning through IEP/IBP.

PARENTAL INVOLVEMENT:

At the start of the academic year parents are invited to an informal meeting where curriculum plans are shared with them. Individual meetings with parents take place termly with ongoing dialogue and involvement wherever possible. Each child's progress is recorded, and progress is shared through ongoing dialogue with parents and during "open house".

Parents who have children with specific needs meet once a month with the class teacher and school SoD Counsellor to report achievements and set new learning intentions.

Parents will receive their child's record of achievements termly (linked to early learning goals) Learning journeys also act as an ongoing record for children and their parents.

MARKING POLICY:

In Kindergarten at City School ongoing assessments are an integral part of the learning and development process. This helps to ensure the children are making progress towards the early learning goals. We make systematic observations and assessments of each child's achievements, interests and learning styles. These observations feed directly into assessment and planning to create an efficient system where we plan relevant activities and opportunities for each child.

CONTINUOUS ONGOING ASSESSMENT:

- Observations
- Interaction with the child
- Anecdotal Records
- Mind map

- Assessment Tracker
- Theme Report
- Glow & grow – Theme Feedback Report
- Report Card- Term wise

The entries are marked on a regular and continuous basis – weekly, monthly, theme wise and term wise to the appropriate area of the learning in order to indicate a child’s progress in their learning and development.

LEARNING JOURNEY:

A learning journey is a celebration of a child’s achievements and interests during their time in Kindergarten and shows the journey of a child’s learning and development through carefully chosen, dated and sequenced:

- Observation
- Annotated photographs
- Child initiated pieces of work
- Snapshots of significant achievements

The entries into learning journeys will be dated and linked to the appropriate area of the learning in order to indicate a child’s progress in their learning and development.

KINDERGARTEN MARKING:

Children’s work is annotated where necessary (using a blue pen), giving the context to the piece of work, worksheets and notebooks.

Work is marked to the learning objective (LO) and if a child has achieved the LO independently 3 stars (Exceeding), with minimal guidance 2 Stars (Expected), with support 1 Star (Emerging).

Emerging – below 50% The student will:	Expected – above 50 % to 75% The student will:	Exceeding – above 75% to 100% The Student will:
<ul style="list-style-type: none"> • Have been taught this skill • Been given opportunities to develop • Be supported by an adult • Be at the early stage of acquisition • Occasionally be able to apply independently 	<ul style="list-style-type: none"> • Revisit previous knowledge or skills • Be given opportunities to practice the skills • Show increasing understanding • Frequently be able to apply independently 	<ul style="list-style-type: none"> • Achieve or to be working consistently well at this level • Show a range of evidence across the curriculum • Consistently be able to apply independently

REPORTING:

Reporting to parents occurs in a number of different formats. Those below are the formal reporting methods, staff and parents are encouraged to meet regularly to discuss individual progress depending upon a particular pupil's circumstances.

All our reporting procedures are aimed at keeping the parents as fully as possible about the progress and abilities of their children, academically, socially and emotionally.

We believe it is vital to inform parents whenever significant changes in any of the areas, stated above, occur- see Reporting Schedule below:

PTM:

Parents teacher meetings take place each term for Kindergarten. The consultations take place in the classroom and usually last for 10-15 minutes with the class teacher.

WRITTEN REPORT:

Written reports in Kindergarten inform the parents of the child's progress against the scale points of the EYFS/ Kindergarten best practice profile. It also comments upon the child's overall development within school life. Termly & theme reports cover all areas of learning and comment on whether the children have achieved the emerging, expected or exceeding levels, (Report Card – Term wise), Monthly Report and Glow & grow – Progress Feedback- Theme wise has been written and shared with parents.

ACADEMIC CALENDAR 2024 – 2025

Details of Assessments

Important Dates:

Term 1	April 2024 – October 2024
Term 2	November 2024 – March 2025
Periodic Test 1 (Grade 5 to 12)	21 June 2024 to 5 July 2024
Summer Break	5 July 2024 to 25 August 2024
Half Yearly Examination (Grade 1 to 12)	3 October 2024 to 25 October 2024
Periodic Test 2 (Grade 5 to 12)	25 November 2024 to 6 December 2024
Winter Break	16 December 2024 to 5 January 2025
Annual Examination	24 February 2025 to 21 March 2025

Details of Assessments / Examinations:

Grade 1 to 4

Term 1		Term 2	
Types of Assessment	Marks	Types of Assessment	Marks
Formative Assessment	20	Formative Assessment	20
Summative Assessment (Half Yearly Examination)	30	Summative Assessment (Annual Examination)	30
Total	50	Total	50

* Both terms will be added to calculate the final score of 100. Attendance is mandatory for both the terms and no retest will be given after Term 1 Examination.

Grade 5 to 10

Types of Assessment (For both Term 1 and Term 2)	Weightage (Out of 100)
Written Examination	80%
Periodic Tests & Multiple Assessments	10%
Portfolio (classwork, homework, notebooks etc.)	5%
Subject Enrichment Activities	5%
Total	100%

Grade 11 & 12

Types of Assessment (For both Term 1 and Term 2)	Weightage (Out of 100)
Written Examination (Theory)	70% / 80%
Practical / Project	30% / 20%
Total	100%

*Unit tests will form an important component of the formative / progressive assessment for Grades 11, 12. There will be scheduled monthly unit tests in all core subjects whose mark weightage will have a direct bearing on the term result for Grades 11,12.

EXTERNAL ASSESSMENTS:

- ASSET (Assessment of Scholastic Skills through Educational Testing) - Grades 3 to 9
- CAT - 4 (Cognitive Abilities Test) - Grades 3,5,7,9
- TIMSS (Trends in International Mathematics and Science Study) - Grades 4 & 8
- PISA (Program for international students Assessment) - 15 years and above
- SAFAL (Grades 4,8) as mandated by CBSE.

*Any other exams that are mandated by the regulatory authorities.

PASS PERCENTAGE:

SUBJECTS	MARKS
Islamic Education	50%
Arabic	50%
UAE SST	40%
English	33%
Maths	33%
Science	33%
Second Language	33%
Moral Science	33%
Indian / CBSE SST	33%
Computer Science	33%
Secondary & Senior secondary	33% (Theory & Practical separately)

KG1 & KG2	GR1 - 3	GR 4 – 11
No Detention Policy (All students are promoted)	No Detention Policy (All should be promoted)	Arabic- 50% Islamic Education - 50% UAE Social Studies - 40% Other Subjects – 33%
Grade 4 to Grade 7 promotion criteria		Remarks
1. Pass in all subjects.		Passed & Promoted
2. Fail in 1 non – compulsory subject with 20%		Promoted
3. Fail in 2 non – compulsory subject with 25%		Promoted
4. Fail in 3 non – compulsory subject with 30%		Promoted
5. Fail in 3 Compulsory subjects.		Detained
Grade 8 to 10 promotion criteria		Remarks
Pass in all subjects.		Passed & Promoted
Fail in 1 non – compulsory subject with 20%		Promoted
Fail in 2 non – compulsory subject with 25%		Retest (If pass then Promoted)
Fail in 3 Compulsory /Non Compulsory subjects.		Detained
<p>Note:</p> <ul style="list-style-type: none"> · If any of the above criteria is not met, the student will be detained. · Compulsory subjects are Arabic, Islamic, UAE SST, MORAL SCIENCE · Non–compulsory subjects: English, Math, Science, Indian SST, 2nd Language, Computer Science / IT · Attendance – 95% · Co-Scholastic should be graded A, B, C 		

Co scholastic areas: A student must obtain a minimum of an overall "C" Grade in the Co scholastic areas.

Grade IX to XII:

Promotion will be based as per the CBSE Examination Bye - laws and MOE guidelines.

The CBSE Examination Bye Law– **Pass Criteria Grade 9,10:**

- A. Obtain minimum 33% (Grade D) in at least five subjects (excluding the 6th additional subject) under Scholastic Area A as per the Scheme of Studies at the Secondary School Examination conducted by this Board/School affiliated to this board. In case of a subject involving practical work a candidate must obtain 33% marks in theory and 33% marks in practical separately in addition to 33% marks in aggregate in order to qualify in that subject.
- B. For a candidate offering 5 subjects and failing in two of the five subjects are placed in the Compartment category (given retest) in those subjects. Candidates failing in three or more subjects will be detained in the same grade.

The CBSE Examination Bye Law– **Pass Criteria Grade 11,12:**

- A. In order to be declared as having passed a candidate shall obtain 33% marks in all the five subjects. The pass marks in each subject of examination shall be 33%. In case of a subject involving practical work a candidate must obtain 33% marks in theory and 33% in practical separately in addition to 33% marks in aggregate in order to qualify in that subject.
- B. A candidate failing in one of the five subjects is placed in Compartment (given retest) in that subject. Candidates failing in two or more subjects will be detained in the same grade.

ABSENCE:

For Summative assessments, retest is permitted only on medical grounds after provision of medical certificate. The approval of the Vice Principal / Principal is mandatory for all such exemptions.

Internal Marks Criteria:

- [Notebooks /Portfolio](#)

The CBSE requires submission of grades for pupils' notebooks/ Portfolio file should be weighted to 5 marks for the whole Year.

The school must ensure that marks are fairly awarded for notebook submissions per the guidelines of CBSE. There are three criteria for evaluating a notebook: (1) regularity, (2) assignment completion, and (3) neatness and upkeep of the notebook. The following rubric can be used to assign marks for notebooks:

Criteria/Marks	4-5	2-3	1-2
Regularity	<p>The pupil takes notes regularly, normally for each lesson. The notes are organized sequentially in the notebook. The notes cover all of the important concepts / tasks completed in the lesson.</p>	<p>The pupil has taken notes in most of the lessons. The notes are organized sequentially in the notebook. The notes may contain minor gaps in terms of concepts / tasks completed in the lesson.</p>	<p>The pupil has taken notes in the majority of the lessons. Majority of the notes are organized sequentially but they may contain gaps or incomplete definitions of terms and concepts.</p>
Assignment Completion	<p>The pupil has completed at least almost all assignments set by the teacher.</p>	<p>The pupil has completed at least most assignments set by the teacher.</p>	<p>The pupil has completed at least large majority of assignments set by the teacher.</p>
Neatness and Upkeep	<p>The notebook is written in neat and legible handwriting, which has been reviewed (evidenced e.g. through highlighting or underlining) for revision purposes. All entries are generally labelled and</p>	<p>The notebook is written in legible handwriting, and there is evidence that the pupil has reviewed it (e.g. through highlighting or underlining). Most entries are labelled and dated aiding the pupil's understanding of curriculum sequence.</p>	<p>The notebook is written mostly legible handwriting and there is evidence that the pupil uses the notebook regularly. Some entries are labelled and dated.</p>

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- **Subject Enrichment Activities**

Subject enrichment activities are to be conducted throughout the term and should be weighted to 5 marks for the whole Year.

- **Multiple Assessment:**

Apart from the Periodic Tests, the CBSE has given authority to the school officials to conduct assessments weighted 5 marks in other modes depending on the subject. Multiple Assessment includes Oral Test, Group/Individual Assessment, Maps, Graphics, Activities, Assignments, etc., Multiple Assessment carries 5 marks.
