

ASSESSMENT POLICY

(Revised in June 2023)



Islamiya English School Abu Dhabi LLC



ASSESSMENT POLICY

Islamiya English School believes that the most effective way of constructing a complete overview of student achievement is in continuously assessing students in their participation in everyday school activities.

WE WILL USE ASSESSMENT TO:

- Establish a Baseline/Diagnostic test for all individual students.
- Generate data to support analysis in order to:
- Inform the School Development Plan
- Monitor student progression.
- Discover Teaching strengths and areas of further development
- Discover strengths and areas of further development of current student group.
- Identify and plan for students with SEN and/or who are gifted and talented
- Identify and plan for the student who are under performing.
- Inform planning for both individual students and class groups.
- Report accurately and relevantly on individual student progress to parents through individual consultation, reports and individual portfolios.

COLLECTION OF EVIDENCE OF INDIVIDUAL STUDENT PROGRESSION:

At IES, all class teachers within departments will be responsible for the collection and storage of relevant information in individual portfolios to:

- Give an accurate account of the development and learning of individual students.
- Teach individual students to understand their learning styles and their achievements.
- Pinpoint strengths and areas needing development in individual students.
- Assist in planning the next steps required for continued learning.

TYPES OF ASSESSMENT TO BE USED AT IES			
	BASELINE/DIAGNOSTIC	FORMATIVE	SUMMATIVE
Purpose	<ul style="list-style-type: none"> To identify starting point of learning and development of individual students. To enable individual progress to be measured from the start of the school year to the completion of each trimester 	<ul style="list-style-type: none"> To continue to build up individual profiles of each student's learning and progression. To inform medium and short term planning 	<ul style="list-style-type: none"> To make a judgement about individual student'
Timeline	<ul style="list-style-type: none"> Within first 6 weeks of school 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Point-in-time
Teachers will be responsible for the :	<ul style="list-style-type: none"> Review of all available assessment information Planning and implementation 	<ul style="list-style-type: none"> Keeping of whole-class records. Continuous documentation of individual student progress. Using relevant evidence collected to update individual student profiles 	<ul style="list-style-type: none"> Use of collected evidence to inform learning outcomes' Fulfillment of whole school assessment responsibilities including timeline.

MODERATING ASSESSMENT:

The Senior Leadership Team and Heads of Department will:

- Make provision for a programme of professional development which includes developing a school - wide consistent understanding of learning outcomes.
- Plan for moderation in each department to guarantee consistency.
- Facilitate moderation throughout the whole school.

- Plan for and provide opportunities for discussion of moderation amongst the whole school.
- Ensure samples of moderation are effectively stored.

MONITORING AND REVIEWING THE ASSESSMENT POLICY:

The Senior Leadership Team and Heads of Department will:

- Set an assessment timetable and monitor assessment deadlines.
- Guarantee a thorough moderation process.
- Review the assessment policy ensuring the requirements meet school needs.
- Take into account the importance of effective assessment practices when observing and evaluating teachers.
- Rigorously scrutinize samples of student work to ensure consistency.

The End.

A handwritten signature in green ink, possibly reading "C. Ne D. A.", with a large flourish underneath.