

## ASSESSMENT AND REPORTING AT DePS

### Assessment policy at DePS (2023-2024)

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#### **Aim of the Assessment Plan**

To provide clear guidelines on the approach at DEPS to formative and summative assessment. Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents. Clearly set out how, and when, assessment practice will be monitored and evaluated.

### Legislation and guidance:

Assessment plan is fully matching the MOE Statutory requirements and KHDA guidelines.

Ensuring the best use of:

[Teacher Assessment frameworks at the end of key stage 1 \(Standards and testing agency\)](#)

[Teacher Assessment frameworks at the end of key stage 2 \(Standards and testing agency\)](#)

[Assessment and feedback \(EEF\)](#)

### Principles of Assessment

At DEPS, we have different types of internal and external assessment within the school context. These are used to inform our teaching, learning, curriculum, progress and attainment and feed directly into our regularly updated SEF and development plans.

Assessments are used as well to inform planning, make changes to lessons our plans, allowing progression within subjects and to report formally to governing bodies.

### Assessment approaches

At DEPS, we see assessment as an integral part of teaching and learning and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and external international assessments.

### Effective school assessments enable:

**School leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure Students are supported to achieve sufficient progress and attainment

**Teachers:** to evaluate learning at the end of a unit, or period, and the impact of their own teaching

**Students:** can understand how well they have learned and understood a topic, or course of work, taught over a period. It should be used to provide feedback on how they can improve.

**Parents: stay** informed about the achievement, progress, and wider outcomes of their child across a period.

## DEPS's summative assessments (Mid-term and End of term)

Summative assessment enables teachers to evaluate both student learning and the impact of their own teaching at the end of a period of time. It provides evidence of achievement against the objectives of the curriculum. It is useful in informing teaching and learning in subsequent lessons. This type of assessment is shared with parents at parent/teacher consultations and enables them to support their child's learning. In Writing, teachers plan for a 'Big Write' to add to every child's Student Portfolio at appropriate times in the term.

### Core subjects:

- o English, Mathematics and Science. (Following SATs Assessment style)
- o Arabic A, Islamic & Social. (Following MOE assessment guidelines)
- o Arabic B according to students' level (Following MOE assessment guidelines)

### Other Subjects

- Music, Art, PHSE, P.E and Humanities (Following National curriculum assessment guidelines)

### External Assessment

Assessment	Targeted Group
CAT4	Y2 to Y8
PTM/PTE/PTS form B	Y3 to Y8
NGRT	Y2 to Y8
PASS	Y3 to Y8
IBT/ABT in Arabic	Grade 3,4,5,6
TIMSS	Y5 & Y9
PIRLS	Y5

### **Formative Assessment:**

Formative assessment is carried out by teachers every day in every lesson. It allows teachers to understand student performance on a continuing basis. This type of assessment is used to assess knowledge, skills and understanding, and is used to identify gaps and misconceptions. It enables teachers to identify when students are struggling, when they have consolidated learning and when they are ready to progress. It also enables teachers to identify if children are working at greater depth.

Teachers are then able to provide appropriate support or extension as necessary. The methods of formative assessment we use include; the use of pertinent questioning, marking of students' work using our marking guidelines (see marking policy) and observational assessment. Formative assessment enables teachers to evaluate teaching of particular objectives of the curriculum and plan future lessons accordingly. For students, formative assessment helps them to measure their knowledge and understanding against the lesson objective and success criteria. They can then identify how they can improve.

DePS uses formative assessment data to inform and improve teaching and planning, also to ensure a secure learning process for all learners.

### **Types of formative Assessment**

- o Observations:  
Teachers can use observations to assess student learning by watching how they work, participate, and interact with their peers.
- o Questioning:  
Questioning is a powerful tool for formative assessment. Teachers can ask students open-ended questions that require them to apply their knowledge or demonstrate their understanding.
- o Self-assessment:  
Students can evaluate their own learning progress using tools like rubrics, checklists, or learning logs.
- o Peer-assessment:  
Students can assess each other's work by giving feedback on assignments or presentations. This helps them develop critical thinking skills and provides opportunities for collaboration.
- o Quizzes and Tests:  
Short quizzes and tests can be used to gauge student understanding of a particular topic or concept.
- o Exit Tickets:  
At the end of a class period, teachers can ask students to complete a quick assessment to see what they've learned or what questions they still have.
- o Class Discussions:  
Engaging students in class discussions can help teachers identify areas of misunderstanding and provide opportunities for deeper learning.

## DePS Tracker

- o Day to Day tracker aims to ensure that all schoolteachers are fulfilling the curriculum requirements and to measure learners progress rigorously and helps them in future planning.

## Implementation

- o Assessment is a daily part of the life of the school. Assessments, through monitoring of children's work are used, and marking and feedback is used by teachers to inform their teaching and ensure that children
- o know their next step and what they need to do to improve. More formal methods of assessment provide feedback on student progress and ensure a rigorous approach to curriculum delivery.

## The purposes of assessment are:

- o To be formative, providing information for the teacher to plan the next steps in the children's learning and support children identifying their own next steps;
- o To be diagnostic, providing more detailed information about individual children's strengths and weaknesses.
- o To be summative, providing a snapshot of each child's achievement – these can be reported to parents
- o To be evaluative, allowing the school and individual teachers to evaluate how effective their teaching is to inform the children to enable them to develop their learning.

Specific learning intentions and assessment opportunities are identified in our medium term plans. All assessment outcomes, including standardised test results, are used to evaluate current practice and to inform future planning.

## Standardisation of Exam

**All subjects have Assessment own assessment policy based on skills and SATs/Collins & MOE requirements for benchmarking.**

- 1) English Policy
- 2) Math's Policy
- 3) Science Policy
- 4) Arabic A Policy
- 5) Arabic B Policy
- 6) Islamic Policy
- 7) MSC. Policy

**All Policies include (content domain – General marking – marking principals – answers)**

**Marking :**

The school shall use marking schemes to assess student work in a fair, objective and consistent manner. A marking scheme is a predetermined set of criteria for evaluating student work, which provides a standard for grading and helps ensure that all students are evaluated fairly and on the same criteria.

**Guidelines:**

1. Teachers should use the marking scheme consistently and avoid making subjective judgments or allowing personal biases to influence their evaluation. The assessment should be evaluated based on the criteria outlined in the marking scheme
2. Teachers should provide clear and constructive feedback to help students understand their strengths and weaknesses and identify areas for improvement
3. The marking scheme shall be shared with students before the assessment to ensure that they understand what is expected of them and how their work will be evaluated
4. The school shall ensure that marking is fair and consistent across all teachers by providing professional development opportunities on how to use the marking scheme effectively and by conducting regular audits of marking practices. feedback provided to them.

## Assessment Moderation

At Deira Private School, assessment moderation is an important process for ensuring that assessments are fair, accurate, and consistent across all teachers and classes. This process involves a collaborative effort between teachers, the Head of Department (HOD), and the Senior Leadership Team (SLT).

Assessment moderation at Deira Private School involves several steps. First, teachers create the assessments according to the learning objectives and criteria outlined in the curriculum. Once the assessments are completed, they are submitted to the HOD for review.

The HOD then reviews the assessments to ensure that they are aligned with the curriculum and that the criteria and standards are appropriate. If any adjustments are needed, the HOD provides feedback to the teachers and works with them to revise the assessments.

Once the assessments are finalised, they are submitted to the SLT for further review. The SLT reviews the assessments to ensure that they meet the school's overall standards for quality and rigour. The SLT also checks that the assessments are consistent with the learning objectives and criteria of the curriculum.

After the assessments have been reviewed by the HOD and the SLT, teachers come together for a moderation meeting. In this meeting, teachers discuss the assessments and share their evaluations of student work. The purpose of the moderation meeting is to ensure that the assessments are evaluated consistently and fairly across all teachers and classes.

During the moderation meeting, teachers compare their evaluations of the student work and discuss any differences in grading. They review the marking scheme and provide feedback on the clarity and effectiveness of the criteria. Through this process, teachers work collaboratively to ensure that the assessments are evaluated consistently and fairly across all teachers and classes.

Overall, assessment moderation at Deira Private School is a collaborative and systematic process for ensuring the quality and fairness of assessments. By involving teachers, HOD, and SLT in the process, the school can ensure that assessments are aligned with the curriculum, meet high standards of quality, and are evaluated consistently and fairly across all classes.

## Early Years

In the Early Years Foundation Stage (EYFS) at our school, we assess our students in all areas of development using the Development Matters framework. We record these assessments on Edu Page and the EYFS tracker to track the progress of each student.

Once assessments are recorded, we hold moderation meetings to ensure that assessments are consistent and fair across all teachers and classes. During the moderation meetings, teachers discuss the assessments and share their evaluations of student work. This process helps to ensure that assessments are evaluated consistently and fairly across all teachers and classes.

We then use the data collected from assessments for planning. We use the data to identify the strengths and weaknesses of each student, which helps us to develop individualised learning plans. These learning plans are tailored to the needs of each student and are designed to support their ongoing development.

In addition to individualised learning plans, we use the data from assessments to inform our curriculum planning. We identify areas where students may be struggling and adjust our teaching practices and curriculum to provide additional support where needed.

Overall, our assessment and moderation processes in the EYFS are designed to ensure that our students receive a high-quality education that is tailored to their individual needs. By collecting and analysing data from assessments, we can provide targeted support to each student and ensure that they are making progress in all areas of development.

### Grade- Threshold

		External						Internal				
		CAT4	PTS PTM PTE	NGRT	SAT	KHDA	MOE	DePS (Y1 to Y8)	Grouping	English Math's Science	MOE	
	9	Very High	9	9				PASS	9	HOT	93% and above	94% and above
	8	Above Average	8	8			8		84% to 92%		85% to 93%	
	7		7	7			7		Spicy	76% to 83%	79% to 84%	
Above	6	Average	6	6	104	110	70%			6	60% to 75%	70% to 78%
Inline	5	Average	5	5	100	100	50%		5	Medium	50% to 59%	50% to 69%
	4		4	4			4		44% to 49%		44% to 49%	
	3	Below Average	3	3					3	Mild	36% to 43 %	36% to 43 %
	2		2	2				2	17% to 35 %		17% to 35 %	
	1	Very Low	1	1				1	16% and below		16% and below	
								Fail				

### Quality Assurance

At Deira Private School, ensuring the quality of our assessment process is a top priority. We believe that high-quality assessments are essential for measuring student learning and progress, providing feedback to students and teachers, and ensuring that our curriculum is rigorous and effective.

To ensure the quality of our assessment process, we implement a comprehensive quality assurance program.

This programme includes several key steps:

1. Reviewing and updating our assessment policy: We regularly review and update our assessment policy to ensure that it is aligned with our curriculum, meets high standards of quality and rigor, and is consistent with best practices in education.
2. Training and support for teachers: We provide ongoing training and support for our teachers to help them design high-quality assessments that are aligned with our curriculum and meet the learning objectives of each lesson.



3. Developing and using marking schemes: We develop and use marking schemes that provide clear and specific criteria for evaluating student work, which ensures that assessments are marked consistently and fairly across all teachers and classes.
4. Moderation meetings: We hold moderation meetings to ensure that assessments are evaluated consistently and fairly across all teachers and classes. This process helps us to identify any inconsistencies in grading and make adjustments to ensure that all students are evaluated fairly.
5. Data analysis: We regularly analyse the data from our assessments to identify areas where students may be struggling and to make adjustments to our teaching and assessment practices accordingly.
6. Feedback to students and parents: We provide regular feedback to students and parents on their progress and performance in assessments. This feedback helps students to identify their strengths and weaknesses and set goals for improvement.

Overall, our quality assurance program helps us to ensure that our assessments are aligned with our curriculum, meet high standards of quality and rigour, and provide accurate and meaningful feedback to students and teachers. By continually reviewing and improving our assessment practices, we can ensure that our students are receiving a high-quality education and are well-prepared for their future academic and professional pursuits.

## Reporting to parents

At Deira Private School, we believe that communication between teachers, students, and parents is essential to ensure the academic success and well-being of our students. Therefore, we have established a policy of sending five comprehensive reports to parents throughout the academic year to keep them informed of their child's academic progress, behaviour, effort, and attendance.

These reports will be sent to parents electronically via our school management system. The reports will contain the following information:

1. Grades: The report will include the grades that the student has achieved in all subjects during the academic term. This information will be presented in a clear and easy-to-understand format to allow parents to monitor their child's academic progress.
2. Key strengths: The report will highlight the key strengths of the student in various areas, such as academic achievements, social skills, and personal development.
3. Next steps: The report will identify the next steps that the student needs to take to improve their academic performance, behaviour, and attendance.
4. Behaviour: The report will include a summary of the student's behaviour throughout the academic term. This will include positive behaviour and areas for improvement.
5. Effort and attendance: The report will provide information on the student's effort and attendance during the academic term. This will include details of any absences, lateness, or punctuality issues, as well as an assessment of the student's overall effort.

By sending five comprehensive reports to parents, we aim to provide them with a complete picture of their child's academic progress and development. We believe that this will enable parents to work with teachers to support their child's academic and personal development.

We encourage parents to review these reports carefully, and we are always available to discuss any concerns they may have. We believe that by working together, we can ensure that our students receive the support they need to achieve their full potential.

## Student involvement in assessment process

At our school, we believe that it is important for students to take an active role in their academic progress and development. To support this, we have established a policy of maintaining a learning profile copybook for each student, which includes data on their CAT4 exam, NGRT exam, internal exam, and individual targets that are set by the student.

The learning profile copybook will be maintained by each student, and they will have access to it to review their academic progress throughout the academic year. The copybook will contain the following information:

1. CAT4 exam: The copybook will include the results of the student's CAT4 exam, which will provide an indication of their cognitive abilities and potential.
2. NGRT exam: The copybook will include the results of the student's NGRT exam, which will provide an assessment of their reading and comprehension abilities.
3. Internal exam: The copybook will include the results of the student's internal exams, which will provide an assessment of their understanding and knowledge of the subjects they are studying.
4. Individual targets: The copybook will include individual targets that are set by the student. These targets will be based on their academic goals and will be reviewed and adjusted as needed throughout the academic year.

By maintaining a learning profile copybook for each student, we aim to provide them with a complete picture of their academic progress and development. We believe that this will enable students to take an active role in their learning, understand their strengths and weaknesses, and identify areas for improvement.

We encourage students to review their learning profile copybook regularly and to discuss their academic progress with their teachers. We believe that by working together, we can support each student's academic success and help them to achieve their full potential.

## Modified Assessment

At Deira Private School, we believe that every student has the right to receive a high-quality education that meets their individual needs. To support this, we have established a policy of making modified assessments for students who are identified as requiring support through the SOD (Special Education Needs or Disability) wave 3 program.

Modified assessments are designed to ensure that students with additional needs can access the curriculum and demonstrate their understanding and knowledge in a way that is appropriate for them. The modified assessments will be developed based on the individual needs of each student, and may include adjustments to the format, content, or timing of the assessment.

The process of making modified assessments for SOD wave 3 students will involve the following steps:

1. Identification of students: Students who require support through the SOD wave 3 program will be identified through a formal assessment process.
2. Development of modified assessments: Modified assessments will be developed by the teachers in consultation with the SOD coordinator and the Special Education Needs (SEN) team. The modifications will be based on the individual needs of the student and will be designed to ensure that the assessment is accessible and appropriate for them.
3. Implementation of modified assessments: The modified assessments will be implemented in the classroom under the supervision of the class teacher. The teacher will ensure that the student has the necessary resources and support to complete the assessment.
4. Review of assessment outcomes: The assessment outcomes will be reviewed by the teacher in consultation with the SOD coordinator and the SEN team. The review will focus on identifying the student's strengths and areas for improvement and developing strategies to support their ongoing learning.

By making modified assessments for SOD wave 3 students, we aim to ensure that every student has the opportunity to access the curriculum and demonstrate their understanding and knowledge. We believe that this will enable students with additional needs to achieve their full potential and to be successful in their academic pursuits.

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