

Assessment Policy

Introduction

This Policy outlines the purpose, nature and management of assessment at British International School. Assessment complements and assists teaching and learning; it plays an integral part in each teacher's planning and enables the evaluation of current practice as well as pupil achievement. High quality formative assessment is an essential part of teaching and learning. It ensures a whole school approach to the provision of an excellent education for all children and enables teachers to deliver education that best suits the needs of their pupils.

Aims

The aim of the policy is to give a clear outline of all assessment techniques to ensure that assessment is used as a tool to inform planning, to track pupil progress and to raise standards.

Roles and Responsibilities

The overall responsibility for assessment belongs to the Head of Sections.. Class teachers and Subject teachers are responsible for assessment of the children .

Implementation

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 know their next step and what they need to do to improve. More formal methods of assessment provide feedback on pupil progress and ensure a rigorous approach to curriculum delivery.

The purposes of assessment are:

- 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;

- to be diagnostic, providing more detailed information about individual children's strengths and weaknesses;
- to be summative, providing a snapshot of each child's achievement – these can be reported to parents;
- 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.

Forms of Assessment

Day-to-day In-School Formative Assessment

Formative assessment is carried out by teachers every day in every lesson. It allows teachers to understand pupil 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 pupils 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 pupils' work using our marking guidelines and observational assessment. Formative assessment enables teachers to evaluate teaching of particular objectives of the curriculum and plan future lessons accordingly. For pupils, 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.

Examples

- Class work
- Home work
- Questioning
- Oral Discussion
- Drop quiz

SELF ASSESSMENT encourages pupils to take responsibility for their own learning by:

- Evaluating their own achievement against shared learning outcomes
- Identifying their own strengths and areas for improvement
- Encouraging individual learning goals and action plans for future
- Fostering a self-reflective learning culture
- Encouraging independence in learning
- Pupil Personal Statement explaining their achievements and targets at PT Meetings
- The Student's will set their own targets.

• PEER ASSESSMENT allows students to assess each other's contribution using a predetermined list of criteria. It focuses on the development of student's judgment skills.

Summative Assessment

Summative assessment enables teachers to evaluate both pupil 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 Meetings and enables them to support their child's learning.

TERM	PERIOD	FORMATIVE	SUMMATIVE
FIRST TERM	AUG/SEPT TO DEC	20%	REVIEW TEST – 20% END OF TERM EXAM-60%
SECOND TERM	JANUARY TO MARCH	40%	60%
THIRD TERM	APRIL TO JUNE	40%	60%

GRADING SYSTEM

The following grading system is used at

Subject Grade Key		Personality Traits Grade Key		
Grade	Marks Scale	A	Excellent	
A*	90 and above	B	Very Good	
A	80 - 89	C	Good	
B	70 - 79	D	Satisfactory	
C	60 - 69	E	Needs Improvement	
D	50 - 59			
E	40 - 49			
F - Fail	39 and below			

(Minimum pass mark for Arabic & Islamic Education is 50%.)

The Report is issued to the students three times in a year at the end of each term.

This Policy is reviewed by the Senior Management Team in June 2018.

It will be next reviewed in June 2019.