



ATHENA EDUCATION  
For Social Grace



مدرسة الوحدة الخاصة  
AL WAHDA PRIVATE SCHOOL  
An American Curriculum School

# ASSESSMENT POLICY

2025-26

Principal: Mr. Duraid Al Oubaidy

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At AWPS we believe that assessment provides the basis of informed teaching, helping students to overcome difficulties and ensuring that teaching builds upon what has been learned. It is also how students understand what they have achieved and what they need to work on. It is important that we interpret the principles of assessment as detailed in this policy to suit their particular circumstances; there must be written School Policy and Procedures documents in place that should be appended to this group-wide policy.

## 1. Introduction and Context:





This document comprises the assessment policy in place at the AWPS. It outlines the different types of assessment, strategies, and principles guiding the assessment practice at the school.

### 1.1 Rationale

Effective assessment is an essential element of good teaching and learning. It helps teachers answer the ‘How do you know?’ question regarding the attainment and progress of their own pupils. It informs teachers’ planning, and helps them become **reflective practitioners**.

Recorded assessment data also serves the school at an academic management level to conduct self-evaluation and improvement planning with regards to particular strengths and weaknesses.

This policy offers guidance on four types of assessment employed in the school:

- |   |                                  |
|---|----------------------------------|
|  | 1. External Summative Assessment |
|  | 2. Internal Summative Assessment |
|  | 3. Formative Assessment          |
|  | 4. Other Forms of Assessment     |

## **1.2 Purpose of Assessment**

Assessment should support teaching and learning by identifying what students already know and can do and how they might move to the next level/grade. Assessment, therefore, should be evident in all lessons:

- For students, the purpose of assessment is to empower them to become better learners by understanding their own attainment and how to progress and achieve beyond it.
- For teachers, assessment should develop an understanding of the individual needs of students so that target setting is meaningful and informs planning, teaching, and learning for progress.
- For other staff and school leaders, assessment information will inform an understanding of the current and potential student outcomes.
- For parents, assessment information will both inform them of their child's attainment and allow them to understand how their child may maximize achievement

## **1.3 Principles of Effective Assessment**

Effective assessment should:

- Improving weak students' performance: Eliminating the gap in the short term is not possible, but reducing it is already a good step forward.
- Keeping high student motivation and engagement: address individual learning needs and styles using multiple measures
- Have a direct impact on instruction
- Indicate that everything we teach needs to be assessed
- Be valid, reliable, and efficient
- Be fair and ethical
- Be rooted in authentic contexts that apply to knowledge and skills outside of the classroom

- Be aligned with and measure student learning according to the standards in the written curriculum

## **2. Roles and Responsibilities**

There are a number of key factors overseeing the implementation and review of assessment policy. Their roles and responsibilities are described below:

### **2.1 Assessment Committee**

The Assessment Committee is an integral part of maintaining the school's assessment standards, and comprises the following stakeholders:

- The Assessment Coordinator (who serves as the Committee Chair)
- Two members of the Senior Leadership Team
- Instructional Coaches

The Committee meets on a bi-monthly basis, or when convened for a called-for session by the Chair. The principal will attend and participate in the Assessment Coordinator (AC) meetings and have the final approval authority on the Committee's decisions.

Meet to discuss and make decisions regarding the following matters:

- Assessment policy, and any updates related to it
- Assessment results and analyses related to them
- Assessment tools (e.g., trackers, systems, tests) and their implementation in the school
- Validation, moderation, and calibration of assessment practice in the school
- Administrative or academic matters related to external examinations
- Any areas of concern or lack of clarity that the Assessment Coordinator might have
- Any other matter which affects the assessment practice in the school

### **2.2 Assessment Coordinator:**

- To ensure that internal assessment process is coherent and consistent to provide valid and reliable information

- To ensure that all teachers must create formative and summative assessments that are linked to the relevant curriculum (MOE, US curriculum standards, National curriculum)
- Ensure that summative assessment cover sheet must include each curriculum standard and its corresponding question related
- Ensure all students data is analyzed to monitor individual progress, and required to analyze comparisons between different groups
- Work one to one with the Special Needs Inclusion Coordinator SENCO to extract inclusion data and determine analysis of trends to inform allocation of support and work with all staff to ensure students are making progress
- Ensure that all teachers use the data to meet the needs of students of determination and challenge those with gifts and talents
- Ensure that teachers plan and implement relevant grade standards and measure progress accurately using any of the tracking systems available
- Ensure that teachers analyze the US curriculum (CCSS, NGSS) and highlight their student's strengths and weaknesses based on MAP and internal data
- Ensure that all teachers track the progress made by all students in each lesson and involve the students in setting targets for improvement
- Ensure that teachers provide constructive feedback when marking students work
- Ensure that all students receive their goal setting sheet for MAP and discuss with every student and shared with parents
- Begin the process of using student self-assessment and plan their next steps. (Use the learning continuum from the test view of MAP test "reinforce, develop and introduce")
- Ensure that students have exposure to external assessment type questions, and younger children need to be trained on using the mouse or iPad prior to the external assessments.

### **Reporting:**

- To prepare and write pupil attainment and progress reports for parents, based on assessment data: at least one summary report at the end of the academic year, and progress reports prepared for each Parent-Teacher Conference (PTC)
- To devise termly action points and targets for each relevant student within the Teacher Record Book and the Curriculum Standard and Learning Target Sheet; to provide samples of assessments and marking for monitoring and moderation to the respective Heads of Department following the schedule for the same.

### **2.3 Special Needs Inclusion Coordinator**

- To monitor and report to Section Heads on the progress of pupils on the Students of Determination (SOD) register
- To use assessment data to update the SOD register, in consultation with other staff
- To ensure Reading & Spelling age tests are administered, and results collated
- To ensure IEPs are reviewed and new targets set termly in accordance with pupils' assessment results, and in line with the SOD policy
- To provide guidance and support in assessment procedures for children on the SOD register
- To guide and support staff in assessing pupils with SOD
- To identify gifted, able, and talented children, using assessment data, and review the register annually
- To use assessment data to plan for able child extension groups and opportunities.
- To monitor the attainment and progress of able children across the school

### **2.4 The Role of Middle Leaders in Assessment**

With the support of Senior School Leaders, the Middle Leaders will:

- ~~Ensure that their team understands the assessment requirements for their~~

subject/area as well as the different ways in which teachers can assess students' progress

- Monitor the assessment of students' work in their subject/area through work scrutiny, lesson observation or otherwise
- Ensure assessment informs knowledge of student progress and raise any concerns with Senior Leaders as appropriate
- Ensure that all schemes of work allow for formative assessment to become an integral part of teaching and learning
- Ensure that the curriculum plan allows for formal assessment of progress to be timed appropriately so that data collections accurately and reliably reflect current attainment
- Ensure all teachers are involved in the moderation of work of other students so that consistent practice in assessment is maximized
- Use assessment information, in liaison with Senior Leaders where appropriate, to plan for or arrange intervention strategies

## **2.5 The Role of Teachers in Assessment All teachers should:**

- Adopt a range of methods to ensure that they can assess the progress of all students accurately
- Encourage students to actively engage in formative assessment
- Ensure that assessment builds students' motivation, confidence, and self-esteem
- Ensure that lessons begin with clear expectations and students are aware of how progress will be measured
- Ensure that all students know and understand the learning objectives of the lesson
- Identify through assessment, and intervene with as necessary, those students at risk of under achievement
- Ensure that the results of assessment are used to inform planning for differentiation and challenge in lessons

- Reward good progress as appropriate
- Use the expertise of the Teaching Assistant and information from Individual Education Plans to inform the assessment process
- Ensure that opportunities to use assessment to promote the development of literacy, numeracy and ICT skills in the students are embraced
- Ensure that adequate and appropriate assessment is made of student attainment prior to completing data collections so that the information recorded is accurate and reliable
- Encourage students to take responsibility for their own learning through self/peer assessment, setting appropriate targets (with guidance) and asking for help and advice when necessary
- Adopt creative approaches to formative assessment in order to maximize student engagement in the assessment process
- Share concerns or praise arising from assessment information with the relevant homeroom teacher / form tutor as appropriate
- Ensure books are monitored and returned to students at least every three weeks
- Ensure that students receive regular feedback on their work. This should be provided with at least one comment identifying the strengths of the work. There should be at least one other comment written as a question that identifies the area a student should develop further (e.g., '2 stars and a wish')
- Ensure all students receive feedback with levels / grades at least every 6 weeks

## **2.6 The Role of Students in Assessment**

All students should:

- Participate actively in assessment opportunities in lessons and evaluate their own

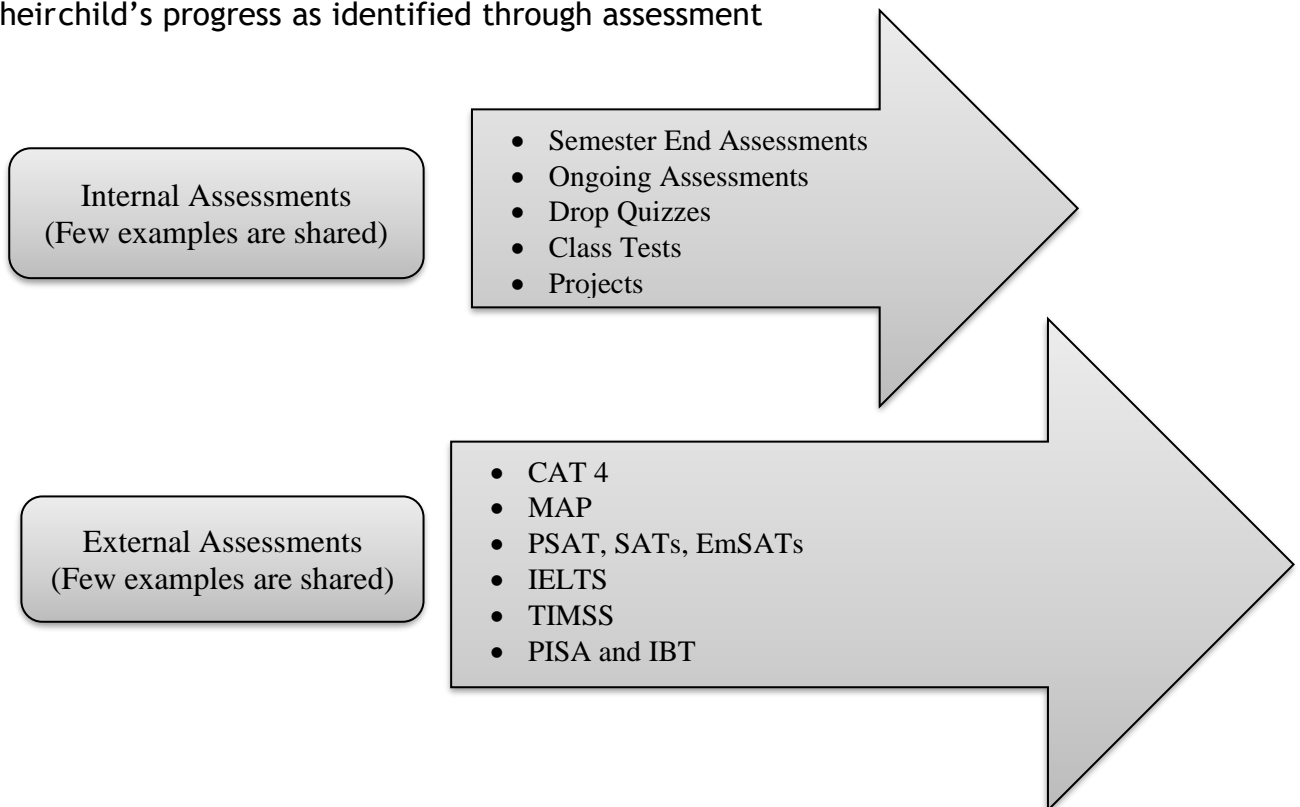
learning and identify next steps

- Take responsibility for understanding and acting on both written and oral feedback given by their teachers or peers
- Ensure that their entitlement to advice and guidance on how to improve their academic achievements is fulfilled
- Support other students constructively when asked to be involved in peer assessment

## 2.7 The Role of Parents in Assessment

All parents/carers should:

- Discuss with their child the assessment report sent to them which includes a summary of levels/ grades for each subject
- Liaise with the subject teacher or homeroom / form tutor about any concerns regarding their child's progress as identified through assessment



## 3. Types of Assessments at AWPS

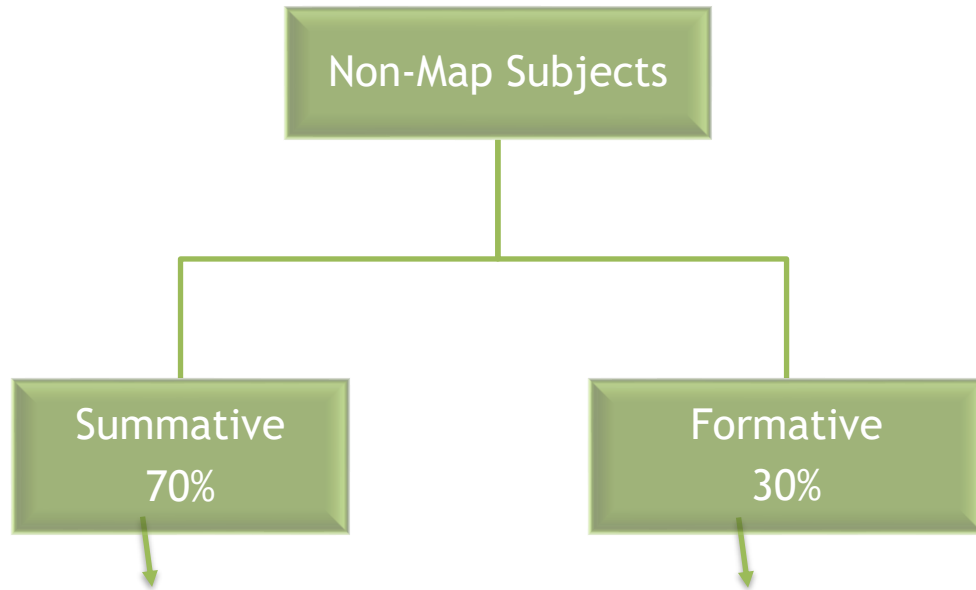
### 3.1 Internal Assessments

- Internal assessments must be aligned with CCSS (California State standards), NGSS

(Next Generation Science Standards) and the MOE standards for Arabic, Islamic and Social studies (1-9). Internal assessment processes are systematic, coherent, consistent, and linked to the school's vision and mission.

- Assessment results are used to evaluate students' progress against the school's curriculum standards and expectations; results are used to develop differentiated lesson plans of different groups of students during instruction; also, activities closely match student individual abilities.
- Student results on internal assessments are compared to external assessment results and action plans are carried out to narrow the gap.

**MARK DISTRIBUTION FOR NON-MAP SUBJECTS**



**End of Semester Final Exam.....30%**  
**Mid Semester Exam (Pool).....20%**

- 10%-Summative 1- Day 1
- 10% -Summative 2- Day 2 (If applicable)

**Other Modes of Assessment (OMoA Pool)..20%**

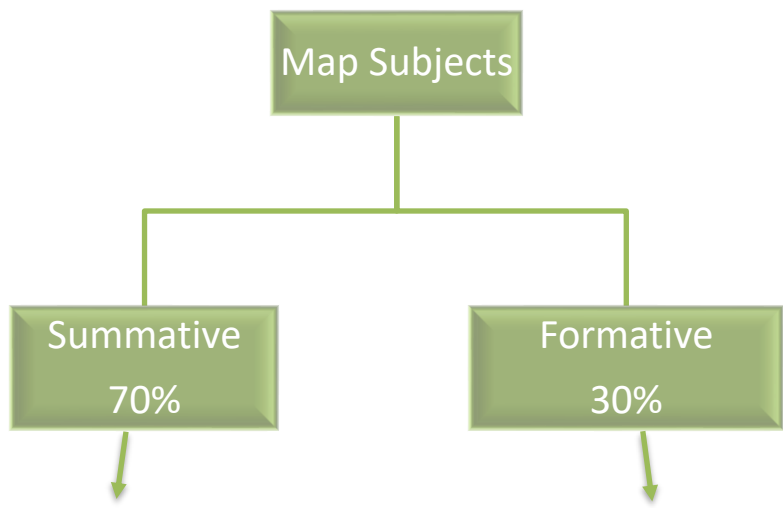
- Summative Evaluation
- Project
- Essay
- Debates
- Performances
- Tests

**Classwork.....10-15%**  
**Homework.....5-10%**  
**Formative checking for understanding ...10%**

- Formative Assessments are assessing ongoing basic understanding of the standard(s).
- This is crucial in guiding the learning process; it is not a form of evaluation that is assessing mastery or proficiency of the standard.

**REPORT CARDS:** Our report cards communicate in detail a student’s performance academically. We issue Report Cards four times a year; two as Mid Semester Progress Reports and the other two as End Semester Progress Reports. Our Grade 12 students receive a High School Transcript, which displays students’ accomplishments throughout their four years of high school. The transcript will show all courses taken and the grade they received in each class.

**MARK DISTRIBUTION FOR MAP SUBJECTS**



**End of Semester Final Exam.....30%**  
**Mid Semester Exam (Pool).....20%**

- 10% -Summative 1- Day 1
- 10% -Summative 2- Day 2  
(If applicable)

**Other Modes of Assessment (OMoA-Pool)..20%**

- Summative Evaluation
- Project
- Essay
- Debates
- Performances
- Tests
- Research

**Classwork.....10%**  
**MAP Skills.....5%**  
**Homework.....5%**  
**Formative checking for understanding ...10%**

- Formative Assessments are assessing ongoing basic understanding of the standard(s).
- This is crucial in guiding the learning process; it is not a form of evaluation that is assessing mastery or proficiency of the standard.

**3.1.1 Assessment of Learning (Summative)**

The purpose of this kind of assessment is usually **SUMMATIVE** and is mostly done at the end of a task, unit of work. It is designed to provide evidence of achievement to parents, other educators, the students themselves, to MOE and Accreditation institutions...)

### **Description of the Summative Assessment Process**

- ✓ Diagnostic exams at the beginning of the year
- ✓ 3 assessment cycles per year (2 in each semester) of 2 weeks duration for each cycle including End of Term Examinations
- ✓ Drop quizzes
- ✓ Two weeks prior to the scheduled assessment cycle or finals parents and students are provided with the required material and the curriculum content that will be assessed. This document is uploaded on the school website and on our school learning management system.
- ✓ Assessment papers are checked by teachers and HODs and returned to students and parents. Students from grades 1-5 have to return them to teachers to be kept on students' portfolio.
- ✓ Teachers and HODs use the assessment data to measure students' attainment
- ✓ All assessments take place during the first or second period
- ✓ All assessment papers are approved by the Assessment Coordinator and Academic Advisor.
- ✓ After assessment, analysis is used by teachers, HODs and the Assessment Coordinator to reflect on the content and skills that are missing and need to be adapted or taught again.

- ✓ In case the majority of students (50%-60%) are failing one or more specific skills or standards, teachers will immediately notify the HOD, then HOD will meet with HOS and assessment coordinator to study the action plan
- ✓ In case one or more students' attainment is dropping unexpectedly by 20% or more, teachers immediately notify the HOD and HOS and call for a parent meeting.

### **3.1.2 Assessment for Learning (Formative)**

Assessment for learning is used to enhance students' motivation and commitment to learning. It is the kind of feedback provided to students to further their learning.

- ✓ Continuous verbal and written feedback on student's performance
- ✓ Continuous feedback on students' projects phases (extra support-additional resources-rubrics- guidance...)
- ✓ Mistakes are considered as opportunities for learning
- ✓ Sharing and involving learning intentions at the beginning of the lesson
- ✓ Focusing oral feedback around the learning intentions of lessons and tasks
- ✓ Organizing individual target setting where appropriate, in order that children's achievements and targets are based on previous achievements at the same time as aiming for the next level
- ✓ Appropriate questioning, raising self-esteem via the language of the classroom and ways in which achievement is celebrated.
- ✓ Providing constructive feedback written feedback that helps students to identify how to improve

### **3.1.3 Assessment as Learning (Reflective)**

- ✓ Through this process students can learn about themselves as learners and become aware of how they learn using meta-cognition (knowledge of one's own thought processes)
- ✓ Students engage in self-evaluation against the stated learning intentions
- ✓ Students engage in self and peer assessment of learning both orally and in writing

- ✓ Students learn self-assessment techniques to discover target areas they need to improve
- ✓ Use of self-reflection sheets
- ✓ End of Unit performance tasks
- ✓ MAP RIT scores and goal setting sheets
- ✓ Retake assessments

## **3.2 External Assessment**

### **3.2.1 National Agenda Tests**

#### **PISA: to be among the 20 highest performing countries in PISA**

- ✓ PISA stands for Program for International Students Assessment. It assesses students in Math, Science, and Reading for students aged 15 done every 3 years
- ✓ To meet this target, AWPS school participated in PBTS (Pisa-Based Test for Schools) to measure students' readiness for 2018 PISA test and received detailed report of our student's level with recommendation for improvement
- ✓ The school modifies the curriculum to prepare students to meet the PISA test targets

#### **TIMSS: (Trends in Math & Science Studies) to be among the 15 highest performing countries in TIMSS.)**

- ✓ TIMSS stands for Trends in International Mathematics and Science Study
- ✓ This test is for Grades 4 and 8 testing Math and Science done every 4 years
- ✓ To meet this target Science lessons, focus on developing the Science and Math content and cognitive domains
- ✓ Our assessment breakdown is aligned with the TIMSS tested domains to increase students' readiness for the next TIMSS test in 2018-2019

### **CAT 4 test (Cognitive Abilities Test)**

- ✓ This test helps teachers identify students' cognitive abilities, learning styles, and how to improve their learning experience by sharing with teachers detailed reports on four test batteries:
- ✓ The test is usually done during the last week of September
  1. **Verbal Reasoning:** Thinking with “words”
  2. **Quantitative Reasoning:** Thinking with “numbers”
  3. **Non- Verbal Reasoning:** Thinking with “shapes”
  4. **Spatial Reasoning:** Thinking with “shapes and space”
- ✓ This test is not curriculum based, but it is meant to show educators their students' cognitive abilities to be taken into consideration in planning and instructions
- ✓ Results are shared with students and teachers to be used in planning and instructions
- ✓ It is the school's responsibility to train teachers on how to use CAT 4 data to inform instructions
- ✓ CAT4 results are to be added to SEND students' IEP files

### **MAP Test: Measures of Academic Progress**

- ✓ MAP test is designed to measure growth over time. Every test item is anchored to a vertically aligned equal-interval scale that covers all grades. MAP provides a consistent longitudinal measure of student growth, regardless of whether scores on your new state summative assessment show drops in student performance and proficiency due to curriculum misalignment.
- ✓ MAP test is also part of our national agenda parameters, it is done 3 times per year.
- ✓ This test is for Grades 3-9 testing English, Math and Science aligned with the US curriculum.
- ✓ The MAP reports give a detailed description of the student level and it guides teachers and students on how to improve skills.

<p><b>1. MAP Proctor Guide</b></p>	<p>All MAP proctors must receive training prior to the MAP testing sessions: include pausing, suspending, starting, ending, disengaged flag, duration, accommodations assigned, etc.</p>
<p><b>2. MAP Accessibility and Accommodations</b></p>	<p>Please coordinate with your school's inclusion department for details. There are 3 types of accessibility and accommodations: Universal Features, Designated Features and Accommodations. Please refer to the attached manual.</p>
<p><b>3. MAP Assessment Coordination Guide</b></p>	<p>This is for assessment coordinators, it will help with the following: proctor preparation, testing dates, completion of testing, test window, etc.</p>
<p><b>4. MAP Setup Checklist</b></p>	<p>Quick reference to address tasks that must be completed prior to testing such network setup, device setup, reporting requirements, preparation of roster, staff access, etc.</p>
<p><b>5. Guidance for Administering MAP</b></p>	<p>Addresses the following: early termination of tests, test duration, valid scores, testing conditions, proctoring</p> <p><b>NO RETESTING ALLOWED!!!!</b></p>
<p><b>6. MAP California Instructional Areas</b></p>	<p>Lists all the instructional areas under the State of California</p> <p>for MAP testing. It also lists the required tests per grade and its alignment with CCSS and NGSS.</p>

### **IBT Arabic test:**

It is designed to cover grades 3 up to 10. It targets all Arab native and non-Arab. It measures student's attainment and growth horizontally and vertically. It is done once a year in November. It is aligned to the MOE framework.

It gives detailed description about the student's weakness and strength in the Arabic standards which guides teachers and students on how to improve their skills.

## **4. Roles and Responsibilities:**

### **4.1 The Role of Senior Leaders in Assessment**

Senior Leaders aim to use assessment procedures and processes to drive whole school improvement by:

- Helping teachers make well-founded judgements about students' attainment and progress
- Monitoring that formative assessment is a key factor in planning teaching and learning
- Monitoring the accuracy of the information provided to parents about their child's attainment and progress
- Tracking the attainment and progress of individual students and groups of students overtime
- Monitoring practice in assessment and take appropriate actions
- Using assessment information when planning training and Continuous Professional Development (CPD)
- Comparing the progress made by different groups of students to ensure that no group is disadvantaged
- Ensuring that there is enough flexibility in assessment expectations so that individual teams can adopt processes that are most conducive to progress in their subject/area
- Ensuring students are supported in making informed curriculum choices

- Using assessment and monitoring to ensure that the curriculum meets the needs of students
- Monitoring the role Middle Leaders in ensuring good practice in assessment is consistent across all lessons
- Ensuring that any pedagogical developments in assessment practice are implemented where appropriate
- Ensuring that all teachers know what is expected of them in assessing students

### **5.2.1 Exam Procedure for Students:**

1. Students may not leave the exam room during examinations
2. Late students will be warned the first time, and then prohibited from entering the exam if lateness is repeated.
3. Students begin exams at 08:00am.
4. Students **MUST remain seated in their assigned seats** for the **ENTIRE** duration of the exam.
5. Students must remain quiet for the **ENTIRE** duration of the exam. Talking for **ANY reason at ANY time** is completely forbidden.
6. Any questions, queries, or concerns, including requests for materials, **MUST** be addressed **directly** to the teacher by **raising hands**.
7. **Speaking** or **gesturing** to classmates during the examination will be taken as an attempt to cheat and will be treated as such, without conference with the student.
8. Eating, drinking, and chewing gum are strictly forbidden.
9. In the case of electronic exams, students **MUST** remain on the Schoology page. Navigation to **ANY** other website will be taken as an attempt to cheat and will be treated as such without conference with the student.
10. Upon completion of the examination, students are expected to remain seated quietly and not to disturb others.

11. All the bags must be placed outside. All books, folders, copy books that they need from your class must be taken before the exam starts and be placed outside the examination hall as the students will not be allowed to visit the classroom after the exam.
12. Mobile phones are strictly not allowed and will be confiscated immediately. Students must submit their mobile phone to the supervisor before the exam starts.
13. Students are expected to avoid visiting the washroom during the examination. Students are expected to use the washroom before the test starts. Any visit during the examination will be as directed by the supervisor in the room.
14. Students must use only blue pens in writing the exam. It is not allowed to use correctors or removable inks.
15. A student is not allowed to sit for any exam if he is late more than 10 minutes.
16. Calculators are allowed only from Grades 9 up to 12.
17. Time counts are made visible to all students.
18. All kinds of information (Date, Number of Students, Absentees,) are recorded on the whiteboard.
19. It is not allowed for any teacher to visit the exam halls to answer any questions or clarify any material from Grades 4 up to 12.

## 6. MAP and CAT 4 Assessment Procedures

### Examination timetable:

- i. MAP and CAT 4 testing will be identified on the examination schedule
- ii. It is compulsory for students to remain in the examination room for one hour.
- iii. From this time, the assistant will fetch students who have completed their written examinations and escort them to the testing room.
- iv. This task will be repeated until all the students have been escorted to the MAP testing room.

## **7. Monitoring and Evaluation of Assessment Policy Implementation**

### **7.1 Failing and Passing**

**KG-Grade 3:** All students will pass all subjects but an Individual Education Plan (IEP) will be put in place if data is very low and identified students will be referred to Student Support Team (SST) for further support.

**Grades 4 & 5:** Students will be promoted to the next grade if they do not qualify in Arabic, Islamic and Social Studies. However, if students do not qualify in English, Science and Math, they will have the right to a retest. They will need to repeat the Grade if they do not qualify in the three subjects.

**Grades 6-12:** If students do not qualify in any subject, they will have the right to a retest. If students do not qualify in any of the three subjects, it will result in repetition of the grade. Students who do not qualify in more than three subjects, will not be offered retests but will be recommended for repetition of the grade

### **7.2 Recording Assessment**

Teachers record the day-to-day assessment of students' work and Middle Leaders ensure that assessments are recorded in sufficient detail. Each teacher maintains a mark-book that contains information on each individual pupil in their classes, including targets for the Grade/phase and SEN information. It also includes standardized test results, summative unit assessment marks, and interim / end of year levels/grades.

### **7.3 Tracking Student Progress**

Information on student progress gathered through planned assessments should be recorded within a systematic tracking system. This will allow practitioners and managers to have a clear picture of whether individual students are progressing through experiences and outcomes at an appropriate pace. Systematic tracking of progress will then allow practitioners to identify next steps in learning and inform reporting on progress and achievement.

Within the tracking system, progress should be recorded with reference to student background characteristics (e.g., gender, SEN status, EAL status, ability level etc.) in order to identify trends in performance within student groups that might require further

intervention. Tracking procedures should also ensure that data can be easily analyzed by Senior Leaders for school self-evaluation, and presented effectively to fulfil any requirements for external agencies (e.g., for inspection/accreditation purposes).

#### **7.4 Reporting to Parents**

Reporting the progress of students has two main purposes:

- Firstly, it provides clear positive and constructive feedback about children's learning and progress.
- It also creates opportunities for discussion about the next steps in learning, between students and those teaching and supporting them.

It is important that this process is manageable and proportionate while providing the necessary information.

Parents are entitled to information on their children's strengths, progress, and achievements. They are also informed of any gaps in their children's progress and can discuss how they can help. Schools have a duty to ensure that parents receive written feedback of a high quality that meets their needs while fulfilling any requirements from accreditation bodies. To ensure these aims are met, the procedure and format of written reports are formally reviewed on a regular basis and at least once every three years.

AWPS parents receive a minimum of one written report per semester.

In addition to written reports, parents are provided with formal, regular, verbal feedback through Parent Consultation Meetings. Again, whilst each school could set their own procedures in this area to meet their individual circumstances, it is expected that this will occur at least once per academic year.

#### **7.5 Target Settings**

AWPS sets student targets, in line with the curriculum framework and outcomes. Students are set targets in each subject at the beginning of the academic year.

These targets are set by their subject teachers using professional judgment and considering:

- The prior attainment of each student
- The CAT 4/ MAP Indicator for each student
- The CAT ability level for each student (High, Above, Average, Below, Low)
- The individual CAT scores for each student
- Data from standardized tests (IELTS, EMSAT, MAP, etc.)
- A suitable level of 'challenge' to reflect high academic expectations

Targets are not designed to be rigid - rather they can be modified in light of progress above expectations. As targets are reported to parents, in line with the procedures outlined above, they should be realistic and in line with the CAT 4 Indicators (where available). This will help to avoid generating targets that students will not be able to achieve and, consequently, generating unrealistic parental expectations.

## **8. Marking Policy (Work Review)**

At AWPS we believe that marking and feedback should form an integral part of the teaching and learning process by enabling teachers to inform children individually of their achievements, address misconceptions and celebrate good work. The responses to children's work should focus on successes and areas of development against learning objectives and outcomes, enabling children to become reflective learners. The information gained should then feed directly into assessment and planning to create a cohesive and efficient system.

### **8.1 Aims for Marking**

- 8.1.1 To recognize, encourage and reward children's efforts and celebrate successes with them
- 8.1.2 To provide a dialogue between teacher and child which provides clear, appropriate feedback, referring to the learning objectives and/or learning outcomes

8.1.3 To further develop children's confidence in reviewing their own work and setting their own targets by identifying the next steps in their learning

8.1.4 To indicate how a piece of work can be corrected or improved

8.1.5 To help students to develop an understanding of the standards they need to reach in order to achieve the next step in their learning

8.1.6 To identify students who are below or exceeding expectations and therefore require extra intervention or further challenge

8.1.7 To provide evidence of assessments made and to help moderate the interpretation of learning objectives and standards across the school

8.1.8 To involve parents in reviewing their child's progress and to help in reporting to parents

8.1.9 To aid curriculum planning

At AWPS, marking is focused on impact. It provides guidance, consolidation, and challenge. Marking is not always at the end of the lesson or at the end of a task, but it guides the student onto the next steps in their learning and inform the teacher when it is necessary for them to intervene (often referred to as "Next Step Marking" or "Intervention Marking"). Teachers use focused marking to assess children's progress in relation to planned learning objectives and to identify children's strengths and gaps in their skills/knowledge. Next steps are shared with the child, in an age-appropriate way, in order to provide feedback to the child about where they are in

relation to this aim and the steps necessary to achieve the aim. Next steps information is used to inform planning for subsequent lessons and to facilitate the setting of appropriate targets for the class, group or individual. Grouping is flexible in order for teachers to effectively address the needs of children with similar gaps in learning.

## **8.2 Marking and feedback aims at the following:**

- Both oral and written comments
- Focused on individual learning needs
- Indicate to what extent the learning objective has been met
- Relate specifically to the agreed learning objective or outcomes
- Provide opportunity for students to respond to their marked work
- Provide feedback relating to the child's achievement and/or effort
- Encourage and motivate students through purposeful comments
- Highlight what the next area for learning should be
- Show students that their work is valued
- Provide insight on the teacher's short- and medium-term planning of the next step
- Show evidence of student's self and peer marking whenever appropriate
- Be consistent across the school and understood by all those involved including the students
- Be manageable for teachers

### **8.3 Expectations**

Not all pieces of work can be 'quality marked.' Teachers decide whether work will be acknowledged or given detailed attention. Marking focuses first and foremost on the learning objective and/or learning outcomes. School sets its own marking procedures to suit their individual circumstances and context, ensuring that teachers provide "Next Step" feedback to students in each subject area on a consistent and regular basis. A record of this should be made in the student's book, along with the next step.

### **8.4 The Importance of Marking:**

The marking of work is part of the feedback that learners receive regarding the performance of their work in school. Marking is seen as a longer-term record of progress with immediate feedback coming from discussion with the teacher about work performance.

### **8.5 The Purpose of Marking is:**

- To recognize those areas of schoolwork that are good and to improve upon them
- As a means of giving encouragement towards producing work at an acceptable level
- To indicate to the learners what happens next then ensure progression
- To check for standards, individually, and within the class
- To determine whether a child can work within set time limits or target

### **8.6 Presentation of Work:**

#### **Guidelines:**

- Dated work
- Learning Outcomes for all work
- Underlined headings
- Using every line and every page in copy books
- Use of rulers
- Use of a pen black or blue ink

### **8.7 Monitoring and Feedback:**

The Head of Departments and the Senior Leadership Team review a sample of work from each class to monitor the implementation of this policy. The desired outcomes for this policy are improvement in the learners learning and greater clarity amongst students and parents concerning students' achievements and progress.

### **8.8 The performance indicators will be:**

- An improvement in student's attainment.
- Teacher, child, and parent testimony concerning the usefulness of the marking.
- Consistency in teacher's marking across the two key stages and between the year groups.
- Awareness on the part of the pupils of what is expected of them.

## Guidance for Phase 1 and 2:

### The correction code:

=	Capitalize
//	Start a new paragraph
Gr	Grammar error
Sp	Spelling error
P	Punctuation error
Art	Error with articles (a, an, the)
Wo	Wrong word order
Ww	Wrong word
Wt	Wrong tense
Wf	Wrong form
Irreg	Irregular verb
?	Unclear
Mark in <b>BLACK</b> Pen Use <b>PINK</b> Highlighter Use <b>GREEN</b> Highlighter	✓ and feedback Errors Marked improvement  <b>For all marking</b>  For next steps; “next time, remember to use capital letters for names of the students”

### Correction Code for Phase 3 and 4:

TV	Too Vague
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NED	Not enough depth
NAQ	Not answering the question
NP	New Paragraph
\	Missing Word
SP	Check your spelling
P	Punctuation
?	What does this mean
VO	Find a better word
T	Wrong tense
⌘	Sentence too long
Mark in <b>BLACK</b> Pen Use <b>PINK</b> Highlighter Use <b>GREEN</b> Highlighter	✓ and feedback Errors Marked improvement  <b>For all marking</b> For next steps; “next time, remember to use capital letters for names of the students”

### Standardization:

Curriculum teams will come together termly to discuss and mark the learner’s work in accordance with the Common Core Standards. The assessed work is collected in a portfolio and used for teachers to compare and standardize their judgments.

### Rewards and Sanctions:

The learners are awarded class effort marks on their report card for work and behavior, which shows improvement or effort. The comments on learner’s work are positive

whenever possible. Children may be asked to repeat work that is not good enough at break time or after school.

**Evidence:**

Evidence of the learner's achievements in writing is kept in their copy books and worksheets within their class file.

Students of determination work may be marked with an appropriate version of the marking scheme. For further guidance and information, please refer to the SEN Policy.

**9. Conclusion:**

This Assessment Policy is intended to be a working document, which is regularly revised and updated to reflect the school's needs and expectations of local governing bodies, and international standards. Every member of academic staff at AWPS is responsible to know and abide by the standards and procedures outlined in this Policy. The academic leadership's responsibility is to ensure the familiarity of staff with the Policy, oversee its implementation in the daily life of the school, and regularly evaluate the adequacy of the Policy for meeting its ultimate goal: **supporting effective teaching and learning at the school.**

## **RETAKE Assessments**

The following policy has been put in place by the Governance Board, in conjunction with the Student Council at Al Wahda Private School. This policy was written to ensure that all students can excel academically. The policy is a school wide policy and is to be followed verbatim. The policy is as follows:

1. Approval of the Teacher and Instructional Coach
2. Students below 65% can retake a midterm exam to improve their comprehension of the material and test score.
3. Before/after school remediation is a requirement in order to retest. The process for re-teaching and/or re-testing is the responsibility of the individual teacher. The format of the retest will be the same as the original exam.
4. Re-Test can ONLY be administered only after school. Scheduling of a retest is the responsibility of the student and must be done within a calendar week from the time the test was returned. Students who miss a scheduled retake opportunity due to an unexcused absence will forfeit their retake.
5. The scores of the original test and the re-take will be calculated in such a way that the highest possible score is an average of the original score and a 100%.
6. Students can neither obtain full credit for the test, nor can their grade be lower than the original score.
7. Exemptions:
  1. Students enrolled in Advanced Placement (AP) courses are exempt from this policy due to the restrictions placed by universities. Teachers are under strict guidelines for students that receive college credit for a course. Retakes will not be permitted.
  2. Finals & Midterms - These exams are exempt from the policy as well.

Students will not be permitted to retake finals. The goal is to get them to retain the information. Therefore, these exams will be used as a summative assessment.

Clause: If a student is found to be abusing this policy (i.e. - repetitively not studying in numerous classes because they can retake) they may be exempt from the policy. This is left to the discretion of teachers and administrators.