ST. MARY'S *Catholic High School, Dubai*

Assessment Policy

2020-21

ASSESSMENT POLICY FOR THE ACADEMIC YEAR: 2020-2021

ASSESSMENT: FORMATIVE & SUMMATIVE YR 1 TO A-LEVEL

YEAR ONE TO SIX

The following division will be followed for SUMMATIVE assessment for Years One to Six for

BOTH TERMS

	SUMMATIVE Reporting to Parents in February & June 2021	TOTAL	LEVEL
YR1	50 marks	Converted to 100%	The following levels will be used for subjects: • Working below the Expected Level (BE) • Working towards Expected Level (WT) • Working at the Expected Level (OT) • Working above the Expected Level (EX)
YR2	50 marks	Converted to 100%	
YR3	50 marks	Converted to 100%	
YR4	50 marks	Converted to 100%	
YR5	50 marks	Converted to 100%	
YR6	50 marks	Converted to 100%	
YR6	English -70 mks.	Converted to 100 %	
	Math – 60 mks.	Converted to 100 %	
	Science-60 mks.	Converted to 100 %	

The following division will be followed for FORMATIVE assessment for Years One to Six for

BOTH TERMS WITH REPORTING IN NOVEMBER 2020 AND MARCH 2021

	FORMATIVE-ASSESSMENT This includes small Tests-pre/post Assessments-TWO TESTS visibly evidenced Reporting to parents in November2020 & May 2021	ASSIGNMENT PROJECT WORK/ PORTFOLIOS / RESEARCH/ (ENGLISH -READING) STRICTLY WITHIN SET DEADLINES	CLASS PARTICIPATION & HW Presentations/ Skits/ Oral Role play / Group Work/ Pair work / LEARNING LADDERS
YR1	30 marks	10 marks	10 marks
YR2	30 marks	10 marks	10 marks
YR3	30 marks	10 marks	10 marks
YR4	30 marks	10 marks	10 marks
YR5	30 marks	10 marks	10 marks
YR6	30 marks	10 marks	10 marks

The following division will be followed for assessment for Years 7 through 10 for TERM ONE AND TWO

	SUMMATIVE Reporting to Parents in February & June 2021	FORMATIVE-ASS. This includes Small Tests-pre /post Assessments- 2 TESTS -to be visibly evidenced Reporting to parents in November 2020 & May 2021	ASSIGNMENT & PROJECT WORK/ PORTFOLIOS/ RESEARCH ENGLISH- READING STRICTLY WITHIN SET DEADLINES	CLASS PARTICIPATIOI Presentations Skits Oral Role play Group Work Pair work	TOTAL	TARGET GRADE
YR7	100/75/60/50 Marks –subject Specific Converted to 100%	30 marks	10 marks	10 marks	100%	Target Grade
YR8	100/75 /60/50 Marks –subject Specific Converted to 100%	30 marks	10 marks	10 marks	100%	Target Grade
YR9	100/75 /60 Marks –subject Specific Converted to 100%	30 marks	10 marks	10 marks	100%	Target Grade
YR10	100/75 /60 Marks –subject Specific Converted to 100%	30 marks	10 marks	10 marks	100%	Target Grade

The following division will be followed for O-Level

	REPORT IN NOVEMBER 2020	FIRST TERM EXAMS JANUARY 2021	MOCK EXAMS MARCH-APRIL 2021
O L E V E L	**Internal test marks 80% Research/ Assignment/ Portfolio 20% (Within set Deadlines)** Report sent home to parents with marks & formative comments	**Mark allocation subject specific as per Edexcel specification.** Report to parents in February with Exam Marks & Formative Comments	**Mark allocation subject specific as per Edexcel specification.** Report to parents in May with Exam Marks, Term Mark & Formative Comments **(The term mark will be computed by the system)**

The following division will be followed for A-Level – Second Year-YEAR 13

	REPORT IN NOVEMBER 2020	FIRST TERM EXAMS JANUARY 2021	MOCK EXAMS MARCH-APRIL 2020
A L E V E L	**Internal test marks 80% Research/ Assignment/ Portfolio 20% (Within set Deadlines)** Report sent home to parents with marks & formative comments	**Mark allocation subject specific as per Edexcel specification.** Report to parents in February with Exam Marks & Formative Comments	**Mark allocation subject specific as per Edexcel specification.** Report to parents in May with Exam Marks, Term Mark & Formative Comments **(Term marks computed by the system)**

The following division will be followed for A-Level – First Year

	REPORT NOVEMBER 2020	FIRST TERM EXAMS JANUARY 2021	REPORT IN May 2021	FINAL REPORT IN JUNE 2021
A L E V E L	**Internal test marks 80% Research/ Assignment/ Portfolio 20% (Within Set Deadlines)** Report sent home to parents with marks & formative comments	**Mark allocation subject specific as per Edexcel specification.** Report to parents in February with Exam Marks & Formative Comments	**Internal test marks 80% Research/ Assignment/ Portfolio 20% (Within Set Deadlines)** Report sent home to parents with marks & formative comments.	**Mark allocation subject specific as per Edexcel specification and converted to 100%** Report to parents in June with Exam Marks & Formative Comments

ASSESMENTS PER YEAR GROUP											
ASSESSMENTS 2020-21											
YEAR 1	Baseline Tests		First Report				First Term Jan. 2021			Third Report	Finals Jun -2021
YEAR 2	Baseline Tests		First Report	NGRT Oct-Nov 2020	CAT-4 Oct-Nov 2020		First Term Jan. 2021			Third Report	Finals Jun -2021
YEAR 3	Baseline Tests		First Report	NGRT Oct-Nov 2020			First Term Jan. 2021			Third Report	Finals Jun -2021
YEAR 4	Baseline Tests	GL Progress May-Jun 2021	First Report	NGRT Oct-Nov 2020	CAT-4 Oct-Nov 2020		First Term Jan. 2021			Third Report	Finals Jun -2021
YEAR 5	Baseline Tests	GL Progress Sep-Oct 2020 & May-Jun 2021	First Report			IBT ARABIC A & B	First Term Jan. 2021			Third Report	Finals Jun -2021
YEAR 6	Baseline Tests	GL Progress Sep-Oct 2020 & May-Jun 2021	First Report		CAT-4 Oct-Nov 2020	IBT ARABIC A	First Term Jan. 2021			Third Report	Finals Jun -2021

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ASSESMENTS PER YEAR GROUP

ASSESSMENTS 2020-21

YEAR 7	Baseline Tests	GL Progress Sep-Oct 2020 & May-Jun 2021	First Report		CAT-4 Oct-Nov 2020	IBT ARABIC A & B	First Term Jan. 2021			Third Report	Finals Jun -2021
YEAR 8	Baseline Tests	GL Progress Sep-Oct 2020 & May-Jun 2021	First Report			IBT ARABIC A	First Term Jan. 2021			Third Report	Finals Jun -2021
YEAR 9	Baseline Tests	GL Progress Sep-Oct 2020 & May-Jun 2021	First Report		CAT-4 Oct-Nov 2020	IBT ARABIC A&B	First Term Jan. 2021			Third Report	Finals Jun -2021
YEAR 10	Baseline Tests	GL Progress Sep-Oct 2020 & May-Jun 2021	First Report			IBT ARABIC A	First Term Jan. 2021			Third Report	Finals Jun -2021
YEAR 11	Baseline Tests	GL Progress Sep-Oct 2020 &	First Report				First Term Jan. 2021	Mock Exams Mar-Apr 2021	IGCSE GCSE May-Jun 2021	Third Report	
YEAR12	Baseline Tests		First Report		CAT-4 Oct-Nov 2020		First Term Jan. 2021		IAS E.Lit/ IAS Acc.	Third Report	Finals Jun -2021
YEAR 13	Baseline Tests		First Report				First Term Jan. 2021	Mock Exams Mar-Apr 2021	IAL/GCE May-Jun 2021	Third Report	

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SAINT MARY'S CATHOLIC HIGH SCHOOL, DUBAI-ASSESSMENT POLICY

Aims and Principles

At Saint Mary's Catholic High School, Dubai it is our aim to ensure pupils attain standards of achievement that are the highest of which they are capable, by providing teaching of the highest possible standard. We believe that effective assessment is central to the teaching and learning process and a key element in achieving this goal.

It is our belief that the effectiveness of assessment practice can be judged by the extent to which it helps impact pupil learning, while being managed efficiently by teachers as an integral part of their work.

We use both summative assessment that summarizes a pupil's achievement at a particular point in time, often in the form of a grade or level, and formative assessment, that aims to provide constructive feedback to a pupil about how he/she can improve. In addition we undertake external summative assessment which includes external, standardized approved tests (Edexcel GSCE, IGCSE, GCE, IAL, iPrimary, IBT, TIMSS, PIRLS, NGRT, PISA, GL CAT4, GL PROGRESS TESTS) which are used to inform teachers, subject leaders and senior leaders. This information is used to compare the school on a local, national and international platform.

The following policy summarizes how these approaches will be adopted at SMCHS, Dubai. Subject departments will further develop assessment practice that best applies the principles and practice contained to their particular curriculum areas.

Information/Data, tracking and monitoring

At SMCHS, Dubai we value the information provided by all our assessment systems. Data is analysed at every level and used to provide intervention:

- To identify year group, class and individual needs
- To inform subject leaders of whole school subject attainment
- To inform Subject departments of school strengths and areas for development
- To inform parents of individual needs
- To inform learning support and Individual Educational Plans

Data analysis is regularly carried out by Senior Leaders, Subject leaders, and teachers.

Staff work towards the schools aims for assessment by:
The Governing Body

- Ensures funding is in place
- Supports the school with its approach to assessment
- Monitors and track attainment and progress at regular governing body meetings
- Familiarizes themselves with the assessment and reporting systems used

The Principal

- Ensures resources are available to support the policy
- Allows time and funding for training and resourcing assessment
- Leads The SLT and Subject Leaders on assessment and data analysis
- Provides/arranges training where needed
- Provides assessment information and data to SLT and governors
- Ensures the National Agenda is adhered to within the policy
- Liaises with external assessment agencies

Subject Leaders

- Monitor and track assessment within their subject areas
- Track attainment and progress across the school
- Support teachers and children with assessment processes; both formative and in school summative.
- Support teachers with marking and feedback and monitor this within their subject
- Lead on moderation of assessment within their subject department.
- Keep accurate documentation as evidence of assessment, moderation and data analysis in their subject area
- Support the Principal and Teachers to ensure assessment systems accurately match the curriculum
- Provide CPD to staff on assessment systems where needed.

Teachers

- Use assessment to inform learning and teaching
- Use assessment to feedback to parents, children and the school
- Carry out effective in-class AFL and use it to inform planning
- Set targets for children to ensure next steps
- Analyse data for individuals, groups, classes, year groups and phases where appropriate to track progress and attainment and identify trends
- Use assessment data to inform the SEN Department
- Report on assessment attainment and progress to parents and Subject Leaders
- Ensure assessment procedures as defined by the school area carried out accurately and in-line with the assessment timeline
- Use a variety of assessment methods during lessons to allow all children to demonstrate their knowledge and skills
- Keep accurate records of assessments as outlined in the policy and appendices as provided by subject leaders

Parents

- Attend parent –teacher meetings and engage with termly reports
- Support children with achieving their targets
- Support children with the home learning
- Consult advice from teachers where needed

Children

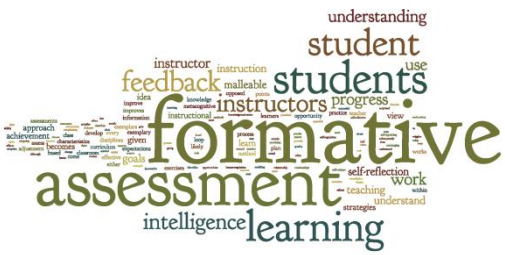
- Respond to feedback from teachers and parents
- Engage with target setting and the next steps in learning and work hard to achieve these
- Have high expectations of themselves
- Have an awareness of their progress
- Engage in learning and take responsibility for their own learning

1) Pupils make the greatest progress in their learning when teachers provide effective, relevant and focused formative feedback.

- Subject leaders, teachers and learning support assistants will work together to develop and share best practice in providing formative feedback to pupils.
- The school will provide relevant feedback of some kind within a cycle as determined within the Assessment Policy.
- Teachers will provide effective formative assessment of pupil progress, which will usually be in written form, clearly summarising what pupils have achieved in the work they have done target or targets for further improvement on a regular basis, at intervals agreed between Subject Leader and the School Leadership Team.
- Formative feedback may also take the form of verbal feedback. This feedback may be recorded by the teacher or pupil in their work, either through work scrutiny or noting the feedback offered by the teacher.

2) Pupils make the greatest progress in their learning when they understand the assessment process, and are involved in their own learning.

- The school, subject leaders and individual teachers will take every opportunity to explain to students the purpose, focus and methods of assessment that are used as clearly as possible.
- Subject departments will ensure that Predicted grades and KS4/5 assessment criteria are expressed in ways that are understood by all students, and that they are also readily accessible to all pupils.
- The school, subject leaders and individual teachers will take every opportunity to help pupils become literate in the language of assessment.
- Teachers will regularly provide opportunities for pupils to act on the feedback they receive.



3) Pupils make excellent progress in their learning when teachers decide how and when to assess pupils' attainment at the same time as they plan their work.

- Subject departments will be able to 'map out' where the different elements of their courses that need assessment are to be assessed.
- Opportunities for assessment will be identified Long Term Plans and in short term plans
- Assessment will be embedded in lesson planning and not seen as additional or external to the normal process of teaching and learning.
- Pupils will be given advice on how to achieve to the best standard possible in assessment through the discussion of appropriate strategies, which may include

4) Pupils make the greatest progress in their learning when teachers undertake investigation to check the impact of assessment on learning.

- Teachers will take time to observe and listen to pupils talking about their work. Subject leaders and individual teachers will develop tasks that require pupils to demonstrate their learning.
- Individual teachers will take account of the results of assessment by responding to pupil learning in their teaching. Teachers will evaluate subsequent work after an assessed piece to ensure that pupils are acting upon feedback and how an assessment and teacher feedback is helping students make better progress.

5) Pupils make the greatest progress in their learning when teachers use a range of different assessment techniques.

- Subject departments and individual teachers will employ a range of assessment techniques as appropriate to the task in hand.
- They will provide opportunities for productive self and peer assessment approaches. They will allow pupils to display their subject understanding in a number of different ways, both formal and informal, including through written, oral, diagrammatic and physical responses.

6) Teachers are best able to help pupils make the greatest progress in their learning when they use manageable systems for recording pupil progress.

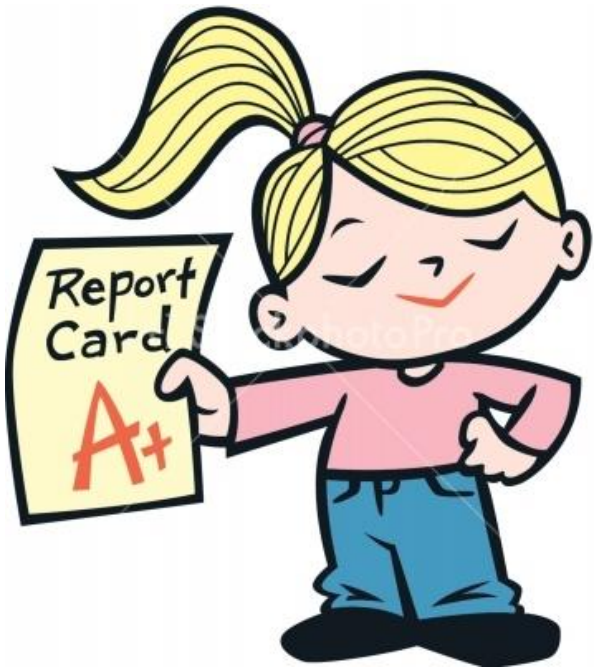
- The school will identify points throughout the year, when teachers will need to make summative judgements about pupil attainment and effort, so that progress can be monitored. Examinations are conducted twice a year in January and in June.
- When appropriate, information about test performance and KS4/5 tier of entry will also be collected.
- These judgements will be entered onto the school Management Information System.
- Teachers should always be able to justify all such summative judgements made with reference to previously assessed work and/or prior performance data.
- Formative comments accompany summative marks to help students gain a better understanding about those areas in which they need to make further progress.

7) Teachers help pupils to make the greatest progress in their learning when they use relevant data effectively to inform their teaching, set targets and monitor pupil progress towards those targets.

- Teachers will familiarise themselves with baseline data on the pupils they teach. This will usually include reading ages, CAT scores, IBT scores, TIMSS, PIRLS, PISA, GL Progress SEN information and other prior performance data where available.
- The school will undertake, collate and disseminate analysis of data entered onto the school Management Information System amongst relevant staff. Where appropriate individual teachers, Subject Leaders and senior leaders will use this information to track the actual performance of relevant pupils against expected progress.
- The Learning Ladder portal supports parents to view their child's progress against main objectives for the Core subjects over an extended period of time. This will begin with Primary years. Teachers may provide written articles as extension work to support learning at home. These articles link directly to students' Learning Ladders and will be shared by the concerned teacher for a particular subject.

8) Pupils make the greatest progress in their learning when teachers, parents and students themselves work in partnership to ensure that assessment is effective.

- The periodic summative judgements that teachers make about students will be shared with parents through reports. In each academic year parents will receive- 4 reports summarising attainment and formative comments about strengths and the next steps required for further progress.
- Progress statements and targets will be consistent with comments made in formative assessment during the year. They will be useful to parents and students in helping to encourage progress in students learning.
- Parents will have three formal opportunities to discuss assessment judgements at a parents' and teachers morning following three of the reports. Parents are able, when necessary, to contact teachers, middle or senior leaders if they would like to discuss assessment issues at other times of the year.
- The school will endeavour to ensure that parents clearly understand the processes and vocabulary of assessment. Parents have an important role in discussing the implications of summative and formative assessment with their son/daughter, and are encouraged to examine the assessed work they have produced.



Mary's Catholic High School, Dubai

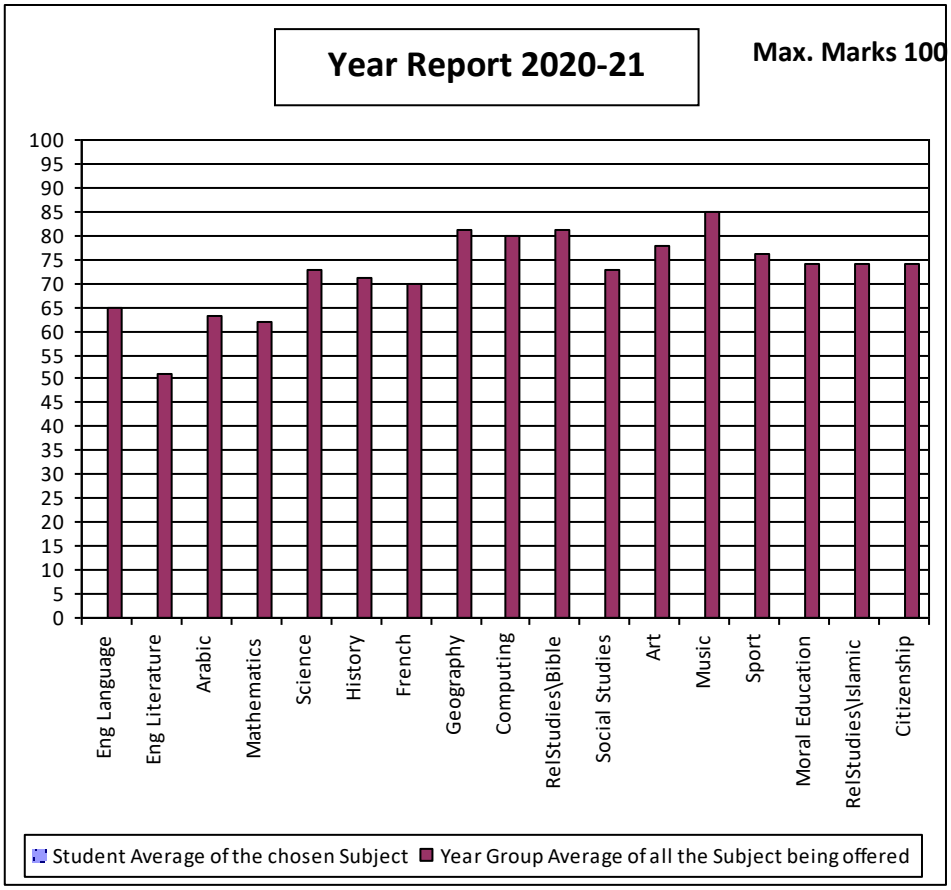
"THE END CROWNS THE WORK"

Year Report 2020 - 2021

Report of	
Date of Birth	
Class	
Class Teacher	

SUBJECTS	ACHIEVED LEVELS	COMMENTS
ENGLISH LANGUAGE		
ENGLISH LITERATURE		
ARABIC		
MATHEMATICS		
SCIENCE		
HISTORY		

GEOGRAPHY		
P.S.H.E.		
COMPUTING		
RELIGIOUS STUDIES		
SOCIAL STUDIES		
ART		
MUSIC		
MORAL EDUCATION		
SPORTS		



Absences: ***Justified-*** ***Unjustified-***

Character Development:

Final Result :

Principal's Signature :

Class Teacher's Signature :

Parents' Signature :

Legend: Exceeding Expectations – EX, On Track – OT, Working towards Expectation – WT, Below Expectations – BE

Date : 22nd November, 2021 **SCHOOL SEAL**

ADDENDUM FOR ASSESSMENTS IN NON-CORE SUBJECTS DURING DISTANCE LEARNING YEARS 1-3

The non-core subjects that include History, Geography, Bible, Citizenship, Computing and PSHE as well as the core subject of Moral Education will be assessed for reporting stages through the year according to the grid below.

A WRITTEN PERSONAL RESPONSE TO A GIVEN TASK.	ONE MULTIPLE CHOICE ASSIGNMENT	MORNING LEARNING TASKS	A POSTER BASED ON A SET TASK	ONE SHORT VIDEO CLIP BASED ON A SIMPLE TASK
10 MARKS	10 MARKS	10 MARKS	10 MARKS	10 MARKS

For PE, Art and Music teachers will send some simple tasks for the morning learning and children will be asked to send a short demonstration of a simple skill via a brief video clip. For Art, students will be required to complete a set task set by the teacher.

GL ASSESSMENT POLICY

As part of our commitment to the National Agenda targets, and with a view to tracking progress and identify gaps in learning, our school participates in the GL-Progress Tests in English Math and Science which are online tests. GL Education, one of the leading research organizations in the world, develops this test and provides a range of Assessment services in many countries and works in close tandem with the KHDA here in Dubai. These are compulsory International Tests that have to be undertaken as mandated by KHDA.

IN ORDER NOT TO DUPLICATE EXAMINATIONS, THE GL TESTS WILL BE THE FINAL EXAMINATIONS EITHER PARTLY OR AS A WHOLE FOR ENGLISH LANGUAGE, MATH AND SCIENCE FOR YEARS 4-10 (REFER TO THE TABLES BELOW FOR EXPLANATION)

ENGLISH LANGUAGE

YEAR GROUP	ASSESSMENT IN MAY Out of 100	GL EXAMINATION	FINAL EXAMINATION RESULT
FOUR	APPLICABLE	APPLICABLE	Assessment + GL Result
FIVE	APPLICABLE	APPLICABLE	Assessment + GL Result
SIX	APPLICABLE	APPLICABLE	Assessment + GL Result
SEVEN	APPLICABLE	APPLICABLE	Assessment + GL Result
EIGHT	APPLICABLE	APPLICABLE	Assessment + GL Result
NINE	APPLICABLE	APPLICABLE	Assessment + GL Result
TEN	APPLICABLE	APPLICABLE	Assessment + GL Result

MATHEMATICS

YEAR GROUP	ASSESSMENT IN MAY Out of 100	GL EXAMINATION	FINAL EXAMINATION RESULT
FOUR	NOT APPLICABLE	APPLICABLE	GL Result
FIVE	NOT APPLICABLE	APPLICABLE	GL Result
SIX	NOT APPLICABLE	APPLICABLE	GL Result
SEVEN	NOT APPLICABLE	APPLICABLE	GL Result
EIGHT	NOT APPLICABLE	APPLICABLE	GL Result
NINE	APPLICABLE	APPLICABLE	Assessment + GL Result
TEN	APPLICABLE	APPLICABLE	Assessment + GL Result

SCIENCE

YEAR GROUP	ASSESSMENT IN MAY Out of 100	GL EXAMINATION	FINAL EXAMINATION RESULT
FOUR	NOT APPLICABLE	APPLICABLE	GL Result
FIVE	NOT APPLICABLE	APPLICABLE	GL Result
SIX	NOT APPLICABLE	APPLICABLE	GL Result
SEVEN	NOT APPLICABLE	APPLICABLE	GL Result
EIGHT	NOT APPLICABLE	APPLICABLE	GL Result
NINE	APPLICABLE	APPLICABLE	Assessment + GL Result
TEN	APPLICABLE	APPLICABLE	Assessment + GL Result

Please be aware that these are COMPULSORY EXAMS as part of the NATIONAL AGENDA and this year THEY ARE ALSO THE FINAL EXAMINATIONS FOR THESE THREE SUBJECTS and no exemption will be granted to any student.

These tests will be conducted in school during the month of May and June 2020. (excluding Fridays)

Reviewed: September 2020

Next Review : September 2021

This policy is related to:

- SEND Policy
- Teaching and Learning Policy
- Curriculum Policy