2019/2020
ASSESSMENT POLICY

PHILOSOPHY

EIS Jumeirah Primary Assessment Policy is in line with the requirements and philosophy set by IB Programme Standards and Practices. We believe assessment is a fundamental practice to support and enhance the learning experiences of our students. Therefore, assessment – the evaluation of progress and attainment - is an integral part of learning, not separate from it. By recognising each person's unique potential, assessment practices are designed to promote individual excellence and account for a variety of learning styles. Assessment also enables on-going collaborative reflection between the students, teachers, and parents, enabling each to become a partner in the learning process.

Assessment at EIS - Jumeirah is continuous and student centred and impacts upon student learning.   Assessment practices in our IB PYP Programme include:

1) Student assessment will be both formative and summative and will occur on an on-going basis through Signs of Success, Learning Questions, Success Criteria, Student Portfolios, Rubrics, Visible Learning Practice, Student Progress tracking and observations of student performance.
2) Diagnostic assessment will be completed to formally assess students and determine the efficacy of programme standards.
3) Appropriate summative assessment will reflect collaborative planning and the development of the same assessments for Units of Inquiry within each subject area. The same shall apply for formal summative examinations where they are age appropriate.
4) Summative assessments will be moderated after each assessment point within Year groups and as a whole school to ensure consistency as a cohort and the individual needs of students.
5) Diagnostic testing and any internal tests and examinations will be conducted in a manner consistent with the KHDA expectations and IB regulations. Every effort will be made to ensure students have adequate time for preparation and review.
6) Student assessments should reflect a variety of measures that give balance to the summative assessment (tests, written tasks, presentations etc.) consistent with the criteria established for each subject. All assessment is criteria referenced.
7) Student assessment will be completed according to explicit criteria established at the beginning of each Unit of Inquiry and assessed using published rubrics.
8) PYP students will be assessed against age- related learning outcomes, IB Learner Profiles, Concepts and Approaches to Learning, as appropriate.
9) Reporting of student assessment will be completed using a written report issued in term 1 and 3, consistent with the aims of the IB PYP.
10)   Formal reports will be issued to parents in December and June, with one Parent evening and one three – way conference to discuss student progress and attainment.
11)   Culminating learning experiences which include Year 6 Exhibition will be completed by all students to meet the requirements for the IB PYP.
12) Students use on-going assessment tool 'Signs of Success' for Maths in years 2-6. In addition, Reading and Writing assessments are completed termly. The results are used

[Type here]

to set targets, evaluate performance and for teachers and students to track pupil progress. This is supported by teacher feedback and feed forward.

Our assessment policy is communicated to the school community via our IB PYP Parent Guide, School Communicator, School Intranet and Teacher Handbooks.

STRATEGIES AND TOOLS TO ASSESS STUDENT LEARNING
The school uses a range of strategies and tools to assess student learning. Assessment is integral to collaborative planning, teaching and learning. Assessment practices will be reviewed regularly in light of the IB Standards and Practices.

Teachers use a variety of formal and informal assessment techniques to measure learning including:

1. **Diagnostic assessment**: is performed at the start of each unit. It helps teachers to prevent assumptions on what students know. Teachers also use diagnostic assessment to find out what students already know about a theme/Central Idea before beginning the Unit of Inquiry.

2. **Formative assessment** Is consistent and ongoing, to guide development through teacher, self and peer assessment, and will utilize many of the assessment tools outlined. During Formative assessment results should be used to alter the instructional methods to meet the students' needs and inform future planning. Formative assessment is not used in calculating a grade for a student. It enables the teacher and each student to know where they are in their learning and what the next steps are to further improve.

3. **Summative assessment** is usually performed at the end of a complete unit or term. It measures the standards reached by students using specific criteria. It is used to gauge student attainment at that moment in time. It is used by teachers to inform them about the quality of their learning and whether their classes are at age related expectations. It is used to compare student results from year to year within the school or to compare the school's results with those of other institutions worldwide.

Formative and summative assessment encompasses:
- Reflective evaluation
- Signs of Success (Self-assessment)
- Self-assessment and peer assessment
- Quizzes, small weekly tests
- Projects and portfolios
- Classroom tasks
- Home learning
- Class participation
- Practical or experimental learning
- Teachers' observations and discussions
- Written assessment (such as tasks, short answers, reports, research projects, etc.)
- Oral assessment (including student presentations or other oral presentations)
- Performance assessment
- Subject examinations

Formative and summative assessment:

> Allows both the student and teacher to assess what the student can do, and how he/she can use knowledge, concepts and AtL skills.
> Measures the application of knowledge, concepts and AtL skills rather than recalling facts.
> Reflects achievement against criteria for the learning area.
> Involves student participation and reflection.
> Provides students an opportunity to analyse their own learning and to recognise what areas need improvement.
> Is based on agreed standards of performance suitable for the Year level
> Is informative for students, parents and teachers, and provides direction for further learning.
> Provides equal opportunities for all students to be successful.
> Provides an opportunity for students to take responsibility for their own work, their own learning and their own actions and reflect upon these actions to make improvement.

Adapted from *IB Principles into Practice - Learning and Teaching 2018*

Teachers will use a variety of assessment tools to help them identify systematically the learning needs of their students. They will:
- Have strategies for monitoring, tracking, assessing and moderating the achievements demonstrated in the work of individual learners.
- Have methods of evaluating programs and units of inquiry, and of involving students in reflecting on and evaluating their own progress.
- Develop individual student profiles and reporting systems that usefully reflect the full range of a student's achievement and meet the individual needs of the students, their parents and the criteria set by external agencies.

Assessment Tasks

Writing assessment tasks are prepared and administered at regular scheduled intervals to measure student learning at an individual and cohort level. There is a written task within every UoI, which is assessed by the teacher. In addition to this, the children will participate in 3 written assessment tasks that link to Language Learning Outcomes but not necessarily the UoI. These tasks are devised to include a balanced measurement of the skills required in the subject area and are measured against specific criteria of each year group. Assessment activities are constructed to allow students the potential to achieve the highest level available. They are marked to a consistent standard and moderated within Year groups and as a whole school. Results of these assessments are analysed in order to improve instruction by informing teachers and departments of student learning gaps. Year Leaders collate the results of all common assessments and inform both their teams and the senior leadership team of their progress towards set targets.

Assessment Calendar

An internal assessment calendar is created on our Intranet system to indicate key dates for submission of summative assessment tasks grades or examination results to the school assessment management system MSchool. All students are informed of summative assessment dates.

FEEDBACK TO STUDENTS

The school provides students with regular oral and written feedback to inform and improve their learning across all Year groups. Leveling is undertaken positively and consistently. Teachers are expected to look for evidence of what students know and understand.

Marking of Student Work
Regular and focused feedback to students about where they are in their learning is crucial to successful learning and teaching. All marking needs to be accompanied by feedback suggesting appropriate means to improve.

Aims of Marking Policy
- To provide a coherent picture of good and outstanding practice in marking
- To provide positive reinforcement of the teaching and learning process

Why do we mark?
- To provide a dialogue with pupils as to how they can individually take the next steps to improve and make progress.
- To inform adult understanding of pupil attainment, progress and individual targets.
- To set a standard easily identified by pupils

Learning books
- To inform planning & assessment
- To share children's achievement with parents and carers.
- To encourage and celebrate achievement.

Learning books must be marked after a recorded piece of learning before the children record learning again. Student learning must be returned with clear feedback that refers to students successes and areas they need to develop. Time must be given for children to reflect and respond to feedback. Students must be able to understand what they need to accomplish to move their learning forward. Senior Leaders and Year Leaders are regularly required to monitor them for moderation purposes. Learning books should include evidence of Learning Questions, Success Criteria, Target Setting and Self-Reflection. School wide learning book reviews complement regular quality assurance systems.

Leveling Criteria
Teachers use criterion referenced Level descriptors which are clearly communicated to the students in advance. These level descriptors match course and program attainment standards for each subject area, AtL's and Learner Profile, in line with IB PYP aligned Scope and Sequence documents.

Moderation
Senior Leaders and Year Leaders use a number of methods to provide consistent marking of all students' assessments. Clear mark schemes and rubrics are provided for all assessments, and meetings of assessors are held to clarify areas where there may be questions.

RECORDING STUDENT PROGRESS

All assessment data is recorded digitally. At the completion of summative assessments, assessment data is entered into our data management system for reporting and analysis purposes.

All teachers are required to maintain clear and accurate records which adhere to department requirements regarding format, frequency and type of assessment recorded.

Aims:
- Record keeping is a strict requirement of teaching. All teachers are expected to maintain clear and accurate data to support and justify a student's grades and reports.
- This is to ensure that when midyear and final grades on reports are produced there is evidence of how the grade was awarded.

Practice:
- All levels awarded for assessed work are recorded on a computer spreadsheet.
- Digital assessment is reviewed regularly by Senior Leaders and formally at the end of each data capture point (once per term).

REPORTING STUDENT PROGRESS

Teachers provide regular feedback to parents via Parent Student Teacher Conferences, Term 1 goal setting reports and End of Year progress and attainment reports. The latter involves issuing students with levels against criteria based on on-going summative and formative assessment and provides students with PYP reports that include all levels achieved against specific criteria. In addition, we also report on moral education, welfare indicators and curriculum specific measures.

Parents may communicate as necessary with teachers, preferably by appointment after school or email. Parents are discouraged from interrupting the school day but staff must be always willing to discuss parent concerns.
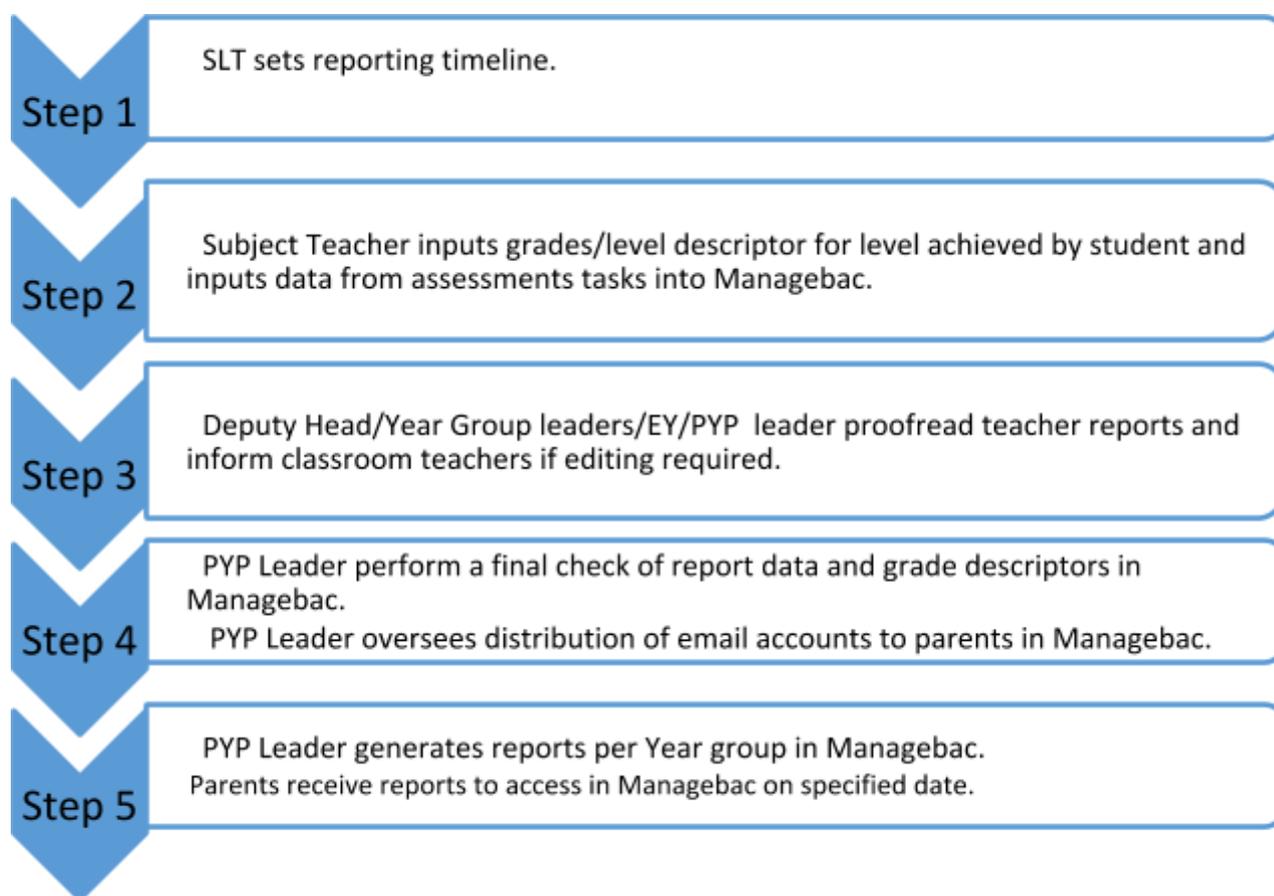
The annual reporting cycle is as follows:
1. **First Term Report**: A report containing data which measures progress against Term 1 learning outcomes, Approaches to Learning and IB Learner Profiles. Targets for key curriculum areas are set and welfare information given.
2. **First Term parent – teacher conference** on individual student goals and progress so far.
3. **Second Term Parent Student Teacher Conferences (PSTC's)** consisting of students presenting their learning and progress toward their targets.
4. **End-of-year report on progress, attainment, Approaches to Learning and the Learner Profile**.

Generation of written reports is done using Managebac. The roles of PS staff in generation of reports are as follows.
- **Curriculum Management team**: sets dates of issue of reports
- **Head of Primary**: signs each report before issued
- **Deputy Head:**

1. sets deadlines for submission of reports through various levels of control
2. memos to Primary school staff with procedures and deadlines outlined
3. coordination with Dean and IT staff
4. proofread random samples of reports for accuracy
5. ensure all teachers in Year Groups meet report card deadlines

- **Deans of Students/PYP Leader:**
    1. liaise with Year Leaders to ensure all reports submitted on time
    2. identify any reports that need to be altered
    3. approve reports to be generated in Managebac per Year groups.
    4. Inform parents of report card issue via school website and email.
    5. maintain and update departmental grade descriptors outlining achievement levels for every subject at every grade level in Managebac.

- **Year Leaders/EY/PYP Leader:**
    1. proofread all their Year Group reports and ensure all corrections are made
    2. ensure all teachers in their Year Group meet report card deadlines

- **Subject Teachers:**
    2. input correct data on the reports based on assessments that give clear feedback to parents on academic progress
    3. assist with proofreading colleagues reports as outlined by SLT
    4. meet all internal deadlines

- **IT Department**
    2. Assist PYP Leader with generating reports or trouble shooting in Managebac.

THE REPORTING PROCESS

Step 1 — SLT sets reporting timeline.

Step 2 — Subject Teacher inputs grades/level descriptor for level achieved by student and inputs data from assessments tasks into Managebac.

Step 3 — Deputy Head/Year Group leaders/EY/PYP leader proofread teacher reports and inform classroom teachers if editing required.

Step 4 — PYP Leader perform a final check of report data and grade descriptors in Managebac.
PYP Leader oversees distribution of email accounts to parents in Managebac.

Step 5 — PYP Leader generates reports per Year group in Managebac.
Parents receive reports to access in Managebac on specified date.

Parent-Teacher Conferences

Teachers and parents communicate regularly and routinely regarding students' performance, as part of the school's duty of accountability. This cannot be done solely on paper, since parents need opportunities to state views and ask questions. Hence there is a cycle of parent-teacher conferences as well as written reports.

Parents or guardians are invited into school twice a year - once in the first semester and once in the second semester to discuss with teachers results, student progress, conduct and strategies for improvement where necessary.

Roles of staff in organization of PSTCs:
- **Deputy Head:**
  1. Expectations of conference content clearly outlined for staff
  2. Memos to PS staff with booking procedures and booking sheets outlined
- **PYP Leader:**
  1. Letters to parents communicating dates of PSTCs and booking procedures
  2. Contact staff members to identify students whose parents will get letters encouraging them to attend due to academic progress
  3. Organize Parent Teacher Conferences

- **Teachers:**
  1. Book 15 minute appointments with each student they teach
  2. Have mark book and learning available for parents to see at the conference
  3. Follow-up with phone calls to parents who are not able to book an appointment on the given days
- **Dean of Students:**
  1. Organize students to help with refreshment tables and to act as parent guides
  2. Supervise students on day of PSTCs.

ANALYZING ASSESSMENT DATA TO INFORM LEARNING AND TEACHING

The school analyses assessment data to inform teaching and learning in a myriad of ways – in the classroom, at the department level and at a school wide level.   EIS – Jumeirah collects and analyses information on how well students are achieving in order that the effectiveness of the primary school teaching and learning can be evaluated.

Internal reviews such as the Departments Self Evaluations, Learning book reviews, Learning Style outcomes, Gifted and Talented analysis and At Risk Analysis are conducted at regular intervals and will aid in
- Providing an analysis of current student learning outcomes;
- Comparison of learning outcomes with international standards (PYP);
- Setting action plans with clear and measurable targets;
- Taking action – implementing the revised plans and programmes, reviewing success and then beginning the cycle again.

International Benchmarks
EIS-J uses information on international benchmarks as part of its data analysis.
Data on performance benchmarks is used to assess annual performance on the part of EIS-J students and set performance targets for the school. The data also enables the school to identify performance trends. This data is used to inform the planning and delivery of courses at EIS-J.

STUDENT VOICE IN THEIR LEARNING
Students in the IB programmes are expected to reflect on their learning and to take part in the reflection and planning process throughout and at the end of each unit studied. All PYP students check their progress through self assessment and target setting against AtL's, learning outcomes and Learner Profiles. Students use Summative Assessment Matrix provided and through school wide scheduled target setting and reflection time periods or pupil response through marking.

STUDENT CONSOLIDATION OF LEARNING
Culminating activities which include Year 6 Exhibition will be completed by all students to meet the requirements for the IB PYP.

ADDENDUM

PYP General Grade Descriptors

Background

EIS Jumeirah Primary School's 1-7 Grading Descriptors were adapted from official IB Grade Descriptors. These descriptors support the PYP-mandated use of criterion-referenced assessment, and also assist in maintaining consistency throughout the Primary School.

Having a shared understanding of the meaning of the 1-7 scale is a vital part of standardising assessment between and across grade levels, and therefore avoiding situations where students achieve at similar levels yet receive different marks.

This document is an example of the

Grade	Descriptors
1	At the very **Beginning** stages of achievement in terms of the objectives.
2	**Beginning** achievement against all the objectives. The student finds it challenging understanding the required knowledge and skills and is yet to apply them fully in normal situations, even with support.
3	**Developing** achievement against most of the objectives, with difficulties in some areas. The student demonstrates some understanding of the required knowledge and skills and is yet to apply them fully in normal situations with support.
4	**In-Line** with their cohort understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
5	**Extending** understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
6	**Extending** understanding of the required knowledge and skills, and the ability to apply them in a **wide variety** of situations. There is **consistent** evidence of analysis, synthesis and evaluation where appropriate. The student **generally** demonstrates originality and insight.
7	**Exceeding** expectations in consistently and thoroughly understanding required knowledge and skills, and has the ability to apply them **almost faultlessly** in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student **consistently** demonstrates originality and insight and **usually** produces **work of high quality**.

Important Notes

Holistic Judgments: These descriptors are meant to describe the student's achievement over a large range of content and skills. The teacher must select the grade which BEST describes the student's overall achievement, even though achievement on individual benchmarks might be higher or lower. It is neither the highest nor the lowest achievement which determines the grade- it is the big picture view. (For this reason, the Mathematics example is actually not an accurate representation, but it is the best we can provide without making a multi-page example.)

Achieving Above Grade Level: A student who has achieved their current years' standards and benchmarks should receive a mark between 4 and 7, depending on how much they can do with the content and skills. It is not required that a student demonstrate ability above their current grade level in order to receive the highest mark for that grade level. While it is likely that a student receiving a 6 or a 7 is working above year level in some areas, it is not required.

Difference between "In Line" and "Exceeding": For the higher bands, it's not a question of whether the student knows the content and skills, but how much the student can do with the content and skills. If the student just knows the basic requirement and can use them in basic situations, that's a satisfactory level of achievement, and that's a 4. If the student can use higher-order thinking skills to do more with the knowledge and skills, that's a higher level of achievement, and a higher mark.

Giving a 7 in Term 1: It is perfectly acceptable to record a 7 in any term, 1, 2 or 3. A mark of 7 indicates very high achievement with whatever has been taught up to that point although requires rigorous evidence that a student is excelling beyond expected Year level.

Frequency/Distribution: There is no required pattern into which grades must fall. If every student succeeds in the learning task, than every student should receive a high mark. However, in practice, in a specific group there are usually VERY FEW marks of 1, 2 or 7. Most often, students demonstrate achievement in the 3-5 range, with 6s more rare than 3-5, but less rare than 7s.

Reading Grades: Like all other marks, the Reading grade should be based on all available evidence of the child's achievement.