



THE OXFORD SCHOOL

Assessment Policy

Introduction:

At The Oxford School, we believe that accurate, regular and robust assessments are essential tools necessary for ensuring successful teaching and learning. Before the school assessments, the baseline level of the student is established.

Establishing a baseline

It is essential to establish the level of competence of any new student joining the school. Therefore, before admission the students sit an *entrance* test in the core subjects of Arabic, Mathematics and English. The Entrance Test papers are filed in the office for reference.

Establishing a baseline also helps to identify special needs and talents.

Once baseline is established long and short term targets are set in which the parents are also involved.

Need for Assessments

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

Principles of assessment are:-

- to provide information to support progression in learning through planning
- to provide information for target setting for individuals, groups and cohorts
- to share learning goals with children
- to involve children with self assessment
- to help pupils know and recognize the standards they are aiming for
- to raise standards of learning
- to identify children for intervention and remedial.
- to inform parents and other interested parties of children's progress
- to complete a critical self evaluation of the school

At The Oxford School: The assessment procedure is strongly linked to the curriculum and age level expectations.



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Types of Assessment

- **SUMMATIVE** is Assessment OF Learning. It is used mainly to measure performance and clearly identifies the standard of pupil attainment. It is carried out at the end of a period of learning.

Examples

- ✓ Internal School Examinations – 3 times a Year
 - ✓ Interim assessments
 - ✓ Standardized Tests
 - ✓ IBT
 - ✓ Mock Exams
 - ✓ Progress test-Checkpoint examination.
- **FORMATIVE** is Assessment FOR Learning. It is ongoing and provides evidence of and for progression in learning. It supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities.

Examples

- Pre and Post Unit Assessment
 - ✓ Class work
 - ✓ Home work
 - ✓ Questioning
 - ✓ Oral Discussion
 - ✓ Presentation
 - ✓ Short Recall Test
 - ✓ Practical Project-STEM
 - ✓ Research
- **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
 - ✓ Progress File
 - ✓ 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.



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Early Years Foundation Stage

Formative assessments are classroom observations to identify students' interests or abilities.

Summative assessment is used to give a summary of a child's achievements at a particular point in time so that their progress can be tracked.

The EYFS Profile is a summative assessment of each child's achievement at the end of the Foundation Stage.

KS 1, 2 and 3

In all subject areas assessments are conducted on a continuous basis as the teaching and learning progresses. At the end of a unit a Unit Test is conducted.

Students of Years 1 – 2 are assessed on a continuous and end of unit assessments.

Students of Year 3– 8 are assessed on a continuous and end of unit assessments

Students of Years 1- 8 will write GL Progress Test.

Students of year 6 will write CIE – primary checkpoint exams in English, Maths and Science.

Students of Years 4 – 8 will write Thrice Examinations in December and June

Students of Year 8 will write Career Mapping Assessments in April of that academic year

Year 9 and Year 10

Students of Years 9 and 10 will write Term Examinations in December and June.

Students of year 9 will write CIE – checkpoint exams and GL Progress Test in English, Maths and Science.

Continuous Assessments: Weightage 40% in all the terms



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Internal Assessment for CIE Classes

For the classes of IGCSE, AS and A Levels, students sit for two Internal Mock Exams for all their chosen subjects. Mock Exams are tentatively scheduled for January and March respectively.

Students at these levels are assessed for all the papers in the individual subjects according to the standards set by the CIE.

A final raw mark is obtained for every subject after calculating the weightings for the individual papers. These marks are recorded in the Mock 1 and Mock 2 Result Sheets.

External Assessment

Students from Year 3 to 10 sit Internationally Standardized tests.

- **TIMSS (TRENDS IN INTERNATIONAL MATHEMATICS AND SCIENCE STUDY)**
- **PIRLS (PROGRESS IN INTERNATIONAL READING LITERACY STUDY)**
- **PISA (PROGRAMME FOR INTERNATIONAL ASSESSMENT)**
- **IBT- ACER INTERNATIONAL BENCHMARK TESTS for Arabic**
- **CIE Checkpoints**
- **Progress Test in English, Maths, Science**
- **GL Assessment**
- **Standardized Islamic Assessment SIA**
- **CAT4**
- **NAP**

External Assessment for CIE Classes

Senior students sit for their Cambridge University exams at different levels:

- **IGCSEs**
- **AS Levels**
- **A Levels**

Students appear for these exams in the May / June Session of the Cambridge International Examinations.

This Policy is reviewed by the Senior Management Team. It will be next reviewed in August 2018.



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