



The Oxford School, Dubai

مدرسة أكسفورد ، دبي

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 for an *entrance* test in 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 the baseline is established, long-term 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 students' 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 students
- * to involve students' self-assessment
- * to help students know and recognize the standards they are aiming for
- * to raise standards of learning
- * to identify students for intervention and remedial.
- * to inform parents and other interested parties of student's progress
- * to complete a critical self-evaluation of the school

At the Oxford School, the assessment procedure is strongly linked to the Cambridge curriculum standards and age level expectations.



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Types of Assessment

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

Examples

- ✓ Internal School Examinations – 2 times a Year((In the new normal these assessments are revised and there will be no scheduled Internal exam at the end of term 1)
 - ✓ Project-based /performance task
 - ✓ 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
 - ✓ Classwork
 - ✓ Homework
 - ✓ Questioning
 - ✓ Oral Discussion
 - ✓ Presentation
 - ✓ Short Recall Test
 - ✓ Practical Project-STEM
 - ✓ Research
 - ✓ Low stake quizzes
 - ✓ 1-minute reflection
 - ✓ Student-generated questions
 - ✓ Online discussion forums
- **SELF ASSESSMENT (using Rubrics)** 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



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- ✓ Encouraging individual learning goals and action plans for future
 - ✓ Fostering a self-reflective learning culture
 - ✓ Encouraging independence in learning
 - ✓ Student Personal Statement explaining their achievements and targets at PT Meetings
 - ✓ Progress File
 - ✓ The student's will set their own targets.
- **PEER ASSESSMENT (using rubrics)** allows students to assess each other's contribution using a predetermined list of criteria. It focuses on the development of student's judgment skills.
 - In case of absence during FA's and SA's, no retest shall be conducted. Amendment will be made in the third term, in case of medical emergencies or any other genuine reasons. Prior approval or timely information must be given to the concerned phase leaders to avail the considerations.

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 students' achievements at a particular point in time so that their progress can be tracked.

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

Year 1 to 10

In all subject areas, assessments are conducted continuously as the teaching and learning progress. At the end of a unit, a Unit Test or Interim assessment is conducted.

Students of Years 1 – 3 are assessed on a continuous and end of unit assessments.

Students of Year 4– 10 are assessed on a continuous and end of term assessments

Students of Years 1- 10 will write GL Progress Test.

Students of Year 6 will write CAIE – Primary checkpoint exams in English, Maths and Science.

Students of Year 9 will write CAIE – Lower secondary exams in English, Maths and Science.

Students of Year 9 will write Career Mapping Assessments in April of that academic year

Continuous Assessments: Weightage 60% in all the terms for year 1-3 and 40% for performance tasks.

Continuous Assessments: Weightage 60% in all the terms for year 4-10 and 40% for summative assessments.

Internal Assessment for Board 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 in December and March respectively.



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

External Assessment

Students from Year 1 to 10 will sit for Internationally Standardized tests.

- TIMSS (TRENDS IN INTERNATIONAL MATHEMATICS AND SCIENCE STUDY) (Yr- 5 & 9, once in 4 years)
- PIRLS (PROGRESS IN INTERNATIONAL READING LITERACY STUDY) (Yr 5, once in 5 years)
- PISA (PROGRAMME FOR INTERNATIONAL ASSESSMENT) (Yr 10, once in 3 years)
- IBT- ACER INTERNATIONAL BENCHMARK TESTS for Arabic (Yr 4-9, for non -Arabs. Yr 5-10 for Arabs)
- CAIE Checkpoints (Yr 6 & 9)
- Progress Test in English, Maths, (Yr 1-10)
- Progress Test in Science (Yr 3- 10, except yr 7)
- NGRT (Yr 3-10)
- PBTS (Pisa Based Test) (Yr 10)
- CAT4 (Yr 2-13, in alternate years)
- PASS (Y 3-10)
- Transition test in Science (Yr 7)

External Assessment for Board Classes

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

- Year 11 - IGCSE
- Year 12 - AS Level
- Year 13 - A Level

Students appear for the board exams in the May / June Session.

The Senior Management Team reviews this Policy. It will be next reviewed in August 2021.