Assessment Policy 2018-19: Secondary School

Rationale:

At Al Dhafra Private School we believe that assessment should be continuous and integrated into all lessons, in order to best support the attainment and progress which our students achieve.

1. **Roles and Responsibilities:**

Students should:

- Be able to identify their own strengths and weaknesses and set learning targets/goals, in accordance to their own individual needs
- Ask questions about their learning
- Interact with teachers in the classroom to establish a learning partnership, allowing teachers to identify any areas which need addressing, whilst allowing the student to be able gain support and guidance, allowing them to take the next steps on their learning journey
- Take pride in their work and ensure that work in the copy books is of a high quality, allowing teachers to use it as a means of assessing the student's learning
- Complete all homework tasks. These contribute to both the effort and the attainment grades awarded
- Revise thoroughly for all tests and assessments
- Aspire to be the best that they can possibly be both academically, socially and morally
- Enjoy learning!

Teachers should:

- Be able to identify students' strengths and weaknesses and plan their work in accordance to individual needs
- Provide a classroom environment where students are welcomed, personally valued and know that they would be expected and helped to do their best, so that there is a strong emphasis on high expectation to lead to high achievement
- Support students in setting their own targets and ensure clarity of aims and expected outcomes (success criteria) are discussed clearly at the outset
- Ensure that effective use is made of curriculum standard descriptors, to demonstrate to students what they need to progress in their learning and attain higher standards.
- Ensure students are trained to assess samples of work against grade criteria and/or assessment rubrics
- Formally and regularly record student effort and attainment and keep detailed records of this in mark books
- Provide regular documentation and support materials for all students
- Ensure that a range of effective assessment procedures are delivered and that dialogue takes place with students to support effective assessment of the learning taking place
- Ensure homework follows school policy and that when work is returned, students are given written and/or oral comments that combine clear evaluation with sensible advice and manageable targets for improvement

Parents should:

- Provide an effective learning environment at home where their child feels secure and supported
- Attend any information meetings and parents evenings to discuss current performance of their child or use other communication channels e.g telephone interviews
- Support targets that have been set and monitor progress that has been made or needs to be developed by supporting the school-home partnership to improve the learning environment
- Take an interest in the social and academic progress of their child and support events where their child has an opportunity to participate

Senior Leaders and Coordinators Should:

- Ensure high quality learning, teaching and assessment for all students
- Provide support for all students, teachers and parents to ensure that students make excellent academic progress
- Analyze and track assessment information to ensure that data is used to support student learning

2. **Assessment Breakdown:**

Each term the following assessment format is used to gather assessment information for each student. This information will be available to parents on digital campus

(a) **Student Attainment**

This represents the academic achievement which the student has made and consists of the following components:

Attainment 1: (25%) Recorded Mid-term	Attainment 2: (25%) Recorded End of term	Final Assessments: (50%) Recorded End of term
Attainment 1 and 2 marks are based on ongoing, continuous assessment of the students' achievements, against authorized curriculum standards, e.g. the common core standards for Mathematics and English.		Final end of term assessments which demonstrate the learning which has taken place throughout the term.
These grades are reported as grades **A*-E** and are converted to a % to contribute to the final end of term/end of year mark.		These grades are reported out of 50 to contribute to the final end of term/end of year mark (%).
Both formative and summative assessment techniques are used.		Summative assessment techniques are used
Teachers make an assessment of a student's attainment using a variety of sources of information, including: • Classwork • Homework • Tests • Projects • Information from progress tests such as MAP assessments • Work in Copy books • Questioning/observations of attainment and skills		Final assessments will mostly be made up of the end of term internal examinations but may also include the following assessed pieces of work: • Projects • Practical assessments • Essays • Presentations
The teacher makes a professional judgement to identify what level the student is working at, using the Common Assessment Framework**		

AL DHAFRA COMMON ASSESSMENT FRAMEWORK

Attainment Grades

Descriptor	Grade	Percentile Range American Curriculum	Percentile Range British Curriculum
"Outstanding"	A*	95 % - 100 %	85 % - 100 %
"Very Good"	A	85 % - 94 %	75 % to 84 %
"Good"	B	75 % - 84 %	65 % - 74 %
"Acceptable"	C	60 % - 74 %	55 % to 65 %
"Working towards"	D	40 % - 59 %	40% to 54%
"Emerging"	E	≤ 39 %)	≤ 39 %

(b) Student Effort

This represents the attitudes, effort and behavior which the student has demonstrated towards their learning

Each term a mark is awarded (number 1-5) to identify the effort, behavior and level of engagement which the student has demonstrated through their studies, whilst in school and also through their completion of homework. The effort and behavior which students demonstrate will also support and contribute towards their academic performance (attainment) but attainment marks are no longer awarded for levels of participation and good conduct.

Effort Grades:

Descriptor	Grade	Description
"Outstanding"	1	Outstanding effort and behavior, allowing the student to make outstanding progress for a student with his/her academic ability.
"Very Good"	2	Very good effort and behavior, allowing the student to make better than expected progress for a student with his/her academic ability.
"Good"	3	Good effort and behavior, allowing the student to make the expected level of progress for a student with his/her academic ability.
"Satisfactory"	4	Satisfactory effort and behavior, allowing the student to make sufficient progress.
"Unsatisfactory"	5	Unsatisfactory effort and behavior, resulting in the student making insufficient progress for a student with his/her ability.