



NEW INDIAN MODEL SCHOOL, ALAIN

ASSESSMENT POLICY

This procedure is reviewed annually to ensure compliance with current regulations

	Date	Name and Signature
Last reviewed:	March 2023	
To be reviewed:	March 2024	

Rationale:

At New Indian Model School-Alain, we believe that assessment lies at the heart of outstanding pedagogy and empowers students to reach and exceed their potential. Assessment supports student's learning and improves attainment through effective feedback showing the student how further progress can be made.

At NIMS, assessment supports learning through:

- Knowing what each student is capable of (cognitive ability and academic potential)
- Knowing the skills and knowledge that each student is already competent and successful at
- Identifying the area of need for each student to ensure provision of appropriate intervention that supports progress. Providing clear information to students about what they have done well and what they need to improve

Aims:

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated
- Ensure we comply with ADEK requirements

Policy Statement:

We ensure that:

- assessment is a continuous process which is integral to teaching and learning, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education
- assessment information is used to evaluate course materials, learning processes and teaching methodology

- high quality teaching is supported and informed by high quality formative assessment (ongoing assessment)
- the school ethos promotes and emphasises the opportunity for all children to succeed when taught and assessed effectively
- there is always a clear purpose for assessing and assessment is fit for its intended purpose
- assessment is used to focus on monitoring and supporting children's progress, attainment and wider
- outcomes including promoting self-awareness
- assessment not only focuses on the achievement of learning outcomes as determined by the National Curriculum and course objectives, but also skills developed across a range of learning opportunities such as co-operation with others, ability to solve problems and capacity for independent learning and thinking
- assessment supports consistency of approach across the curriculum, while recognising subject specificity
- assessment supports informative and productive conversations with staff, children and parents
- children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve
- assessment is inclusive of all abilities
- assessment acknowledges achievement at all levels to maintain student motivation
- a range of assessments are used day-to-day as formative assessment, summative assessment and nationally standardised summative assessment
- assessment information supports continuity when a student changes year group, starts the school or leaves the school

Policy Procedure

At NIMS a termly assessment schedule is drawn up which includes the arrangements for assessment. We see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. We use five overarching forms of assessment: Diagnostic Assessment, IBT (ACER) Assessment, day-to-day in-school formative assessment (Daily assessments), Two Mid Term Tests (Part of formative assessments) and in-school two summative assessments.

In-school formative assessment (Daily Assessment)

Effective in-school formative assessment is the day-to-day assessment which is carried out by teachers and is key to effective classroom practice.

In Primary, children should receive feedback either within the lesson itself or in the next appropriate lesson. This allows the children to take responsibility for improving their own work and make better than expected progress. Responses to this immediate feedback allow teachers to make changes and adapt their planning to appropriately support the needs of the children they are teaching.

A range of in-school assessments will be used including, for example,

- End of term and end of year tests
- Short end of topic or unit tests/tasks
- Reviews of progress against individual targets for SoD & G&T

International Benchmarked assessment:

We use IBT Result and the analysis of IBT results to measure students' knowledge, understanding and application of the core subjects:

- English: focuses on grammar, punctuation and spelling, vocabulary and reading comprehension, using age-appropriate fiction and information texts.
- Maths: assesses key aspects of maths appropriate to the age of the pupil including chance and data, measurement, numbers and space for those aged 8 and over.
- Science: measures understanding and application of skills in earth science, life science and physical science

An inclusive approach to assessment

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children and young people's additional learning needs and any requirements for support and intervention.

These include:

- Dyslexia Screening tests
- Non-verbal reasoning assessments
- Assessments carried out by internal (SEED Centre Dubai, Part of NIMS Group) and external agencies in support of the child
- Literacy and numeracy standardised assessments
- Reporting to parents : Parents are given the opportunity to meet with teachers whenever the need arises and specifically at the start of the school year and after receiving their child's termly report.

Roles and Responsibilities:

The SLT and MLT are responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects

- Analysing student progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to the Principal on all key aspects of student progress and attainment, including current standards and trends over previous years
- Providing assessment data and reports as requested for MOE/ADEK.

The SENCO is responsible for:

- Ensuring assessment and exam accommodations are in place
- Using assessment data to monitor the progress and attainment of SODs
- Using assessment information to coordinate individual support
- Managing specialist SOD/EAL assessments

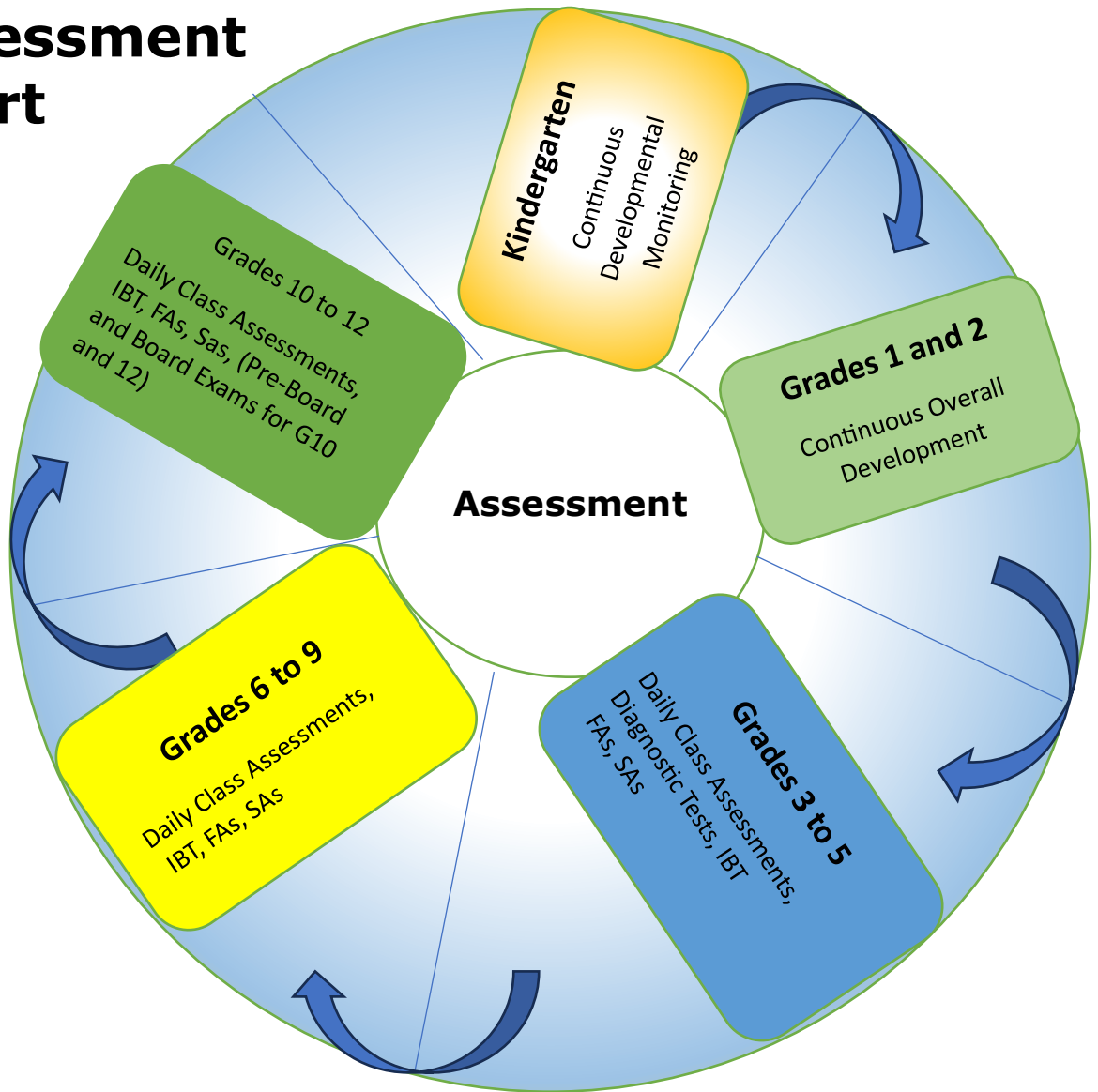
Teachers

All teachers are responsible for looking at their class data and highlighting underachieving students and deciding on suitable interventions. Teachers are responsible for following the assessment procedures outlined in this policy including setting individual student targets

Students

Students are expected to engage fully in the assessment process by always trying their hardest in all form of assessments and exams, and by following exam regulations specified by examination boards.

Assessment Chart



Assessment for classes 1 to 5

Maximum Marks per Subject	25	
Types of Assessment	<ul style="list-style-type: none"> Internal Assessment 	(Multiple Assessment strategies to be used: Quizzes, oral test, concept map, exit cards, visual expression etc.- 10marks)

	<ul style="list-style-type: none"> • Formative Assessment • Year End Examination • School Based Assessment of Coscholastic Areas 	<p>Portfolio: (Classwork plus peer assessment, self -assessment, achievements of student in the subject, reflections, narrations, journals, etc- 5 marks)</p> <p>Subject Enrichment - consisting of aspects like Practical work for Science: Lab work for Mathematics; Map work & Project Work for Social Science and Listening and Speaking skills for languages, etc. 5 marks)</p> <p>Paper Pen Test-25 marks</p> <p>Theory (25 marks)</p> <p>(Art Education, Health and Physical Education including Discipline)</p>
--	---	---

Assessment for classes 6 to 12

Maximum Marks per Subject	100	
Types of Assessment	<ul style="list-style-type: none"> • Internal Assessment 	<p>(Multiple Assessment strategies to be used: Quizzes, oral test, concept map, exit cards, visual expression etc.- 10marks)</p>

		<p>Portfolio: (Classwork plus peer assessment, self -assessment, achievements of student in the subject, reflections, narrations, journals, etc- 5 marks)</p> <p>Subject Enrichment - consisting of aspects like Practical work for Science Lab work for Mathematics; Map work & Project Work for Social Science and Listening and Speaking skills for languages, etc. 5 marks)</p>
	<ul style="list-style-type: none"> • Formative Assessment 	Paper Pen Test-25 marks
	<ul style="list-style-type: none"> • Year End/Board Examination 	Theory (80 marks) + Internals (20 marks)
	<ul style="list-style-type: none"> • School Based Assessment of Coscholastic Areas 	(Art Education, Health and Physical Education including Work Experience, Discipline) Internally assessed on a 5-pont scale

Board Examination/Year-Examination

Board Examination		
Marks	100/80/50	based on the nature of the subjects
Duration	3 hours	
Internal Choice	33%	
Components of Board Examination Paper	Short Answer/Long Answer	Objective type including Multiple

	(Objective as well as Subjective)	Choice Questions Subjective – number of questions will be reduced to enable student to have enough time to give analytical and creative responses.
School Based Assessment of Co-Scholastic Areas (Work Experience, Art Education, Health & Physical Education Discipline)		
Assessment of Co-scholastic areas	Internally assessed on a 5-point scale	