

مدرسة الوحدة العربية

ARAB UNITY SCHOOL



Assessment Policy

AY 2022-2023



Cambridge Assessment
International Education

Cambridge International School

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advancing learning, changing lives

Policy No.	AUS School Policy_Academics_19
Date reviewed	September 2022
Next update	September 2023
Created and reviewed by	Executive Leadership Team

VISION STATEMENT

Our vision is that Arab Unity School aims to provide a stimulating, inclusive learning environment that challenges our students to discover their potential and develop into respectful, reliable, resilient and purposeful leaders of the global community.

MISSION STATEMENT

Our mission is to provide an affordable education with a solid foundation of knowledge, technology and life skills enabling our students to be socially conscious and responsible individuals.

CORE VALUES

Character Building

Morally accountable
Diligent
Trustworthy
Self-regulator
Caring

Progressive Thinking

Technologically competent
Collaborative
Adaptable
Enquiring
Creative

Global Commitment

Environmentally conscious
Persevering
Tolerant
Effective Participant

Leadership Skills

Inspiring
Motivating
Decisive
Consistent
Team player
Reflective Learner

Introduction:

A systematic, strategic and well-structured assessment procedure is an integral part of effective teaching and learning. At Arab Unity School we assess our students to gather and analyse the data to inform further planning that helps students, teachers, leaders and parents as per their role in learning and progress.

Teachers modify their teaching style, lesson planning, assessment design and data management.

Students receive timely constructive feedback and reflect upon their progress and set goals for themselves.

Leaders can review assessment information and compare progress in different phases, year groups, subject departments and amend School Improvement Plan & policies accordingly.

Parents are well informed and able to understand the level that their children are working at and they can provide necessary guidance and support as their contribution to the learning community.

To ensure the aforementioned, detailed comprehensive Progress Trackers are designed and maintained departmentally. These trackers are available with subject teachers and Heads of Departments as electronic copies for their usage. Copies of the trackers are uploaded on our LMS, Edunation for timely reviews by the leaders. The same information is shared with parents during the Parent Teacher Meetings and shared on the Report Cards too. Students have these details available on their Performance and Target Charts which are attached in each of their subject notebooks. The school operates a variety of external standardized tests to support the UAE National Agenda such as CAT4 and GL Progress Tests, TIMSS, PISA, PIRLS, PASS, NGRT, ABT, Isl. BT in various Phases.

Standardised Assessments	Phase
CAT4	Year 3, 4, 6, 8 & 10
GL Progress Tests in English, Maths and Science	Year 2 till Year 10 (PTE & PTM for Year 7)
NGRT	Year 1 to Year 10
ABT	Year 4 to Year 10
Isl. BT	Year 3 to Year 10
TIMSS	Year 5 & Year 9
PISA	All students who are 15-year-old by the date stated date in the guidelines
PIRLS	Year 5

In addition to the above mentioned, we also operate internal assessments as follow: The internal assessments are designed considering the standardised tests content. The use of language and pattern of the internal assessments is aligned with the national and international tests. Blooms' taxonomy is used to ensure that the question papers are appropriate to the age, learning abilities and curriculum requirements for each year group. Continuous assessments have ample opportunities, support and challenges to meet the needs of all types of learners.

Key Stage 1 and 2

Internal Assessments:

Formative Assessments	Summative Assessments
Skill based regular AFLs	One at the end of each half term, Formal informed assessment Conducted for 40 marks
Project based learning	
Classroom assignments	
Engagement in classroom learning	
Notebook work including handwriting, neatness and presentation of ideas	

Mark Distribution					
KS1 (Y1-2)					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Formative	<ul style="list-style-type: none"> Skill based assessment PBL Continuous Assessment Class engagement Handwriting 	<ul style="list-style-type: none"> Skill based assessment PBL Class task Class Engagement Handwriting 	<ul style="list-style-type: none"> Skill based assessment PBL Class task Class Engagement Handwriting 	<ul style="list-style-type: none"> Skill based assessment PBL Class task Class Engagement Handwriting 	<ul style="list-style-type: none"> Skill based assessment PBL Class task Class Engagement Handwriting
Weightings	80%	80%	80%	80%	80%
Summative	End of half term assessment (Maximum Marks 10)	End of term assessment (Maximum Marks 20)	End of half term assessment (Maximum Marks 15)	End of term assessment (Maximum Marks 20)	End of term assessment (Maximum Marks 20)
Weightings	20%	20%	20%	20%	20%

KS2 (Y3 - 6)					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Formative	<ul style="list-style-type: none"> • Skill based assessment • PBL • Class task • Class engagement • Notebook 	<ul style="list-style-type: none"> • Skill based assessment • PBL • Class task • Class engagement • Notebook 	<ul style="list-style-type: none"> • Skill based assessment • PBL • Class task • Class engagement • Notebook 	<ul style="list-style-type: none"> • Skill based assessment • PBL • Class task • Class engagement • Notebook 	<ul style="list-style-type: none"> • Skill based assessment • PBL • Class task • Class engagement • Notebook
Weightings	60%	60%	60%	60%	60%
Summative	End of term assessment (40 Marks)	End of term assessment (40 Marks)	End of term assessment (40 Marks)	End of term assessment (40 Marks)	End of term assessment (40 Marks)
Weightings	40%	40%	40%	40%	40%

Weightings of Terms for Key Stage 1 and 2:

Term 1	Term 2	Term 3
Formative + Summative	Formative + Summative	Formative + Summative
30%	30%	40%

Key Stage 3 and 4

As students move from Primary to the Secondary School, assessment design, type, frequency and weightings is altered to meet the needs of learners' age and statutory requirements of the curriculum (from NCE to IGCSE). Following are the assessments conducted in the Secondary School:

Diagnostic assessments are conducted tentatively in the second/third week of September.

This data along with CAT4 and GL tests serve as the starting point to identify the ability level of students that they are working at.

Terms	Formative Assessments	Summative Assessments
Term 1	Skill based regular AFLs	Curricular test 1 conducted in the month of October
	Classroom assignments	
	Homework	Term 1/Winter Exam conducted in November/December for Year 7 to 11
	Notebook completion and submission	
Term 2	Skill based regular AFLs	Curricular test 2 for Year 7 to 10 conducted in February/March
	Project based learning	
	Classroom assignments	
	Homework	Mock Examinations for Year 11 in February/March
	Notebook completion and submission	
Term 3	Skill based regular AFLs	End of Year/Final Exam conducted in May/June in two short cycles
	Classroom assignments	
	Homework	
	Notebook completion and submission	

Year	Formative Assessments	Summative Assessments
Year 7 & 8	40%	60%
Year 9	30%	70%
Year 10	30%	70%
Year 11	100% for internal summative assessment to be used for forecast grades	

Weightings of Terms:

Term 1	Term 2	Term 3
Curricular Test 1 + Continuous Assessment+ Winter Exams	Curricular Test 2 + Continuous Assessments +Projects	Continuous assessments + End of Year (Summer Exam)
30%	30%	40%

Key Stage 5

As students move from the Secondary School to the Sixth Form where assessment design, type, frequency and weightings is altered to meet the needs of learners' age and statutory requirements of the curriculum (from IGCSE to AS/A2). Following are the assessments conducted in the Sixth Form:

Terms	Formative Assessments	Summative Assessments
Term 1	Skill based regular AFLs	October Continuous Assessment Internal Test Week Conducted in the month of October Winter Exam conducted in November/December
	Classroom assignments	
	Homework	
	Notebook completion and submission	
	Project based learning	
Term 2	Skill based regular AFLs	Mock Examinations Conducted in March
	Project based learning	
	Classroom assignments	
	Homework	
	Notebook completion and submission	
Term 3	Skill based regular AFLs	CAIE Summer Series Final Examinations Conducted from April to June
	Classroom assignments	
	Homework	
	Notebook completion and submission	
	Project based learning	

Inclusion

At AUS, we adapt the curriculum and make it more accessible for Students of Determinations (SODs) through:

- Specific intervention plans such as IEPs and BIPs
- Appropriate teaching methodologies
- Modifications to the curriculum such as parallel curriculum
- Differentiated tasks
- LSA and Individual LSA support


The progress of students with IEPs is measured against their individual starting points and progress in IEP targets. Students who have significant learning gaps or cognitive needs may have assessments modified depending on the need of the child. Some accommodations and modification that we consider are:

- Reduced number of questions
- Reduced answer selection
- Multiple choice only
- Reduced passage length or passages relevant to reading age
- Simplified instructions or questions
- Reduced essay writings
- Extended time and frequent breaks
- Prompter

- Small group testing
- Reader
- Scribe
- Larger fonts

Prepared by:

Date: 10.10.2022



Ms. Sadia Arif
Deputy Head of Primary (KS1)



Mr. Rocco de Bruyn
Deputy Head of Primary (KS2)



Ms. Tasneem Hussain
Head of Secondary Girls




Mr. Robert Turner
Head of Secondary Boys



Ms. Luanne Cash
Head of Sixth Form

Reviewed by:

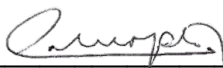
Date: 15.10.2022



Ms. Susan Rubin Varghese
Vice Principal

Approved by:

Date: 04.11.2022



Mr. Leonard Murphy
Principal