



## Happy Home English School, Sharjah

### Assessment Policy

**2024-2025**



#### **OUR VISION**

Our vision is to provide an affordable but rigorous British curriculum in a happy, stimulating environment where children will recognize their potential contributing their best to the society.

#### **OUR MISSION**

Promoting the Educational System of the society and investing in human potential to build knowledge based society while enriching citizenship

values.

#### **Aims**

This policy aims to:

Provide clear guidelines on the approach to formative and summative assessment

Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to all stakeholders including parents.

Clearly set out how, and when, assessment practice will be monitored and evaluated

#### **Principles of Assessment**

At Happy Home English School, we have several different types of internal and external assessments within the school context. We gather data on student knowledge and understanding from multiple and diverse sources. These help us to quantify their attainment and Progress over a period of time, further they tell us the interventions to adopt in the better teaching and learning process which is then fed directly into our regularly updated SEF and development plans.

Assessments are used to inform planning, make changes to lessons and medium term plans allowing progression within subjects and to report formally to our regulators and governing bodies.

#### **Assessment approaches**

At HHES we see assessment as an integral part of teaching and learning and it is inextricably linked to our curriculum.

The outcomes from the Assessments are implemented in our Teaching and Learning Process through the active involvement of the Senior Leadership (S.L.T.and M.L.T.)

By personalising the assessment data outcomes and focussing towards the low and weak students.

The identification of Low and weak achievers is highlighted by the Assessment team and discussed with the HODs, the discrepancies and disconnects in Low achievers, i.e., whether there is any progress or the further concerns about the static Academic achievements are discussed and forwarded to the Senior Leadership Team members.

The assessment data is repeatedly shared continuously on Term wise basis brought to the notice of SLT and asked to observe in the Formative Assessments of low and average achievers.

Range of Assessments

We use a range of formal and informal assessments to identify prior knowledge (strengths, gaps and misconceptions), monitor learning progress, and determine what they need to do next to further learning.

While teacher-assigned written tasks are fine for assessing certain kinds of learning, there are better ways of assessing other kinds of learning. These include, for example:

- Verbal assessments
- Self- and peer assessments
- Observation
- Writing

### **Timeline of assessments**

The academic year 2023-2024 commences with the Baseline test from Year 1 to Year 7 in four subjects (English, Mathematics, Science and Arabic).

There will be 3 Terms in total in 2024-2025

Each Term has the following assessments from Year 1 to Year 4

Summative assessments like

- Class Test
- Projects
- Orals
- Assignments

Year 5 -Year 7 will include the following too for all subjects in all 3 Terms

- Assessments
- Term Exam

Purpose of assessments

The primary purposes of day-to-day in-school formative assessment

#### **For pupils:**

In-school formative assessment helps pupils to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve.

#### **For parents:**

In-school formative assessments provide parents with a wider picture of where their children's strengths and weaknesses lie and what they need to do to improve. This reinforces the partnership between parents and schools in supporting children's education. Teachers provide regular feedbacks to parents via comments and at times also meet parents if need be.

#### **For teachers:**

In-school formative assessment are an integral part of teaching and learning. They allow teachers to understand pupil performance on a continuing basis. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

#### **For school leaders:**

In-school formative assessment provides a level of assurance for school leaders. School leaders hold regular meetings with subject heads who keep vigilant check on the outcomes of these assessment, which helps in identifying problems on individual level and then every child is provided adequate support to make progress and meet expectations.

### **The primary purposes of in-school summative assessment**

#### **For pupils:**

In-school summative assessment provides pupils with information about how well they have learned and understood a topic or course of work taught over a period of time. It is used to provide feedback on how they can continue to improve.

#### **For parents:**

In-school summative assessments are duly reported to parents to inform them about the achievement, progress and wider outcomes of their children across a period, often a term, half-year or year.

#### **For teachers:**

In-school summative assessment enables teachers to evaluate both pupil learning at the end of an instructional unit and the impact of their own teaching (based on class-level outcomes). Both these purposes help teachers to plan for subsequent teaching and learning.

#### **For school leaders:**

In-school summative assessment enables school leaders to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment

### **The primary purposes of nationally standardised summative assessment**

**This academic year, the students of Year 4 to Year 7, also attempted IBT - Arabic B. Results awaited.**

#### **For pupils and parents:**

Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally.

#### **For parents:**

Nationally standardised summative assessment also provides parents with information on how the school is performing in comparison to schools nationally. This enables parents to hold schools to account and can inform parents' choice of schools for their children.

#### **For teachers:**

Nationally standardised summative assessment helps teachers understand national expectations and assess their own performance in the broader national context.

#### **For school leaders and school governors:**

Nationally standardised summative assessment enables school leaders and school governors to benchmark their school's performance against other schools locally and nationally, and make judgements about the school's effectiveness.

## **Action Plan for Next Term or year**

Based on the analysis of the current or Previous Year, the Assessment criterion is planned one month before the end of the Academic Year and is reviewed 15 days prior to the commencement of next academic year because we fall short of one Assessment Data (Annual data), when the school reopens for the next academic year.

## **Action Plan for 2024-25**

Based on the analysis of the previous year, 2023-24, the Assessment criterion is planned as follows. All stakeholders are informed that this academic year 2023-24 the final performance of the students will be directly influenced by their performance in each of the Terms. Also absence in any of the terms would only be considered if challenged by Health along with a valid evidence approved by the MOE. An assessment calendar comprising of all Test dates is released at the commencement of this academic year. It is added in the end of this Policy.

Marks Distribution circular showing term wise weightage has also been shared with all stakeholders.

### **Newly added features**

#### **Tabulation for Final Exam has been shared with all stakeholders**

**It is as follows:**

**25% of Term 1 Marks**

**25% of Term 2 Marks**

**50% of Term 3 Marks**

The examiner's report (with HODs) of each Dept. about the Question Paper and about the performance of the students after correction of the paper is a regular process.

All discussions in the meeting with other teachers, headed by HOD is closely monitored by Principal.

Complete paper report including the

Degree of complexity or otherwise of a particular question along with challenges

and if there is some repeated questions.

**The Internal Exam has three broad overarching forms of assessment, each with its own purposes.**

### **Internal Exams**

#### **1. Diagnostics/Baseline Tests (English, Mathematics, Science and Arabic)**

It's the early and accurate identification of children and young people's special educational needs and any requirements for support and intervention.

#### **2. Formative Assessments**

In-school formative assessment, which is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly. Formative assessment is intended to inform teaching and learning.

Day-to-day in-school formative assessment, for example:

- Question and answer during class
- Marking of pupils' work
- Observational assessment

### 3. Summative Assessments

In-school summative assessment, which enables schools to evaluate how much a pupil has learned at the end of a teaching period.

The purpose of in-school summative assessment is to evaluate pupils' learning and progress at the end of a period of teaching.

In-school summative assessment, for example:

- *End of year exams*
- *Short end of topic or unit tests*
- *Reviews for pupils with SEN and disabilities*

**The first term exam papers in this academic session 2024-25 were designed with the aid of AI, with the goal of enhancing students' ability to handle unfamiliar or unseen content. This approach could be beneficial in several ways:**

1. **Development of Critical Thinking Skills:** By exposing students to unexpected or novel questions, the exam encourages them to think critically and apply their knowledge in ways they may not have encountered before.
2. **Preparation for External Examinations:** External exams often present new and unexpected challenges, and an exam designed with AI could simulate such experiences, helping students build resilience and adaptability.
3. **Personalized Learning:** AI can potentially tailor exam content to individual learning styles and areas where students may need more practice, offering a more personalized and adaptive approach to assessment.
4. **Improvement of Problem-Solving Abilities:** With AI generating complex or unseen questions, students are prompted to develop stronger problem-solving strategies, a skill valuable not only in exams but in real-world scenarios.
5. **Increased Engagement:** Using AI could make exams more interactive or dynamic, motivating students to engage with the material in a new way.

### **External Exams (compulsory exams and as per SPEA's Directive)**

#### **External Exams**

1. One Benchmark assessment aligned to the curriculum  
CAT4 (Cognitive Ability Test) and PT series (Offered by GL Assessments)
  - CAT4 (Year 4/Grade 3(Level A) and Year 6/ Grade 5(Level C)  
Held in Nov 2023 for the present students in Year 4 (Level A) and Year 6(Level C)
  - PT Series (Year4 – Year7)  
Note: Year7 /Grade6 only has PT -English and PT-Mathematics
  - To be held in May 2024 for all students in (Year4– Year7)

2. Nationally standardised summative assessment)

PIRLS was held for (Year 6) in the academic year 2021-2022. The results are duly displayed on the notice board, showing improvement in the performance of Girls when compared with that of Boys. TIMSS was held for the students of (Year 5) on academic year 2022-23. Results awaited.

3. Introducing the NGRT (New Group Reading Test) and PASS (Pupil Attitudes to Self and School) for students in years 4 to 7 is a great initiative to assess and improve their reading skills. The NGRT is typically used to measure students' reading comprehension, fluency, and overall literacy, which are essential skills for academic success. Here's how you can implement this test effectively and what benefits it could bring to your students:

### **Benefits of the tests for Years 4-7:**

1. **Accurate Assessment of Reading Ability:**
  - The NGRT provides a reliable measure of students' reading levels, identifying strengths and areas where further development is needed. This can help tailor teaching strategies to the needs of individual students.
2. **Diagnostic Tool:**
  - The test can act as a diagnostic tool for teachers to identify students who may need additional support with reading comprehension, vocabulary, or fluency. Early identification of reading difficulties can lead to more targeted interventions.
3. **Supports Data-Driven Decision Making:**
  - The data from the NGRT can guide curriculum planning and inform decisions about grouping students for reading activities or interventions. It can also highlight trends across a class, year group, or school.
4. **Focus on Growth:**
  - As students take the NGRT over multiple years, it allows for tracking their progress in reading. This can motivate students by showing their development and areas where they can continue to grow.
5. **Prepares Students for High-Stakes Testing:**
  - Introducing a test like the NGRT prepares students for more formal or standardized testing, which can help reduce test anxiety and improve performance when they face external assessments later.

Nationally standardised summative assessment enables:

**School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment

**Teachers** to understand national expectations and assess students' own performance in the broader national context

**Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

### **Examination Procedure**

All testing is carried out in more or less in a similar synchronous manner with few differences.

Examination Data is maintained in the school LMS-Paradigm which is managed by an assigned person as IT In-charge.

All subject teachers and Class Teachers are kept in the loop as per data Management is concerned w.r.t Data Entry, Marks Tabulation and Reporting.

### **Before Class tests/ Assessments**

As per the assessment calendar, all teachers are well informed to start preparing for the Baseline tests/Class Tests/ Assessment Papers

The portion for assessment is shared with the Subject In charges who give in their consent upon discussion with their subject teachers with any changes if need be.

After their confirmation the test portion is shared with the parents along with the test schedule dates and Bell timings showing the Zero Period dedicated for these tests.

The question paper designed by the subject teacher then goes via the following levels of scrutiny.

- Subject Teachers (Co teachers)
- Coordinators
- Examination In charge
- Principal

Any necessary change w.r.t the Question Pattern, Length, duration is accordingly incorporated. Issues relating to question paper is by emails.

Instructions and Procedures to hold the test is released regularly and shared with all stakeholders.

Invigilation Schedule is made, informed and displayed well before the test date.

### **During the Class tests/ Assessments**

On the test dates, teachers are handed over the printed question papers from the assessment department.

Attendance is recorded and absentees are regularly informed to the concerned teacher .Testing is carried out as per the test timing.

Assessment is observed by the members of the Examination department, the Supervisor, Vice Principal and the Principal.

Any incident is addressed immediately as per the issue.

SEN students are observed as per the intervention suggested by the SENCo.

### **After Class tests/ Assessments**

The Subject Leaders and teachers decide over the marking criteria and the test papers are checked accordingly.

**The IT In charge guides teachers in entering the marks in the LMS, after this the Analysis is carried out, thereby calculating the following**

- Mean Scores
- High to Low Achievers
- Gender wise Performance

These are then discussed in detail by the Principal with the Subject Leaders, who in turn inform their teachers to work towards the Weak cases or raise the bar for the other scorers.

### **Data collection and reporting**

Data is collected continually, in primary with teachers recording evidence, depending on the phase. Data is regularly analysed by Curriculum Head, HODs and SLT.

Leaders ensure that there is adequate coverage throughout the school and that data entered is robust, through regular learning walks, book trawls and lesson observations.

Formative assessment is intended to identify learning needs and provide information for teachers and pupils about where pupils are going, how close to it they are and what they need to do to get there. There is likely to be other evidence (e.g. in pupil work, or lesson plans) to show this.

The purpose of summative assessment is to evaluate pupils' learning and progress at the end of a period of teaching. Data is collected, analysed and reported accordingly to the Principal and Subject leaders

After Testing is completed, and data is recorded in Paradigm, Grade wise and Subject wise Mean score is tabulated. The consolidated sheet is handed over to the Principal who in turn carries out a thorough review with the subject leaders.

Parent engagement meetings happen throughout the year and can be found on the school calendar

### **Inclusion**

The principles of this assessment policy apply to all students, including those with special educational needs or disabilities.

Assessment is used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention, this will include looking at student's CAT 4 scores.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account, alongside the nature of pupils' learning difficulties.

The SENCo keeps all related information pertaining to the students who require the necessary guidance and regularly connects with the concerned subject leader and teachers to provide all interventions.

### **Training**

Training on administering the assessments is provided by SLT, HODs,

Invigilation guidelines are provided well before the test day.

All Teachers are given training for managing the school Portal for marks entry by trained IT In-charge, who manages the portal security and performs all related updates regularly.

Teachers

Teachers are responsible for following the assessment procedures outlined in this policy.

**Before the commencement of exam, parents are provided with the following Guidelines**

#### **Points to remember**

Kindly help your ward to prepare well for the said examination.



You are made aware from time to time that the school will not promote your ward in case he/she fails to secure the passing criteria as mentioned in the school website.

Exam syllabus is already informed and available in the school website.

Assessments will be held during the pre-decided periods, within school hours.

Attendance is compulsory, please inform the class teacher if your ward is absent on the exam days, prior to the commencement of the test.

Students must obey all instructions given during the test and ensure discipline.

Check that your child is carrying only - admit card, school Identity Card, Pen, Pencil, Eraser, Scale, and sharpener.

Alert your child to follow all instructions given by invigilators, especially those regarding the method of writing Roll Number in the test paper.

As parents, you will also be able to support your child in a variety of ways:

Provide your son/daughter with appropriate places to study and ensure that he/she uses it.

Make sure that your son/daughter has a good night's sleep prior to Assessment / examinations.

Make sure that your son/daughter eats a balanced diet.

Monitor your son's/daughter's work/recreation balance.

We wish all of our students the best of luck in their exams! Please feel free to contact the class teacher directly if you have any questions about the upcoming assessments/examinations.

## **Tracking with the help of External Exam Data**

### **Year 5 to Year 7**

The class which appeared last year (Year 4 and Year 6) are presently in Year 5 and Year 7

The CAT4 SAS scores are followed

The Class Teachers were provided the five best and Weak (High and Low Achievers) students' performance with their SAS scores of CAT4 given last year. They have it as an attachment along with their Lesson Plans and are continuously tracking their performances in English, Mathematics and Science accordingly.

They also have the performances in PT Series scores in addition to their CAT4 scores.

The individual CAT4 reports are with the Coordinators and Teachers.

Data Triangulation was done with the Final Term 2023-2024 Performance and The CAT4 2023 /2024 and PT Series 2023-2024.

### **Year 1 to Year 3**

For tracking the improvement for Year 1 to Year 3, the Final Term 2023-2024 performance and the Baseline scores are taken into consideration.

On the basis of this Data, the Principal and Vice Principal are guided who in turn discuss the performance with the Subject Leaders and in the School Improvement Plan the Mean Score should be raised to 5 or 10 %.

Following the performance in

- The Final term 2022-2023,
- The First-Class tests (Yr. 1-Yr. 4)/ Assessment (Yr. 5-Yr.7) and
- Overall class performance

The Weak students' performance is discussed in depth and a Formal Parent Teacher Meeting is called upon in the start of the session to discuss the measures needed to enhance their performance in the coming exams.

Complete Reports of External exams (CAT4 and PT Series) are duly shared with the Senior Leaders and SENCo.

## BEST PRACTISE w.r.t ASSESSMENT

### 1. SUSTAINABILITY

- All circulars and reminders are sent digitally
- Less printing has become the main focus.
- Also due to less printing, we have saved on expenses on paper and ink.

### 2. Response Rate Sheet-is now a usual practise.

All Term tests have a Response rate sheet, which helps in further making judgements of students performing the test and also their way of attempting complex questions.

Designing of paper categorised with marks allotted for Subjective, Objective and Critical thinking in order to find % allotted for each category.

### 3. DATA ANALYSIS TRAINING

HODs and Teachers have been given adequate training for calculating Attainment and Progress.

They now seem confident in evaluating the students' attainment and if the Progress is there or not.

### For Core Subjects

- 0-64 Below expectation level
- 65-84 At minimum expected level
- 85-100 Above expectation level

### For Ministry Subjects

- 0-49 Below expectation level
- 50-80 At minimum expected level
- 80-100 Above expectation level



**For External Exams**

Stanine 0-3 : Below Attainment

Stanine 3-7 : At minimum expected level

Stanine 7-10 : Above expectation level