مدرسة الوحدة العربية
ARAB UNITY SCHOOL

Assessment Policy

AY 2024-2025

CAMBRIDGE International Education
Cambridge International School

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advancing learning, changing lives

Policy No.	AUS School Policy_Academics_19
Date reviewed	June 2024
Next update	June 2025
Reviewed and approved by	Executive Leadership Group

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	**Progressive Thinking**
Morally accountable Diligent Trustworthy Self-regulator Caring	Technologically competent Collaborative Adaptable Enquiring Creative
Global Commitment	**Leadership Skills**
Environmentally conscious Persevering Tolerant Effective Participant	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, TIMMS, 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 (PTE, PTM, PTS)	Year 2 & Year 7 (PTE & PTM) Years 3,4,5,6,8,9,10 (PTE,PTM&PTS)
NGRT	Year 2 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 in the guidelines
PIRLS	Year 5

In addition to the above-mentioned, we also operate internal assessments as follows: 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 term, Formal informed assessment

Conducted for 40 marks |
Research/Project based learning	
Classroom assignments	
Engagement in classroom learning	
Notebook work including handwriting, neatness and presentation of ideas	

	Baseline	Autumn	Spring	Summer
Formative		Skill based assessment Notebook/student work RBL/PBL	Skill based assessment Notebook/student work RBL/PBL	Skill based assessment Notebook/student work RBL/PBL
Weightings		40%	40%	40%
Summative		End of term assessment (max 50%)	End of term assessment (max 50%)	End of term assessment (max 50%)
Weightings	100%	60%	60%	60%

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 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.

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

TERM 1					
	C/N/H*	**CT 1**	**Projects**	**Summative**	**Of the overall grade**
7/8	20%	20%	/	60%	30%
9	20%	10%	/	70%	30%
10	20%	10%	/	70%	30%
11	/	/	/	100	100%

*Classwork/ notebook/ homework. Friday Assessment carry 10%.

TERM 2					
	C/N/H*	**CT 2**	**Projects**	**Summative**	**Of the overall grade**
7/8	35%	/	35%	30%	30%
9	35%	/	35%	30%	30%
10	35%	/	35%	30%	30%
11	/	/	/	100%	**100% Pred**

TERM 3					
	C/N/H*	**CT 2**	**Projects**	**Summative**	**Of the overall grade**
7/8	30%	/	/	70%	40%
9	20%	/	/	80%	40%
10	20%	/	/	80%	40%
11	/	/	/	/	/

Weightings of Terms:

Overall			
	Term 1	Term 2	Term 3
7/8	30%	30%	40%
9	30%	30%	40%
10	30%	30%	40%
11	100%	Mock Predicted	/

Key Stage 5

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

Terms	Formative Assessments	Summative Assessments
Term 1	Skill based regular AFLs	**Assessment after each topic** **Internal Test Week** (Friday)
	Classroom assignments	
	Homework	**Winter Exam**
	Notebook completion and submission	conducted in November/December
	Project based learning	
Term 2	Skill based regular AFLs	**Assessment after each topic** **Internal Test Week** (Friday)
	Project based learning	
	Classroom assignments	**Mock Examinations**
	Homework	Conducted in March
	Notebook completion and submission	
Term 3	Assessments focused on CIE	**CIE Summer Series Final Examinations** Conducted from April to June

Inclusion

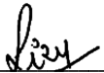At AUS, we adapt the curriculum and make it more accessible for Students of Determinations (SODs) through:

- 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
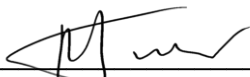- Scribe
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Prepared by: Date: 04-07-2024

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Ms. Lizy Rosaline
Head of Primary

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Ms. Tasneem Hussain
Head of Secondary Girls
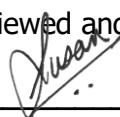
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Mr. Robert Turner
Head of Secondary Boys

_____
Ms. Luanne Cash
Head of Sixth Form

Reviewed and Approved by: Date: 05-07-2024

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Ms. Susan Varghese   **Mr. Nigel McQuoid**
Deputy Principal   **Principal**