



### Assessment Policy 2024-25

At English Language Private School, the assessment process is continuous and integrated with teaching and learning. It is how teachers gain strong knowledge of their students' needs achievements and abilities, enabling planning and delivery to be more effective, resulting in raised attainment for every child.

#### **Assessments to monitor our progress towards the NAP:**

The following assessments are/will be conducted phase specific in this Academic Year.

(TIMSS subject to specific years).

#### **Phase 1:**

- a) GL Baseline Test

#### **Phase 2:**

- a) CAT 4: Year 6 and new admissions
- b) GL Progress Test Series (English, Math, Science) Year 1-6
- c) GL PASS from Year 2 to 6
- d) IBT Arabic (selected Classes)
- e) ABT Islam (Selected Classes)

#### **Phase 3:**

- a) CAT 4: Year 8, Year 10 and new admissions
- b) IBT Arabic
- c) GL Progress Test Series (English, Math, Science) Year 7-10
- d) GL PASS
- e) Edexcel International GCSE exams for Year 11
- f) d) IBT Arabic (selected classes)
- g) ABT Islam (Selected Classes)

#### **Phase 4:**

- a) CAT4 – AS Level
- b) International Advanced Subsidiary for Year 12
- c) International Advanced Level for Year 13



**At ELPS both formative and summative assessments are used effectively to make accurate decisions to inform planning, intervention and challenge.**

**FORMATIVE** is Assessment FOR Learning

Formative assessment is a continuous process and part of the teaching and learning cycle. Majority of the ongoing assessment is formative in nature, meant to inform planning and instruction. The most common forms of formative assessment used are:

- ✓ Talking and listening to students
- ✓ Use of high-quality questioning skills by teachers
- ✓ Providing opportunities for paired talk
- ✓ Investigation and problem- solving tasks
- ✓ Presentations
- ✓ Providing verbal and written feedback on students' work and attitude to learning
- ✓ Progress checks and Rubrics
- ✓ Research based integrated projects
- ✓ Exit/Entry cards

**SUMMATIVE** is Assessment OF Learning

Summative assessment tasks are designed to give information on what students can do, know and understand at the end of a unit of work. Each unit of work in any subject has a summative assessment task(s) at the end of the unit, feedback on which is reported for parents to see. It also informs teachers of how well students have understood, retained learning and the progress they have made over a period of time. It informs long -term planning.

- ✓ End of unit Assessments
- ✓ Half term Assessments
- ✓ Mid-Year Assessment
- ✓ End of year Assessment
- ✓ External Assessments
- ✓ Benchmarking Assessments



**At ELPS, students take responsibility of accelerating their progress through:**

**SELF ASSESSMENT**

- ✓ Evaluating their own achievement against shared learning outcomes
- ✓ Identifying their own strengths and areas for improvement
- ✓ Use rubrics, progress checks and target setting statements
- ✓ Students' Personal Statements explaining their achievements and targets at PT meetings

**PEER ASSESSMENT**

- ✓ Pair and Share opportunities
- ✓ Use success criteria guidelines to comment on a peer's work
- ✓ Reason and suggest next steps of improvement

**Communication with Parents about Learning and Assessment at ELPS:**

Parents are kept up to date with their children's progress through the online school portal K12NET and during Parent Teacher Meetings in October, January/February and June; where children's work, achievements and next steps are discussed. Students are invited to attend these meetings.

Detailed progress reports are issued in January/February and June.

Parents are also welcome to make an appointment with their child's teacher to discuss their progress at any other point in the school year.

**At ELPS, all teachers use information from assessment data analysis to identify:**

- ✓ Teaching Implications
- ✓ Learning Preferences
- ✓ Intervention Needs
- ✓ Opportunities for Challenge
- ✓ Future Targets
- ✓ Impact short and long -term planning
- ✓ Measure progress



**At ELPS, all subject leaders use information from assessment data analysis to identify:**

- ✓ Difference in performance of internal, external and benchmark data
- ✓ Trends in Attainment and Progress over time
- ✓ Research and inspect evidence, to inform policies, practices, expectations, targets and teaching methods.
- ✓ Monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning and use this analysis to guide further improvement.

**At ELPS, all SLT/MLT reflect on data analysis to:**

- ✓ Use and analyse data through a triangulated process (CAT4, GL PT & PASS and compared with End of Year) to ensure a clear picture of the attainment and progress of different cohorts and groups of students in order to drive standards.
- ✓ SLT/MLT ensure that data and management information systems are embedded and
- ✓ Fully operational to inform teaching and learning.
- ✓ Track progress of specific cohorts to ensure NAP targets are met.
- ✓ Present detailed analysis to the Governors.

**At ELPS, Governors hold the SLT accountable for in terms of data analysis:**

- ✓ Meeting National Agenda Registration Requirements
- ✓ Attainment Data demonstrates effective progress towards meeting the National
- ✓ Agenda Targets
- ✓ Accuracy of data analysis
- ✓ Timely reporting – Data Dialogue with Governors
- ✓ Analysis of targets met or otherwise
- ✓ Detailed Next Steps



## Phase Specific Assessment

### Foundation Stage 2

The following assessment methods are used to support understanding of children's development. Regular observation, with next step procedures, links all areas of learning and clearly identifies starting points and progress children have made.

The EYFS profile is a summative assessment of each child's achievement at the end of the Foundation Stage.

Type of Assessment	Who is Assessed	When
Observations	All students	On going
Monthly tracker	All students	September to June

### Key stage 1 to 4

In all subject areas assessments are conducted on a continuous basis as the teaching and learning progresses. Progress and Attainment is tracked using the following curriculum standards.

### Progress Standards

ELS Progress Standards			
Exceeding ARE	On track for ARE	Working towards ARE	Below ARE

Attainment Standards	A*/9/8	A/7	B/6/5	C/4	D/3	E/2	Not Promoted F/2/1
Year 1 to 9	90-100	80-89	70-79	60-69	50-59	45-49	<45



مدرسة اللغة الانجليزية (الخاصة) دبي

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Y10-11	9/8	7	6/5	4	3	3	1
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### Post-16

In all subject areas assessments are conducted on a continuous basis as the teaching and learning progresses. Progress and Attainment is tracked using the following Edexcel curriculum standards.

A-level Attainment Standards	A*	A	B	C	D	E	U
AS level		80-89	70-79	60-69	50-59	40-49	Below 40
A level	90-100	80-89	70-79	60-69	50-59	40-49	Below 40

### **Promotion and detention policies:**

-If student passes final assessment (End of Year) in all subjects he/she is promoted to the next year. Securing minimum 45% or grade E is minimum passing criteria. In case of failure in a core subject or two (year 3 to year 10) student will be given a chance to have the option of a retest within 10 days of the announcement of the result.

-Failing a retest the student will be detained in the same class level

**There will be 2 rounds of Summative Assessment in Terms I and III.**

Term	End of Term Exam
Term 1	December/ Jan
Term III	June



### Mid-Year-First Term Marks/Grading Policy:

Class	First Term Coursework %	Mid-Year Exam %	Total for Report
KS-1,2	25%	75%	100%
KS-3,4	25%	75%	100%
KS-5	20%	80%	100%

### End of Year Marks/Grading Policy

Class	Second Term Coursework %	NGRT	GLPTM	GLPTS	GLPTE	End of Year Exam %	Report
Year 1,2,3	20%					80%	100%
Year-4 onwards Math	20%		20%			60%	100%
Year-4 onwards Science	20%			20%		60%	100%
Year-4 onwards English	20%	10%			10%	60%	100%
Year-4 till year-11 (Other Subjects)	20%					80%	100%
Year-12,13	20%					80%	100%





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### Coursework Breakdown:

	Coursework (per term)				
All Subjects	Classwork	Homework	Class Tests	Attendance	
For all KS	25% (at least 3 CW of 10 marks each)	20% (at least 3 HW of 10 marks each)	50% (at least 3 tests of 20 marks each)	5%	

<b>STEM</b>	Class Participation	Homework	Class Project	Attendance	
For all KS	25% (at least 3 CW of 10 marks each)	20% (at least 3 HW of 10 marks each)	50% (at least 3 tests of 20 marks each)	5%	



**Summary of Assessment at ELS for the Academic Session 2024-25**

Type of Assessment	Who is Assessed	When
FS2 Baseline	4 &5-year olds	October 2023
CAT4	Year 6, 8, 10 and new admissions in Year 5, 7 and 9	September 2023
ALIS	Year 12 & 13	October 2023
IBT Arabic	Non-Arabs (Year 4-10) Arabs (Year 4-10)	November 2023
Mid-Year (Internal Assessment)	Year 3 to 13	November-December, 2023
Mock Exams	Year 11, 12, 13	April, 2024
GL Test Series (English, Math, Science)	Year 3 to 10	May/ June 2024
End of Year (Internal Assessment)	Year 3 to 10	June, 2024
Edexcel International GCSE International AS & A level	Year 11, 12, 13	May/June 2024



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**\* End of Year attainment is a combination of 20% of (Mid-Year) and 80% of the End of Year Assessment marks**

**Assessment Committee**  
**English Language Private School**

**Dubai**