مدرسة بيس سبرينق فيلد انترناشونال ذ.م.م

PACE SPRINGFIELD INTERNATIONAL SCHOOL L.L.C

ASSESSMENT POLICY

2026-2027

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pacespringfieldinternationalschool

INTRODUCTION

We believe that effective assessment lies at the heart of improving teaching and learning. We work in partnership with our children giving regular feedback on their learning, recognising their achievements and encouraging them by praise and reward whilst helping them to understand what they need to do better. This provides us with a framework within which educational objectives may be set and children's progress monitored.

Assessment should be incorporated systematically into teaching strategies in order to diagnose problems and chart progress. It facilitates the investigation of anomalies and enables us to offer support to students or to staff, in class or in the learning support centre as required.

We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

AIMS AND OBJECTIVES

The aims and objectives of assessment in our school are:

- to gather information about the progress of individual students, groups and cohorts so that it can be used to inform target setting at a range of levels;
- to provide feedback to the students to help them understand what they need to do to improve their work;
- to emphasise positive achievements and identify future learning needs in order to improve students' motivation and to increase their participation in the education process;
- to guide future planning so that it accurately reflects the needs of each child;
- to provide regular information for parents that enables them to support their child's learning;
- to provide evidence of achievement that has emerged from the normal work and activities of students and teachers;
- to provide the Directors and owners with information that allows them to make judgements about the effectiveness of the school.
- Recording of achievement is central to the learning process. This means that:
- recording should support student learning and facilitate continuity and progression;
- recording should provide opportunities for cross curricular achievements to be acknowledged;
- individual student records should include a variety of evidence e.g. a collection of annotated work, an overview of attainment, future targets for learning.
- The assessment and recording of achievement should actively involve students at all stages, however this will differ depending on the age of the student. This means that:
- students should participate in deciding their learning targets;
- the criteria for judging their achievements should be made clear to students;

- students should know how their work can be improved;
- students should be made aware of the attainment targets for all subjects that they study. Achievement should be acknowledged wherever it occurs in the curriculum. This means that:
- planning of and for assessment should be integral in all planning;
- attainment targets should be shared amongst subject areas, wherever appropriate.

EARLY YEARS FOUNDATION STAGE

In Foundation Stage the students are continually assessed throughout the year and samples of their achievements are filed in their assessment folders.

GENERAL EXPECTATIONS

All staff are required to ensure that assessments are administered fairly and consistently across the year group and key stage, where relevant. Staff must consult with year group and key stage partners as relevant to ensure that all assessments set are at an appropriate level, and reflect the subject matter taught.

Moderation of marking is an essential element in ensuring fairness and consistency in assessment. Time should be set aside in key stage meetings to allow for moderation prior to reporting summative assessment results to parents.

In the event that standardised tests are not available for a subject, staff may create their own assessments. A copy of this should be sent to the head of school or the Assessment Coordinator for confirmation before being given to the students.

TYPES OF ASSESSMENT

Assessment is the teacher's judgement of the students' achievements. Teachers should gather a variety of evidence (both formal and informal) in order to support this judgment. Informal sources of evidence include but are not limited to: observation of students' work, questioning, and scrutiny of students' work at varying stages of completion. It is not essential to document informal evidence. Formal sources of evidence include but are not limited to: end of unit assessments, weekly tests (spelling, times tables, etc.) end of term exams and assessments.

FORMATIVE ASSESSMENT

Formative assessment is built into our planning, through the use of learning objectives and success criteria. Formative assessment occurs in two ways, conscious and subconscious.

Subconscious formative assessment is characterised by the routine, understanding and progress checks made constantly during a lesson. This allows teachers to quickly identify students requiring support or extension, and to respond to this instantaneously. Subconscious formative assessment is a vital tool in gathering informal evidence of student progress on a day to day basis.

Conscious formative assessment can be informal (e.g. "thumbs up if you understand") or formal. When used formally, with assessment ladders, this can provide not only valuable documented evidence of student progress, but targeted "next steps" for development.

Formative Assessment will be used to:

- demonstrate student attainment in foundation subjects and English writing, speaking and listening.
- provide information to facilitate target setting and support student progress.
- provide management with a useful, continuous record of coverage and progress for individual students.

SUMMATIVE ASSESSMENT

Summative assessment will be used to collect student progress data at the end of a teaching unit or term. Evidence from summative assessments should be used in conjunction with formative assessment evidence to produce termly reports for parents.

Summative assessments should be carried out with students sitting separately with wall displays covered where applicable. In Math assessments in KS1 and KS2 questions may be read and in KS1 students may have access to small apparatus. It should be remembered that KS1 students are still very young and assessments should not be a thing to fear.

KHDA REQUIRED ASSESSMENT

KHDA requires students in identified year groups to sit externally validated summary assessments throughout the academic year. Students at PSIS will sit:

- GL assessments during the summer term (PTE, PTM and PTS)
- NGRT Reading assessments each term (Test A, B and C)
- CAT4 Cognitive assessment on entry and every two years there after
- IBT/ABT Arabic Language assessments

Other summative assessments may be carried out in school to assess relative progress for students in Year 3 and above include:

- ATOM learning progress test
- Quest Adaptive ability tests in English and Maths
- TestMoz Arabic Language

SCHEMES OF WORK/PLANNING

A scheme of work is a written document describing the content and organisation of all courses of study to be followed by students. The scheme of work provides a summary of how the school intends to deliver its planned curriculum within subjects. It is a working document which is largely concerned with knowledge concepts, skills and how they are taught. This ensures that all students have access to the CIE curriculum and the wider school curriculum and by comparing schemes from different subject areas, ideas and resources can be shared and maximised.

Assessment is an integral part of the teaching and learning process. Therefore, schemes of work should indicate the assessment and record keeping process, including the identification of specific assessment points. In addition, the criteria for making assessments should be indicated to students so that they can maximise their achievement in the assessment assignments.

The planning format may be different depending on the subject/area of school but in general will include the following: -

- references to the NC/exam board key objectives
- clear learning objectives
- activities to be undertaken by students in class and at home
- learning strategies to be adopted
- references and resources
- evidence of progression
- assessment opportunities with criteria
- references where appropriate to cross curricular themes
- differentiation
- Schemes of work are to be prepared by all relevant subject/stage staff so that a sense of shared ownership is achieved.

SEND STUDENTS/ACCESS ARRANGEMENTS

Examination Concessions are also called Access Arrangements. These are reasonable adjustments that a school makes to ensure students with SEND are not placed at a substantial disadvantage to their peers and are an integral part of the support we provide for students with SEND.

Reasonable adjustments enable schools to meet the statutory requirements set out in the Equality Act 2010. Schools must follow the Joint Council for Qualifications (JCQ) guidelines

The guidance states that teaching staff and members of the senior leadership team must support the SENCO in determining and implementing appropriate arrangements for examinations.

Support for assessments are based mainly on the support your child would usually get in the classroom and it isn't allowed to give your child an unfair advantage.

These are some of the types of support schools could use

- ✓ extra time to take the tests
- ✓ having an adult (usually a teaching assistant) write things down
- ✓ having an adult read for your child – this does not include the English reading test where only the general instructions can be read out
- ✓ being able to use a word processor or other technical or electronic aids
- ✓ rest breaks
- ✓ taking the test somewhere else
- ✓ compensatory marks for spelling – this is support for children who can't take the spelling test, such as those who are hearing impaired
- ✓ making transcripts – this is where a child's answers are written out neatly by an adult and both copies are sent to the exam board
- ✓ written or oral translations – these are for children without English as a first language
- ✓ the use of prompts – this is for children who find it hard to focus well without help
- ✓ Different font/ colour paper e.g. blue or pink These are determined by the Exam Concessions assessment.

TARGET SETTING

Target setting informs the reporting and recording of the achievement process and recognises that students learn more effectively, if they know what they are trying to achieve, understand how they can improve and are told how successful they have been.

At the beginning of the school year, each teacher will receive assessment data and targets from their class from the year before linked to a clear flight path approach. Teachers should set targets for their class based on this information and using the widest range of data available to ensure students are challenged appropriately. The creation of these targets allows staff to monitor the expected progress of each student across the year. If there is a negative discrepancy during the year, staff can use the target levels and the student's actual attainment to work alongside the student and their parents to address the issue. Equally, if a positive discrepancy is noted (students making extremely quick

progress), this can be used to access the school's able and ambitious programme. The SLT monitors attainment and target levels to ensure adequate progression.

GRADING AND REPORTING

One of the main purposes of assessment is to provide information regarding attainment which can be reported to parents. Academic reports are completed three times based on the main objectives set out at the beginning of the term. Comments should reflect effort and attitude to the whole unit of work, not just assessed pieces.

In the case of consistently poor effort of less than half of the attainment objectives being achieved, parents should be informed at the earliest possible convenience prior to reports being issued.



Signature of Principal:
Last amended: August 2026
Policy Review Date: September 2027

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