مدرسة بيس سبرينق فيلد انترناشونال ذ.م.م

PACE SPRINGFIELD INTERNATIONAL SCHOOL L.L.C

(MSC) PLANNING, ASSESSMENT AND PROGRESS TRACKING POLICY

2026-2027

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1. Rationale and regulatory alignment

PACE Springfield International School delivers Moral, Social and Cultural Studies (MSC) in English for non-Arab students using the current KHDA/MoE-approved text as the core curriculum resource. The approved text is not treated as a worksheet scheme to be completed mechanically; teachers plan from the prescribed standards, concepts and intended learning outcomes, using the textbook as the principal resource and supplementing it where this deepens understanding, supports inclusion or provides meaningful UAE and real-world context.

KHDA guidance states that provision for national mandatory subjects should be based on the relevant Ministry of Education curriculum standards and expectations. For non-Arab students, Moral Education is taught through MSC in English and/or the language of the school's licensed curriculum. Curriculum maps and academic plans must be clear, applied and assessed accurately.

This policy therefore establishes a consistent school approach to curriculum mapping, lesson planning, formative assessment, recording attainment, tracking progress, moderation and leadership quality assurance.

2. Aims

- Secure full coverage of the approved MSC curriculum and the learning outcomes within the KHDA/MoE-approved text.
- Ensure that every lesson has a clear curricular purpose and builds on prior knowledge, vocabulary, concepts and skills.
- Use assessment as an ongoing process that identifies what students know, understand and can apply, rather than relying on completion of textbook pages.
- Track attainment and progress over time at student, class, year-group and cohort level.
- Use assessment information to adapt teaching, provide support and challenge, and inform curriculum planning.
- Maintain clear evidence of students' MSC learning and achievement for school leaders, parents and external review.

3. Curriculum organisation and planning

3.1 Long-term planning / curriculum map

At the start of each academic year, the MSC lead produces or reviews a curriculum map for each year group. The map is derived directly from the current approved text and applicable MoE/KHDA standards. It identifies the sequence of units, key concepts, intended outcomes, vocabulary, UAE context, opportunities for application and planned assessment points.

- All required units and outcomes are mapped across the academic year with sufficient teaching time.
- Sequencing shows progression from prior learning and increasing depth, independence and application.
- Where links are made to English, humanities, wellbeing, sustainability, innovation or other curriculum areas, the MSC outcome remains explicit and assessable.
- Teachers identify appropriate adaptations for students of determination, EAL learners, higher attainers and students requiring additional support.

- Enrichment resources may supplement, but must not replace or contradict, the approved curriculum.

3.2 Medium-term / unit planning

For each unit, teachers identify the precise approved learning outcomes and translate these into a coherent learning journey. Unit planning should show what students are expected to know, understand and be able to do by the end of the unit, together with the evidence that will demonstrate this.

- Prior knowledge and baseline/diagnostic activity.
- Key knowledge, concepts, vocabulary and misconceptions.
- Planned learning experiences, questioning, discussion, enquiry and application.
- UAE/local and global contexts where relevant.
- Formative assessment opportunities and the end-of-unit performance or assessment evidence.
- Planned differentiation, scaffolding and stretch.
- Opportunities for students to reflect on values, citizenship, culture, community and responsible decision-making where these are part of the approved outcome.

3.3 Lesson planning expectations

Individual lesson planning is outcome-led. Teachers begin with the approved curriculum/textbook outcome and plan learning that enables students to demonstrate progress towards it. A typical lesson should include retrieval or a purposeful Do Now, explicit learning intention/success criteria, teaching and modelling, student application, checking for understanding, feedback and a review/exit activity.

The textbook should be visible in planning and student learning, but evidence may also include discussion records, written responses, presentations, enquiry tasks, projects, case studies, quizzes, reflection, collaborative work and application to authentic contexts.

4. Assessment principles

MSC assessment is primarily continuous and formative. This is consistent with the approach to UAE Group B subjects, for which assessment is based on ongoing formative and project-based evidence rather than a single high-stakes final examination. Assessment must be proportionate to curriculum time and should sample the intended curriculum rather than reward task completion alone.

- Assessment is criterion-referenced against the taught MSC learning outcomes.
- Teachers use multiple sources of evidence and professional judgement; no single task determines a student's overall attainment.
- Students are given opportunities to explain, apply, compare, justify, evaluate and reflect where appropriate to their age and the curriculum outcome.
- Feedback is timely and enables students to improve or deepen their learning.
- Assessment arrangements are inclusive and reasonable adaptations are made without lowering the intended learning outcome.

5. Assessment cycle

Stage	Purpose	Examples of evidence	Recording
Baseline / diagnostic	Establish starting points and prior knowledge.	Retrieval quiz, concept map, discussion, short response, prior-year evidence.	Teacher planning notes; baseline judgement where appropriate.
Ongoing formative	Check understanding during teaching and identify next steps.	Questioning, mini-whiteboards, workbook/text tasks, exit tickets, observation, self/peer assessment.	Feedback in books/platform; teacher records for significant outcomes.
Unit checkpoint	Judge security across the key outcomes taught in a unit.	Applied task, short assessment, presentation, enquiry, project, extended response.	Outcome-level judgement entered on agreed tracker.
Termly review	Summarise current attainment and evaluate progress from starting points.	Triangulation of unit evidence, books/portfolios and teacher assessment.	Termly attainment/progress entry; intervention identified.
End-of-year review	Confirm curriculum achievement and inform transition.	Cumulative portfolio/work sample and moderated teacher judgement.	Final annual judgement and handover information.

6. Attainment judgements

The school uses a simple outcome-based judgement so that assessment remains meaningful across different ages and units. Teachers judge the degree to which a student has secured the taught learning outcomes using the descriptors below. If the school MIS uses different labels, these descriptors should be mapped directly to those labels rather than creating a second grading system.

Judgement	Descriptor	Typical evidence
Exceeding / Greater Depth	Secure knowledge and understanding, applied independently and with depth to unfamiliar or more complex contexts.	Accurate explanation, connections, justified viewpoints, thoughtful application and independent use of subject vocabulary.
Meeting / Expected	Securely demonstrates the taught outcome in familiar contexts with appropriate accuracy and independence.	Accurate knowledge, explanation and application that meet the success criteria.
Working Towards / Developing	Demonstrates some elements of the outcome but has gaps, misconceptions or requires support to apply learning.	Partial accuracy, inconsistent explanation/application, or reliance on scaffolding.
Below / Emerging	Does not yet demonstrate sufficient evidence of the taught outcome, even with normal classroom support.	Significant gaps or misconceptions; targeted reteaching and further evidence required.

7. Measuring progress

Progress in MSC is the improvement a student makes from an identified starting point towards increasingly secure and sophisticated achievement of the curriculum outcomes. It is not calculated simply from the number of textbook pages completed or by comparing unrelated percentages from different units.

- Teachers establish starting points using prior-year outcomes, baseline activity and early classroom evidence.
- Outcome-level assessments are entered at agreed checkpoints so that leaders can see whether learning is becoming more secure over time.
- Progress is evaluated through the pattern of evidence: movement from supported recall towards secure understanding, independent application, connection and reflection.
- Students whose progress is slower than expected are identified for reteaching, scaffolding, vocabulary support, additional practice or targeted intervention.
- Students who secure outcomes rapidly receive greater depth through unfamiliar contexts, comparison, evaluation, enquiry and independent application.
- The MSC lead reviews patterns by class, year group and relevant student groups to identify curriculum strengths, gaps and inconsistencies.

8. Recording and tracking requirements

The agreed MSC tracker should provide a concise record of curriculum coverage and student achievement. It should not create unnecessary duplication. At minimum, the tracker records student name/ID, year/class, assessed unit or curriculum outcome, baseline/starting point where used, checkpoint judgement, termly current attainment, progress indicator and any required action.

Teachers update the tracker following agreed assessment checkpoints. The MSC lead completes termly analysis, identifying proportions meeting or exceeding expected outcomes, students working below expectation, variation between classes, and priority outcomes requiring reteaching or curriculum adjustment.

Student workbooks/portfolios provide the qualitative evidence behind tracker judgements. A cumulative sample of work should demonstrate breadth of curriculum coverage and progress over time.

9. Feedback and student involvement

- Students know the learning intention and what successful achievement looks like.
- Feedback focuses on the MSC knowledge, concept or skill being assessed and includes a clear next step where needed.
- Students are given time to respond to feedback, correct misconceptions and improve work.
- Age-appropriate self- and peer-assessment may be used to develop reflection, but teacher judgement remains the basis of formal tracking.
- Students should be able to discuss what they have learned, how their thinking has developed and how learning connects to life in the UAE and wider world.

10. Moderation and quality assurance

Consistency is secured through planned moderation and leadership review. The MSC lead coordinates moderation at least once each term, using common outcomes and samples from different classes/year groups. Where possible, teachers compare evidence before confirming termly judgements.

- Curriculum map scrutiny: coverage and alignment to approved standards/text.
- Planning review: clear outcomes, sequence, adaptation and assessment.
- Learning walks: curriculum intent visible in classroom practice and student understanding.
- Book/portfolio looks: evidence of curriculum coverage, feedback, response and progress over time.
- Tracker review: completeness, accuracy, class/group patterns and follow-up actions.
- Moderation: shared interpretation of standards and exemplification of Meeting and Exceeding.
- Student voice: students can articulate learning, UAE context, values/concepts and how they have improved.

Where inconsistency is identified, leaders provide coaching, exemplification, joint planning or re-moderation. Assessment information is used to improve teaching and curriculum provision, not merely to generate grades.

11. Inclusion and equitable assessment

All students should be enabled to access the intended MSC curriculum. Teachers use appropriate scaffolds such as pre-teaching vocabulary, visuals, chunked texts, writing frames, oral responses, assistive technology and additional processing time. Adaptations change the route to demonstrating learning, not the curriculum expectation itself unless an individual education plan specifies otherwise.

12. Reporting

MSC attainment and progress are reported through the school's agreed reporting arrangements. Reports should communicate the student's current achievement in relation to taught curriculum outcomes and, where appropriate, identify strengths and a practical next step. Teacher comments should be based on evidence from the reporting period.

13. Roles and responsibilities

Role	Key responsibilities
Principal / Head of School	Ensures statutory compliance, appropriate curriculum time, leadership oversight and quality assurance.
MSC / Humanities Lead	Maintains curriculum maps, ensures approved-resource alignment, supports planning, coordinates assessment and moderation, analyses progress data and reports to senior leaders.
Teachers	Plan from approved outcomes, teach the curriculum, assess learning formatively, maintain evidence, update trackers and act on assessment information.
Phase / Senior Leaders	Quality assure planning, teaching, books/portfolios and tracking; ensure actions lead to improved provision and outcomes.
Students	Engage with learning, use feedback, reflect on progress and maintain appropriate evidence of learning.

14. Minimum evidence set

- Current MSC long-term curriculum map cross-referenced to the approved text/standards.
- Unit/medium-term plans showing intended outcomes and assessment opportunities.
- Student books, portfolios or digital evidence showing a representative range of learning.
- Outcome/checkpoint tracker and termly analysis.
- Moderation records and agreed exemplars.
- Quality-assurance records and resulting actions.
- Evidence that identified gaps or underachievement have informed subsequent teaching.

15. Review of policy

This policy is reviewed annually by the Principal and MSC lead, and sooner where KHDA or the Ministry of Education publishes revised mandatory-subject, curriculum or assessment requirements. The most recent official guidance takes precedence over any school procedure in this document.

Appendix A – Suggested MSC unit planning template

Planning field	Required content
Year group / term / unit	Identify approved textbook unit and teaching period.
Approved outcome(s)	Copy/reference the precise MoE/KHDA-aligned outcome(s).
Key knowledge & vocabulary	What students must know and use accurately.
Prior learning / baseline	Relevant prior outcome and diagnostic evidence.
Learning sequence	How knowledge and concepts build across lessons.
UAE / authentic context	Meaningful local, national or real-world application.
Adaptation & challenge	Scaffolds, SEND/EAL support and greater-depth opportunities.
Formative checks	Planned questions, retrieval, exit tasks, observation, self/peer checks.
Assessment evidence	Task(s) that demonstrate achievement of the unit outcomes.
Review / next steps	Misconceptions, reteaching, intervention and curriculum adjustment.

Appendix B – Suggested progress tracker fields

Student ID | Student name | Class | Baseline/starting point | Unit/outcome 1 | Unit/outcome 2 | Unit/outcome 3 | Term 1 current attainment | Term 1 progress | Term 2 current attainment | Term 2 progress | Term 3/final attainment | Final progress | Intervention / next step

Appendix C – Regulatory reference points

This policy has been drafted with reference to: (1) KHDA Mandatory Curriculum Requirements for Private Schools in Dubai; (2) KHDA guidance on national mandatory subjects, including MSC provision for non-Arab students; and (3) the UAE Ministry of Education Student Assessment Policy Guide 2026–2027. School leaders should retain the current versions of these documents with the policy compliance file.

Key alignment reflected in this policy: MoE curriculum standards are the reference for intended outcomes; MoE-approved textbooks are the main resource; curriculum documents should show explicit outcomes and evidence of learning; student achievement should be evidenced cumulatively; and assessment should use continuous, data-informed approaches appropriate to the subject.

Signature of Principal:
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