



مدرسة جيمس متروبول الواحة
GEMS Metropole School
AL WAHA

Assessment

Approved by:	Jeremy Hallum (Principal)
Last reviewed on:	August 2023
Next review due by:	August 2026

MISSION

Lead, nurture and succeed.

VISION

A sustainable and inclusive community hub, nurturing future leaders.

Nurturing
LEADERSHIP



This policy is applied at MTW alongside our school's vision, mission and values. Alongside the principles of High Performance Learning; VAA and A.C.P. characteristics.

Objective

GEMS Metropole School Al Waha, ensures that the progress of every student and group of students are regularly assessed, analysed and benchmarked against the others of similar age and ability within the school and across the GEMS network and beyond. We believe that accurate assessment and analysis is the starting point for effective teaching and learning, to inform planning for the future and to enable our school to communicate accurate information about the student to the student him/herself, other teachers, parents and, where required, other schools. To do this in our school we undertake two different but complementary types of assessment: assessment for learning and assessment of learning. These two forms of assessment have been built on the foundations of four Annual Assessment Cycles that have been carefully constructed:

Assessment for Learning

Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise student achievement. It is based on the idea that students will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge). Students will also make greater progress if teachers use formative assessment to modify their own practice based on the students learning needs within the class. To ensure assessment for learning is seen as a collaborative process there is a consistent approach in planning and teaching through consistent agreed expectations across each phase of MTW.

Assessment of Learning

Assessment of learning (summative assessment) involves judging students' performance against National Curriculum standards, MOE outcomes or EYFS. Teachers may make these judgements at the end of a unit of work, of a year, or of a key stage. Test results, too, describe student performance, in terms of levels, grades and age related expectations. Specific expectations of summative assessment including details of what to assess and when to assess it, are clearly stated in each of the four Annual Assessment Calendar. We give our students regular feedback on their learning so that they understand what it is that they need to do better. Their involvement in the review process raises standards, and it empowers students to take action towards improving their performance. GEMS Metropole School Al Waha will place a great deal of importance on effective communication with stakeholders. Parents and students will be given informative and helpful feedback via the school's MIS Platform and parents' meetings so they know how their child is progressing. We will:

1. Enable students to be successful in assessments and examinations within a broad, balanced and enriched curriculum
2. Enable students to assess their own learning and set themselves challenging targets
3. Measure students' progress by using value-added assessments
4. Ensure that there is a comprehensive and coherent system of formative assessment in place
5. Provide students with regular, accurate and helpful marking and feedback
6. Provide parents with regular, well-written and meaningful reports
7. Enable parents to access their child's recorded assessments and reports via the school's MIS Platform.

Roles and Responsibilities

The Principal is responsible for the implementation of the assessment policy and for the communication of clear procedures for ensuring the progress of all students is monitored, recorded and communicated to appropriate stakeholders.



Teaching staff and the Senior Leadership Team (SLT) are responsible for ensuring the policy and procedures are followed in the school. Where appropriate it is the responsibility of the children to prepare to the best of their ability for each assessment and apply themselves fully.

Aims and Objectives

The underlying philosophy that each student is an individual will run through all aspects of the school's functioning; from planning to teaching; from assessment to achievement. In order for every student to achieve, their full potential, simple baseline assessment procedures will be implemented when a child joins the school. The results of these will be used to determine particular strengths and needs of the student and to plan learning programmes that will then address their individual requirements. All our teaching programmes contain differentiation which allow for extra practice for the lower performers, and extension activities for the high performers. The objectives of assessment in our school are:

1. To enable our students to demonstrate what they know, understand and can do in their work
2. To help our students recognise the standards to aim for, and to understand what they need to do next to improve their work
3. To use a range of assessment strategies to assess such as oral, interaction, questioning, observing, discussion, peer and self-assessment
4. To allow teachers to plan work that accurately reflects the needs of each child
5. Use assessment data as a stimulus for professional development and to provide support by the teaching and learning coaches
6. To provide information for parents that enables them to support their child's learning
7. To provide the Senior Leadership Team and other leaders with information that allows them to make judgements about the effectiveness of the school.

Planning for Assessment

We use our school's curriculum plan to guide our teaching. Methods of formative assessment will be used within each lesson and, within the curriculum plan; we identify opportunities for summative assessment within each broad unit of work.

Target-setting

Students are given the opportunity to set achievable, but challenging targets, which are regularly reviewed. Regular feedback will provide students with the information necessary to be successful.

Recording

We recognise different methods of assessing a student's learning. The type of assessment that we employ varies from subject to subject and is age appropriate. Assessment results will be recorded through the school's monitoring and tracking system and in line with the Annual Assessment Calendar.

Reporting to Parents

We have a range of strategies that keep parents informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work. Each term we offer parents the opportunity to meet their child's teacher. The initial meeting will be a meet the teacher opportunity will occur within the first month of an academic year.

The focus is on expectations, curriculum and any initial concerns. At the first data led meeting of the school year (late October), we will review the targets that we have identified for their child. At the second/third



meeting of the year (which we hold in term 2 and 3), we evaluate their child's progress as measured against the targets.

Primary and secondary students' parents get three written reports of their child's progress and achievements during the year. In these reports, we identify target areas for the next term or school year. In FS1 & 2 we provide parents with a summary of their child's Learning Profile on which Early Learning Goals have been achieved with the teacher. We also offer a regular "Book Looks" opportunity including Arabic and Islamic, where parents are invited to visit the class one afternoon. During this time, they will be invited to sit with their child, who will show and discuss with them the learning contained in their books.

Feedback

We believe that feedback is very important and a two way process, as it gives information on progress and next steps for learning for both the students and staff. This feedback may be verbal or written and is age appropriate. We support students in becoming reflective learners, to enable them to identify their own strengths and areas for development within all aspects of their learning and school life.

Monitoring and review

This policy is monitored by MTW Senior Leaders and will be reviewed every three years or earlier if necessary.

