

Pakistan Islamia Higher Secondary School Sharjah, UAE



School Assessment Policy

“Success is knowing your purpose in life, growing to reach maximum potential and sowing seeds that benefit others. To be successful you must stand tall as the sky and as firm as the ground.”

*“Working for Education is a privilege
for us”*

TABLE OF CONTENTS

S. NO.	TITLE	PAGE #
1	PURPOSE	3
2	POLICY INTRODUCTION	3
3	PROCEDURES TO BE FOLLOWED	3
4	SPECIAL EDUCATION NEEDS STUDENTS	3
5	INTERVIEWS AND PLACEMENT TESTS	3
6	• Kindergartens (KG-1)	4
7	• KG-II to Grade III	4
8	• Grade 4 – 9	4
9	• Grade 10 – 12	4
10	• Documents required for registration	4
11	• Documents required for selected candidates	5
12	• Merit for Grade IX & Grade XI	5
13	CURRICULUM	6
14	ELIGIBILITY	6
15	AGE REQUIREMENTS FOR ADMISSION	7
16	BOOKS & STATIONERY	7

PURPOSE

Effective Assessment promotes, enhances, and improves the quality of student learning through a clear, informative, timely, constructive and relevant feedback to the needs of the student. – It helps students learn and monitors their learning through measured progress and motivates them to work to the best of their ability. – It supports teachers to facilitate teaching and learning, to identify what children already know and what steps to be taken to guide them forward. It informs all stakeholders and ensures that a consistent, rigorous and meaningful assessment and reporting process is adhered to across the school.

POLICY INTRODUCTION

Pakistan Islamia Higher Secondary School, Sharjah is the largest Institution in UAE following Pakistani Curriculum. The Total strength of the students in the school at present is above 2000. The school provides education to the students from Grade KG – 1 to Grade 12. The assessment process is conducted under the rules and regulations as prescribed by Sharjah Private Education Authority (SPEA).

Assessment is an integral part of Learning and Teaching which is evident in every lesson. Objectives and outcomes link and provide information to improve teaching and learning and acknowledge achievement. – To achieve the objectives, assessment is conducted which can be identified as three types of assessments-

Assessment for Learning (Formative Assessments-FA)

- Teachers use student data to inform their teaching.
- Students receive feedback from teachers about the learning journey and how to improve.
- Tools used are online tools subjective and objective tests, hand signals, Brain Dumps, Concept maps, exit cards, Think/Pair /Share, informal presentations, reflection journals, homeworks, project.

Assessment as Learning

- Students involved in the learning process by monitoring their own progress, asking questions and practising skills.

•Students use self assessment, peer assessment and teacher feedback to reflect on their learning, consolidate their understanding and work towards learning goals.

•Tools: rubrics, checklists, success criteria are used by students to assess their own learning.

Assessment of Learning (Summative Assessments)

•Assists teachers to use evidence of student learning to assess student achievement against learning goals and standards.

•Tools used are teacher created tests, multiple choice, portfolios, checklists, projects, essays.

Objectives

The objectives of assessment in the school are:

- to use suitable forms of assessment based on expectations which are clear, realistic and understood by the children.
- to enable the children to demonstrate what they know, understand and what they can do to improve their work.
- to ensure that all children experience challenge and measure success.
- to help children recognize the standard they should aim for, and to understand what they need to do next to improve.
- to use a range of assessment strategies to assess such as oral, interaction, questioning, observing, discussion, peer and self-assessment; to give equal opportunities to children with different learning styles.
- to allow teachers to plan work that accurately reflects the needs of each child.
- to provide constructive feedback to children, discuss weaknesses in children's learning and offer intervention strategies.
- to provide regular information for parents that enables them to support their child's learning.
- to provide the SLT, Middle Leaders and teachers with information that allows them to make judgements about the effectiveness of teaching in the school.

Observation and assessment in Kindergarten:

Observation and assessment in KG is an important part of good educational practice, and reflects the PIHSS's philosophy and educational approach to viewing the child as a unique, active and developing human being at this age.

1. Assessment for the very young child is based on the adult's knowledge of Child development, and in line with statutory regulation, also has regard of the statutory Early Years Foundation Stage (EYFS) for children from birth to 5.

2. Adults in contact with the child, use the content of the curriculum on a daily basis and conduct a range of assessment activities or assessment for learning, in the form of observations, photos, drawings, some activities and parent contributions, as well as the child's own comments if applicable, in order to know what the child can do well and what they need to practice. They record their judgements against the Development Matters statements or learning objectives in the Target Tracker, an online assessment tool as an integral part of the formative assessment.

3. The Target Tracker supports formative to summative assessments against the curriculum standards in the most efficient and effective way

Formative Assessments (Assessment for learning) are continuous, happens during learning, improves learning and provides evidence of how a student progresses.

→ These are recorded on the Learning Ladder platform against the Learning objectives and students' progress in learning is monitored over a period of time from Autumn 1 to Summer 2.

→ The gaps in learning by the students are identified and intervention strategies are provided to the students.

→ The gaps in the curriculum are reviewed and concepts are revisited to bridge the gap in teaching learning.

Teachers integrate the following strategies into their Teaching:

- Learning Objectives – clearly communicate at start of lesson/task.

teachers are involved in monitoring and assessing learning to provide meaningful feedback through various ways. The following are a variety of formative assessment approaches/ strategies (assessment for learning and assessment as learning) in TWS: a. Daily Lessons: • tasks given in the lesson. • Quizzes /Nearpod/Clicker questions • class and group discussions using online discussion platforms like padlet, class notebook collaboration space, chat in TEAMS • Reflection time for self-assessment and setting targets for improvement / reflection writing assignments. ♣ Verbal questioning and Observations during lessons • Use of success criteria / rubrics / exit tickets • Peer feedback on group work b. Assignments - homework and weekly assignment, surveys, research, project based c. Project works - project-based learning All formative assessments are recorded by the teacher. He/she monitors the progress in students' learning through formative assessment (AfL) tracker and Learning Ladder against the curriculum standards for the year group. The data and information from formative assessment will be used towards the end of the year grade which will go on the report for your child.