



مدرسة ليوا الدولية
Liwa International School
فلج هزاع Falaj Hazza

ASSESSMENT, RECORDING AND REPORTING POLICY AND PROCEDURE



ليوا للتعليم
Liwa Education

2023

PHILOSOPHY

- Assessment lies at the heart of the teaching and learning process. Promoting the students' learning and developing self-esteem and confidence is at the core of our school ethos.
 - Assessment for Learning (AfL) is incorporated into all aspects of Learning and Teaching throughout Liwa International Schools).
 - The primary role of assessment is to establish where individuals are in their learning so that teaching can be differentiated and further learning progress can be monitored over time*
 - Accurate conclusions about student learning are reliant on rigorously -constructed assessment tasks, teacher collaboration and the use of marking rubrics*
- *Ref: education.nsw.gov.au

ROLES AND RESPONSIBILITIES

Teachers are responsible for systematically tracking and recording the student's progress, the tracking of progress of identified cohorts (e.g. SEN, gifted and talented, year groups or those not making expected progress) will be monitored by their teachers, the subject leaders and the administration.

The tracking of progress of individual students across multiple subjects will be monitored by subject leaders with the Head teachers, Assessment Coordinators, Vice Principal and Principal.

The Assessment coordinators will support the school to ensure assessment for learning raises standards and achievement. They will ensure the school operates assessment fairly and objectively, with base-line data captured and recorded in order to inform teachers' planning.

ASSESSMENT CAN BE:

- Formative – to indicate the effectiveness of teaching and learning
- Diagnostic – to indicate strengths and weaknesses
- Summative – for recording and reporting purposes
- Informal – on-going for teacher and student information
- Self and peer assessment

ASSESSMENT FOR LEARNING IN ACTION:

Learning intentions of lessons are made explicit in teachers' planning.

Learners have the opportunity to design their own learning outcomes.

The learning intention will be displayed and shared for each lesson and success criteria will be displayed when appropriate.

- Ensure that student learning is reviewed at regular intervals throughout the lesson, not just at the end.
- Ensure that students review their learning and practice peer learning both orally and in writing on a regular basis.
- Teachers are encouraged to find different ways to review learning to suit different learning styles.
- The plenary part of all lessons will often include the students' reflective comments about their learning, followed by teacher summary, aimed at consolidating learning and providing links with future learning.
- Oral feedback will start with a comment about how the student is progressing in understanding the learning intention and how they can improve their understanding and application. Organizing individual target setting where appropriate, in order that children's achievements and targets are based on previous achievements at the same time as aiming for the next level. Appropriate questioning, raising self-esteem via the language of the classroom and ways in which achievement is celebrated.
- All written work is marked primarily to the learning intention. General comments about presentation, quantity, effort and surface features are secondary. Summative marking of exercise books is not, if done in isolation, an effective use of AfL strategies.

AIMS

The aims of assessing the children:

1. To build a more open relationship between student and teacher where students are willing to take risks for learning and teachers provide positive feedback.
2. To involve students in the learning intention for every lesson.
3. To allow students and teachers to identify success criteria.
4. To give students the opportunity for self-evaluation and peer evaluation.
5. To promote student's active listening and questioning skills.
6. To celebrate success-recognition of every student's achievement.

ACHIEVING OUR AIMS

The aims of Assessment for learning will be achieved through the following practices:

1. Effective Planning – to ensure that learning experiences are varied; meaningful and stimulating
 - a. refer to big picture). Self-review by both teachers and students will be built into the planning.
2. Sharing Learning Objectives – use of “We are learning to” (WALT) at the beginning of every lesson in KG1 – Grade 4 and “Learning Objective” in Grade 5 - 7. Focus the learning intention on transferable skills.
3. Shared Success Criteria - a verbally agreed success criteria which will help identify the steps needed to complete a task. The use of modeling and shared activities to make explicit the success criteria.
4. Effective Questioning and Dialogic Talk - using more open ended questions, giving more thinking time, using think, pair share to help students feel more confident to put forward new ideas, think out loud, explain their reasons and explore their understanding.
5. Feedback – this is essential for effective learning and teaching and will provide prompts for improvement to help plan the next steps in learning. Feedback is to be given verbally and in writing.
6. Self-Assessment – allowing students time to reflect on what they have learned and how they have learned it e.g. during plenary sessions, to make explicit links between what they have learned and success criteria. Children show their improvement and learning in relation to the learning objective and success criteria through the use of various techniques, selected according to the age and stage of the children e.g.: -
7. Smiley faces – relating to specified criteria, but usually level of understanding
8. Traffic lights
9. Thumbs up, middle or down
10. +, - and =
11. Highlighting work according to achieved elements of a given success criteria.
12. Target setting - set individual, challenging targets in all subjects on a regular basis and discuss these with the students so that they are involved in the process

WE USE THIS INFORMATION TO:

- Inform us when are planning so that work is appropriately differentiated and takes into account different children’s learning styles, abilities and progress
- Monitor teaching effectiveness and teaching methods.
- Improve the motivation and self-esteem of each child.

- Inform the children and parents about progress and the next steps.
- Help us set realistic but challenging targets for individual children, groups, year groups, classes, teachers and the school.
- Provide evidence for recording and reporting.
- At all times assessment should be manageable, useful and lead to further learning. It is not possible or helpful to record all assessment information but sufficient selective recording should take place to: Track children's progress.
- Inform parents, other teachers and receiving school about progress, strengths and weaknesses.
- Analyze results and use this information to inform future teaching.
- Tracking of student progress: **USE OF POWERSCHOOL PERFORMANCE MATTERS**
- The electronic student-performance data tracking system enables staff to assess students' academic performance and evaluate the effectiveness of teaching. Progress monitoring is implemented at individual student level, entire class level, grade level, subject level and school level, as well as comparisons to other schools in the UAE. The data system compiles both summative assessment data from examinations as well as information from continuous assessment. This is used alongside ADEK's eSiS data system.

To implement the progress monitoring, the student's current levels of performance are determined by a Baseline Assessment at the beginning of the year and goals are identified for learning that will take place over time. The student's academic performance is measured on a regular basis.

Progress toward meeting the student's goals is measured by comparing expected and actual rates of learning. Based on these measurements, teaching is adjusted as needed. Thus, the student's progression of achievement is monitored and instructional techniques are adjusted to meet the individual student's learning needs.

Progress monitoring leads to:

- Accelerated learning because students are receiving more appropriate instruction
- More informed instructional practices
- Documentation of student progress for accountability purposes
- More efficient communication with parents and other professionals about students' progress
- Higher expectations for students by teachers
- Fewer special educational needs referrals.

Overall, the use of progress monitoring should result in more efficient and appropriately targeted instructional techniques and goals, which together, move all students to faster attainment of the expected standards in the KPI's.

APPENDICES:

Formal Assessment Cycle

Formal assessment is a systematic part of our school's work which will be used to track each cohort in the school through MAP assessments. It is through an effective tracking system that the needs of every student can be met and that the school develops a clear understanding of how to raise standards.

The Assessment cycle at LE Schools will include data from:

- LE Summative Assessments: LE believes that assessment is central to raising standards and achievement across the school and that teachers should use summative and formative assessments to plan and organize teaching for learning. The purpose of this is to ensure that effective assessment for learning happens all the time in the classroom. Feedback and Feedforward also ensure that students and parents are made aware of next steps for progress in their learning and are increasingly involved in determining what these might be.
- The LE assessments are based on the coverage of the LE Curriculum Subject and Core Competencies as found in the LIWA curriculum Manual
- International assessments – MAP assessments (September, January/February, May/June) TIMSS, PIRLS, PISA preparation for and the actual assessments is ongoing.
- EMSAT assessments in Arabic (ABT/IBT)
- CAT4 diagnostic testing
- Regular assessment and moderation of reading and writing (Every 3-4 weeks)
- End of unit assessments in Math and Science
- Regular moderation of math assessments within grades and across grades (following all assessment points)
- Arabic and Islamic assessments in line with MOE/ADEC requirements
- Grids to show students progress in cohorts

MODERATION

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

In Liwa Schools we will:

- Meet regularly when in grade meetings to moderate reading and writing assessments
- Moderate teacher assessments in Math within grades and across grades
- Collate evidence to back up teacher assessments, within assessment folders, children's - copybooks and using International assessment results.

ANALYSIS OF DATA

Data will be analyzed regularly to look at progress and attainment using data from MAP assessments and teacher assessments.

a) Subject Leaders analyze assessments and monitor progress.

b) Individual teachers complete an analysis of their assessments on a termly basis to inform their planning and the target setting process. These are discussed in Student Progress Meetings.

Student Progress Meetings take place each term. They are a dialogue to establish how individuals, a specific group, a particular class or a cohort is achieving. The discussion will establish the provision that is being offered to support all students learning.

REPORTING TO PARENTS

In Liwa schools this academic year (22/23) we provide an opportunity to communicate each day if required, using either School Diary, Class dojo or Powerschool.

Parents should initial the School Diary to acknowledge reading a message and the teachers should do the same for parent notes.

Teachers (or TAs) should check the books each day and initial or comment to show the book has been examined. If checked by TA, the teacher must be made aware of any comments from parents/guardians.

One evening a week either Mon/T/W/T are reserved every week by teachers for parents to make appointments to discuss progress. Every term will have baselines assessments, pupil progress meetings, target setting meetings, parent conference and end of term report cards.

School Name	Liwa International School Falaj Hazza	Issue Date	
Policy Name		Revision Date	
Prepared By		Policy Number	
Approved By	Mr. Neil Murphy, Principal		



مدرسة ليوا الدولية
Liwa International School
فلج هزاع Falaj Hazza



@lisfuae

+971 3 7810 444 | liwaschool.ae

