



مدرسة جيمس ميلينيوم الخاصة
GEMS Millennium School
Sharjah

ASSESSMENT POLICY

Reviewed By: Senior Leadership Team

April 2024

REVIEWED IN: March 2022, March 2023

POLICY ON ASSESSMENT

Rationale:

The assessment policy outlines the purpose, nature and management of assessment at GEMS Millennium School. Keeping in line with the school's vision statement, assessment complements and assists teaching and learning; it plays an integral part in each teacher's planning and ensures a whole school approach to the provision of an excellent education for all children.

AIMS AND PRINCIPLES OF THE POLICY

At GEMS Millennium School, assessment forms an essential tool to monitor students' progress, provide feedback and keep teachers informed of their teaching practices. Formal assessments provide feedback on pupils' progress and ensures a rigorous approach to curriculum delivery.

The policy aims to establish and evaluate whole school systems and processes to:

- Design and implement consistent, coherent and valid assessment.
- Strengthen learning across the curriculum.
- Analyse assessment data to inform curriculum planning and teaching learning.
- Monitor students learning outcomes and provide necessary interventions.

CONDITIONS FOR EFFECTIVE ASSESSMENT

All the activities of a school are geared, directly or indirectly, to effective learning. Assessment policy and practice are a key element in this. Effective learning will only come from an approach that recognises the importance of this interaction. Assessment informs both teaching practice and curriculum design with information about each student's abilities, needs, aspirations and how these change as they progress.

PURPOSE OF ASSESSMENT

➤ **For Students:**

- ✓ To inform and enable students to monitor their current skill/knowledge levels
- ✓ To empower students to develop as independent, self-reliant, and self-critical learners
- ✓ To help students set goals for their learning and develop learning strategies
- ✓ To build positive self-esteem and a sense of achievement

➤ **For Teachers**

- ✓ To recognize students' academic strengths and areas of growth so that teachers can better design appropriate classroom instruction
- ✓ To ascertain students' prior knowledge and determine appropriate instruction in the classroom
- ✓ To give students feedback to improve their performance and achieve learning goals
- ✓ To strive for consistent and reliable understanding of student work among subject area teachers
- ✓ To identify learning gaps and support needs
- ✓ To provide external confirmation of classroom practices through standardised assessments

TYPES OF ASSESSMENTS

There are 2 types of assessments that GEMS Millennium School teachers use to gather information: External and Internal Assessments.

External Assessments



CAT-4

TIMSS

PIRLS

ASSET

PISA/PBTS

PASS



Internal Assessments



Assessment For Learning

Assessment As Learning

Assessment Of Learning

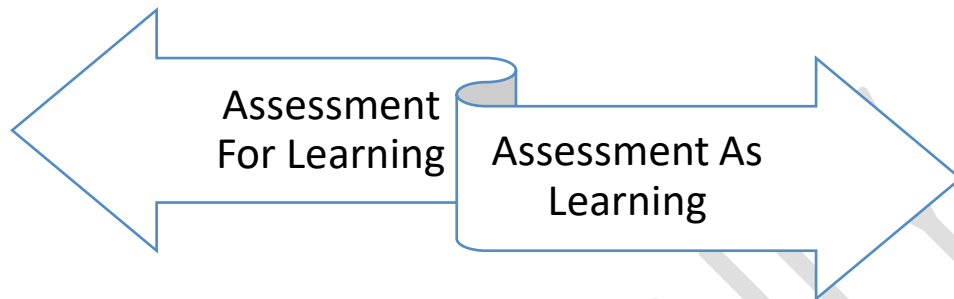
EXTERNAL ASSESSMENTS

External Assessments against international benchmarks is used to compare the attainment of GEMS Millennium School, Sharjah students to other international curriculum school students.

Assessment	Grades
GL- Cognitive Ability Test- CAT 4	As mandated by the regulatory body
OECD- PISA based test for schools	Grade 10
Asset- Dynamic	Grades 3-9
TIMSS	Grades 4 and 8
IBT- International Benchmark Test- Arabic	As mandated by the regulatory body

INTERNAL ASSESSMENTS

Assessment of our students' academic progress takes many forms depending on the discipline, the teacher, the grade level and the individual. However, internal assessments will normally be either formative or summative.



ASSESSMENT FOR LEARNING [AFL]

Formative assessment is sometimes called assessment for learning, since it provides feedback for the teacher throughout the unit of study to determine if more attention needs to be given to a particular concept, if differentiation is needed, or if students are ready to move on. AFL is part of our everyday classroom practice, where they are directly linked to the learning objectives

- **Oral Feedback in lesson:** Teachers ensure that there is a continuous dialogue with pupils throughout the lesson
- **Use of open-ended questioning**
- **Written Feedback:** Marking is specifically linked to the learning objective. Teachers identify elements of success and provide diagnostic feedback with an area to improve upon or a next step target
- **Use of different online tools for assessment, like quizzes, Near pod, Gizmos, Mind-Spark, Islamic Treasure, etc.**

ASSESSMENT AS LEARNING [AAL]

Assessment as Learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning. Learners use formal and informal feedback and self-assessment to help understand the next steps in learning.

- **Self-assessment**
- **Peer-Assessment**

➤ **Rubrics**

SUMMATIVE ASSESSMENT/ASSESSMENT OF LEARNING [AOL]

Summative assessment is sometimes called assessment of learning or evaluation. It reflects the performance or achievement of students related to the standards and benchmarks addressed during the unit of study. Summative assessment results are included when reporting student grades.

THE SYSTEM OF EVALUATION

KINDERGARTEN

Kindergarten is an exciting time for a child to explore, learn, interact with other children and have fun while at the same time gain confidence and grow independently. There are no formal assessments in the Kindergarten. As children engage themselves in their day-to-day activities, they are assessed formatively in Language, Numeracy, Physical-Gross and Motor, Personal, Social, Emotional and Creative domains.

A record of individual student attainment and progress is maintained for each thematic-unit through an on-going system of spaced oral, written activities and video recordings. Parents are regularly apprised of the same. Student progress is tracked across each unit.

GRADES 1 & 2

The pattern followed is similar to Kindergarten. A record of individual student attainment and progress is maintained for each unit through an on-going system of spaced oral, written activities and video recordings. Parents are regularly apprised of the same. Student progress is tracked across each unit.

GRADES 3 to 12

The pattern of assessment and system of grading is consistent with the CBSE guidelines. Assessments will be conducted as per the CBSE assessment pattern.

Detailed Assessment (Grades 3 to 10)

Detailed Assessment (DA) is a topic-based comprehensive assessment that checks for conceptual understanding. This online Assessment will be administered for **English, Math, and Science**. Students receive personalized reports after each test with clear direction for actionable advancement in their performance. This assessment offers opportunities for students to remediate their work after receiving feedback or after performing poorly on an assessment. Learning doesn't stop after an assessment and encourages students to continue building on their

knowledge and skills beyond the evaluation period and improve their scores. This promotes a growth mindset and reinforces the idea that mistakes are part of the learning process. All other subjects will be assessed through a regular pen and paper test.

*** The average of the scores obtained by students in the Detailed assessments will be added to the marks obtained in the Pre-Mid-Term and Post-Mid-Term tests.**

A detailed system of evaluation is mentioned in the school diary for all stakeholders' reference.

GRADING SYSTEM

GRADING SYSTEM

Scholastic Areas:

Group A

Islamic Studies, Arabic, U.A.E. Social Studies (Grades 3 to 8)

GROUP A	
GRADING SYSTEM (Grades 1 to 8) Six Point Scale	
Marks	Grade
90 - 100	A*
80 - 89	A
70 - 79	B
60 - 59	C
59 - 50	D
Below 50	E

Group A

Islamic Studies - Grades 9-12

Arabic and U.A.E Social Studies - Grade 9

GROUP A	
GRADING SYSTEM (Grades 9 to 12) 5 Point Scale	
Marks Range	Grade
90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D
Below 60	E

In MOE subjects of Arabic, Islamic Studies and UAE Social Studies the minimum pass mark is 60%.

Group B

English, Second Language, Mathematics, General Science, Social Science (Indian), Moral Instruction (for Non-Muslim students), Academic and Skill Electives

GROUP B - Grades 3-12	
Marks Range	Grade
91-100	A1
81-90	A2
71-80	B1
61-70	B2
51-60	C1
41-50	C2
33-40	D
32 and below	E (Essential repeat)

B) CO-SCHOLASTIC ACTIVITIES Grades 1 to 8 – Three Point Scale

Co-Scholastic Activities	Work Education, Art Education (Visual and Performing Arts), Health and Physical Education
A	Outstanding
B	Very Good
C	Fair

B) CO-SCHOLASTIC ACTIVITIES Grades 9 to 10 – On a Five Point (A - E) Grading Scale**C) DISCIPLINE**

Grades 1 to 8 – Three Point Scale

Discipline	Marks	Attendance, Sincerity, Behaviour, Values
A	80 - 100	Outstanding
B	70 - 79	Very Good
C	60 - 69	Fair

C) DISCIPLINE

Grades 9 to 12 - On a Five Point (A - E) Grading Scale

Discipline	Attendance, Sincerity, Behaviour, Values	
Grade	Marks	
A	90 - 100	Outstanding
B	80 - 89	Very Good
C	70 - 79	Good
D	60 - 69	Acceptable
E	Less than 60	Unsatisfactory

Use of Unfair means

At GEMS Millennium School, if a student is caught using unfair means in written tests or examinations, the following procedure will be followed:

- The answer script and all evidences will be confiscated
- Student will be provided a fresh answer script, to reattempt the paper
- Parents will need to meet with the Principal/ Vice Principal who will discuss the way forward
- A letter will be issued stating the details and to be signed by the parent. A copy will be filed with the school.
- Marks will not be given to the portion/ questions marked as 'copied.'
- Students found using unfair means will not be eligible for academic awards or school leadership appointments.

REPORTING:

Pre-KG to Grade 2

- At GMS, Pre-KG to Grade 2 students are assessed informally, through observations and AFL's.
- Progress in skills is tracked through the year and parents are regularly apprised of their child's performance through phone calls, e-mail, and face-to-face interaction.
- A report on the different areas of learning is shared four times a year.

Grades 3-12

At GEMS Millennium School, we understand that an effective reporting process should provide accurate and reliable information about student progress and achievement based on curriculum standards.

- Teachers provide regular feedback to parents through PTM.
- In addition, every parent is kept up to date with their child's progress formally through various processes: Periodic Test and Term-end Report Card which provides a consolidated list of their child's academic performance four times in a year.
- PULSE calls made every month that outlines students' overall attitude to school and studies.
- For students not performing as per the grade level expectations, Parent-Teacher conferences are held.

MONITORING AND EVALUATION:

Our objective is to ensure that this policy is applied consistently throughout the school. Teachers, Middle Leaders and the Senior Leaders are responsible for ensuring the effective implementation of the assessment policy.

Monitoring of assessment procedures within subject areas will be carried out by the Subject Leaders. Quality assurance of assessment will be carried out by the Senior Leadership Team.

Assessment Policy on Retests for Grades 9 to 12:

1. Compartment Placement for Failing in One Subject:
 - If a student fails in one of the five subjects, they shall be placed in compartment in that subject.
 - The student will have to appear in a re-examination for the failed subject.
2. Detention for Failing in Multiple Subjects:
 - Students failing in more than one subject will be detained in the same grade level.
3. Promotion Requirements for Grades 9 and 11 Students:
 - Students who have failed to meet the requirements even after the re- examination of Grades 9 and 11 will be required to take a TC and shift the school.

This policy is designed to uphold academic standards, promote accountability, and provide opportunities for students to improve their academic performance through re-examinations.

REVIEW:

To ensure that we can reflect improvements in our practice, we monitor and update this policy on a regular basis. Consequently, we will review this policy next academic year, or earlier if needed.

Next Review Date: March 2025