

The American School of Egypt



Assessment Policy

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Academic Year 2023/2024

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Policy Rationale

The purpose of this policy is to support school improvement and the raising of standards in progress and achievement for all our pupils.

This policy intends to:

- Make clear the vision of assessment as part of teaching and learning at ASE.
- Provide clear guidelines for the implementation of the policy.
- Make transparent the procedures in place for monitoring and evaluating assessment practices.
- Define clear responsibilities in relation to assessment.
- Provide clear definitions and purposes for different types of assessment.

The integrated use of assessment within T&L of both formative assessment (AfL) and summative assessment (assessment of learning) improves teaching and learning and thus raises standards.

Aims of all Assessment:

- Inform students of their progress and how to improve.
- Inform teachers of student learning and next steps.
- Help parents understand their child's progress.

Formative assessment happens all the time in classrooms: a student needs to know where s/he is and understand not only where s/he wants to be but also how to “close the gap”. This involves both the teacher and learner in a process of continual reflection and review. The teacher provides quality feedback to the learner and the learner is empowered to take the appropriate action.

The Purpose of Assessment

Assessment should support teaching and learning by identifying what students already know and can do and how they might progress. Assessment, therefore, should be evident in all lessons.

- **For students**, the purpose of assessment is to empower them to become better learners by understanding their own attainment and how to progress and achieve beyond it.
- **For teachers**, assessment should develop an understanding of the individual needs of students so that target setting is meaningful and informs planning, teaching and learning for progress.
- **For other staff and the board**, assessment information will inform an understanding of the current and potential student outcomes and staff performance.
- **For parents**, assessment information will both inform them of their child's attainment and allow them to understand how their child may maximise achievement.

The Principles of Assessment

Assessment should:

- Enable pupils to progress in learning.
- Be based on shared learning objectives.
- Recognise individual successes.
- Be based on specific learning outcomes.
- Help students understand summative assessment.
- Shape targets for improvement.
- Allow teachers to plan for individual needs.
- Underpin teaching and learning.
- Be accessible for parents.
- Be based on specific learning outcomes/objectives and these should be clearly identified by the

teacher and understood by the students.

- Allow students to understand how summative assessment is arrived at by the teacher and so encourage them to become reflective learners who take more responsibility for their own learning.

The Types of Assessment

The ASE acknowledges that assessment will be undertaken in a range of different ways for different subjects. However all assessment should embrace the principles as outlined in this policy and, therefore, assessment will be evident in every lesson. This may include:

- oral feedback
- self-assessment
- peer-assessment
- group/whole class assessment
- written marking of work
- teacher/student questioning
- assessment of exemplar work of different grades
- use of assessment criteria and examination materials

The ASE is committed to ensuring that formative assessment plays a part in all lessons:

Key features of formative assessment:

- It is embedded in the teaching and learning process of which it is an essential part.
- Learning objectives are shared with students at the beginning of every lesson.
- It helps students to know and to recognise the standards to aim for.
- It encourages students to think through effective teacher questioning.
- It involves students in self-assessment (self-marking; peer-marking and feedback).
- It provides feedback which leads to identify what they should do next to improve (this is the key to the whole process)
- It is based on a commitment that every student can improve
- It is a process involving both teacher and students reviewing and reflecting on students' performance and progress.

Therefore, giving feedback involves:

1. Making time to talk to students.
2. Teaching them to be reflective about both the learning objectives and their learning/responses.
3. Allowing time for pupils to respond or act on feedback (DIT)

The Leadership and Management of Assessment

The Senior Leadership Team aims to use assessment procedures and processes to drive whole school improvement by:

- Ensuring that all teachers know what is expected of them in assessing students.
- Helping teachers make well-founded judgements about students' attainment and progress.
- Monitoring that assessment for learning is a key factor in planning for teaching and learning.
- Monitoring the accuracy of the information provided to parents about their child's attainment and progress.
- Tracking the attainment and progress of individual students and groups of students over time.
- Monitoring practice in assessment
- Using assessment information when planning training and CPD.
- Comparing the progress made by different groups of students to ensure that no group is

disadvantaged.

- Ensuring that there is enough flexibility in assessment expectations so that individual departments can adopt processes that are most conducive to progress in their particular subject.
- Ensuring students are supported in making informed curriculum choices.
- Using assessment and monitoring to ensure that the curriculum meets the needs of students.
- Monitoring the role of Subject Leaders and year heads in ensuring good practice in assessment is consistent across all lessons and the whole school.
- Ensuring that any pedagogical developments in assessment practice are implemented where appropriate.

The Role of Subject Leaders

With the support of the Senior Leadership Team, Subject Leaders will:

- Ensure that their team understands the assessment requirements for their subject as well as the different ways in which teachers can assess students' progress.
- Periodically monitor the assessment of students' work in their subject through work scrutiny, lesson observation or otherwise.
- Ensure assessment informs knowledge of student progress and raise any concerns with the Senior Leadership Team or heads of subject/heads of year.
- Ensure that all schemes of work allow for assessment for learning to become an integral part of teaching and learning.
- Ensure that the curriculum plan allows for formal assessment of progress to be timed appropriately so that Data Collections accurately and reliably reflect current attainment.
- Ensure all teachers are involved in the moderation of work of other students so that consistent practice in assessment is maximised.
- Use assessment information, in liaison with SLT to plan for or arrange intervention strategies.

The role of Teachers

All Teachers should:

- Adopt a range of methods to ensure that they can assess the progress of all students accurately.
- Encourage students to actively engage in assessment for learning.
- Ensure that assessment builds students' motivation, confidence and self-esteem.
- Ensure that lessons begin with clear expectations and students are aware of how progress will be measured.
- Ensure that all students know and understand the learning objectives of the lesson.
- Identify through assessment, and intervene with as necessary, those students at risk of underachievement.
- Ensure that the results of assessment are used to inform planning for differentiation and challenge in lessons.
- Reward good progress as appropriate through existing school and key stage reward systems.
- Use the expertise of the co teachers and information from any SEN Intervention or support to inform the assessment process.
- Ensure that opportunities to use assessment to promote the development of literacy, numeracy and ICT skills in the students are embraced.
- Ensure that adequate and appropriate assessment is made of student attainment prior to completing formal Data Collection reports so that the information recorded is accurate and reliable.
- Encourage students to take responsibility for their own learning through self/peer assessment, setting appropriate targets (with guidance) and asking for help and advice when necessary.
- Adopt creative approaches to assessment for learning in order to maximise student engagement in the assessment process.
- Share concerns or praise arising from assessment information with the relevant form tutor as appropriate.

- Ensure books are monitored and returned to students at least every two weeks.
- Ensure all students receive feedback. Feedback should be provided with grades, with at least one comment identifying the strengths of the work. There should be at least one other comment written as a question that identifies the area a student should develop further.

Summative Assessments	
Assessment	Purpose
<p>National Non-Statutory Tests:</p> <p>Commercially produced (Standardised) tests – STAR assessments / MAP Tests.</p> <p>Reading assessments – Grades 1 – 5. Externally produced tests.</p> <p>Baseline Assessments:</p> <p>Teacher assessments and observations</p>	<p>To provide an opportunity for the school to keep track of pupil's progress and teachers' expectations, and to enable schools to monitor progress through summative means at different points in the key stage.</p> <p>Analysis to inform practice, planning, resourcing and staffing needs.</p> <p>To establish pupils' abilities at the beginning of YR, so that subsequent progress in achievement can be compared with, and measured against, expected norms.</p> <p>They can also be used formatively, to identify strengths and areas to develop and support teachers in providing appropriate learning experiences for individual pupils.</p> <p>These assessments are made based on all round teacher assessment and observation in the first few weeks of the academic year.</p>
<p>Termly Teacher Assessments:</p> <p>Teacher assessments using school assessment criteria for all subjects on a termly basis.</p> <p>Grade Expectations set from the Common Core State Standards are used to inform teacher assessments. The data is collated centrally.</p>	<p>These are used to monitor progress and attainment at the end of term for all subjects.</p> <p>Teachers assess whether children have met the expected standard for their year group, met the standard at greater depth or are working towards the expected standard.</p> <p>Termly Pupil Progress Parent Teacher Meetings are set across the school.</p>

Formative Assessments	
<p>Planning: <i>Identifies valid learning and assessment objectives that ensure differentiation and progression in delivery of the National Curriculum.</i></p>	<p>Ensures clear learning objectives, differentiation and appropriate delivery of the Common Core State Standards; short-term plans show how assessment affects next steps by the development of activities and contain assessment notes on pupils who need more help or more challenge.</p>
<p>Sharing learning objectives and success criteria with pupils: <i>Pupils know and understand the learning objective and success criteria for every task.</i></p>	<p>Ensures that pupils are focused on the purpose of each task, encourages pupil involvement and comments on their learning; keeps teachers clear about learning objectives.</p>

<p>Pupil self-evaluation and peer evaluation: <i>Pupils are trained and encouraged, in oral or written form, to evaluate their own and their peers' achievements against and beyond the learning objective and reflect on the successes or otherwise, of the learning process.</i></p>	<p>Empowers each pupil to realise his or her own learning needs and to have control over future targets; provides the teacher with more assessment information - the pupil's perspective.</p>
<p>Feedback: <i>Must reflect the learning objectives of the task to be useful and provide an ongoing teacher/pupil dialogue; can be oral or written.</i> Live marking and reflection clears up any misunderstandings.</p>	<p>Tracks progress diagnostically, informs the pupil of successes and weaknesses and provides clear strategies for improvement. Feedback and Marking will be in line with the Marking Policy.</p>
<p>Celebrating Achievement: <i>Making links between achievements explicit; treating all achievements in the same way and thus creating an inclusive learning ethos</i></p>	<p>Celebrates all aspects of achievement, provides motivation and self-esteem, thus enabling pupils to achieve academic success more readily.</p> <p>This is through strategies such as assembly certificates and house points which lead to earning team and class rewards.</p>

Assessment Calendar

	KG	ES
Autumn		
Spring		
Summer		

	MS	Year 9
Autumn		
Spring		
Summer		