



## **Assessment and Reporting Policy**

At Aisha School, we believe that assessment is an integral part of the learning process. It forms the basis from which teachers and students make decisions about academic and personal development. It gives direction for setting instructional goals and also provides information about the overall growth of students.

Assessments should be authentic and varied, while encouraging students to showcase the knowledge and skills they have acquired in the learning process. They should offer students, parents, and other stakeholders a valid and reliable indication of student progress and attainment.

Assessment practices play a vital part in each teacher's planning and enable the evaluation of current practices as well as student achievement. Evaluation occurs at the end of each reporting period (semester), and formal reporting occurs through two standardized report cards, one in each semester.

This Policy outlines the purpose, nature and management of assessment, evaluation and reporting at our school. Also, it plays a key role in striving to ensure that each student realizes his/her full academic potential in a learning environment that reflects a culture of partnership between teachers, parents and students.

This Assessment Policy was developed in partnership with all members of the school community of Aisha School and it will be regularly reviewed.

### **1. Aims and Objectives**

The aim of this policy is to provide a clear outline of all assessment, evaluation and reporting techniques at Aisha School. It ensures that assessment is used as a tool to inform planning, to track student progress and to raise standards.

It is the right of every student at Aisha School to be given an education that builds on their strengths, addresses their individual needs, and ensures progression. Assessment is an essential tool in the delivery of this right.

### **2. Purposes for assessment:**

#### **Students:**

- It serves as a tool that will encourage and motivate students to learn.
- It builds positive self-esteem and encourage students to strive for their personal best.
- It enables students to monitor their current knowledge and skills development



- It assists students in setting goals for academic and personal development and progression.
- It empowers students to be independent, self-reliant and self-critical learners.

### **Teachers:**

- It determines students' prior learning and educational needs
- It identifies students' specific academic strengths and areas of growth so that the teacher can design appropriate instruction within the classroom.
- It provides feedback for students to improve their performance and achieve personal goals.
- It evaluates the success of the instructional program.

### **Parents:**

- It helps the parents fully understand the strengths, weaknesses, progress and achievements of their child.
- It assists parents in supporting their child to achieve their academic goals.

## **3. Types of classroom assessments:**

### **A. Assessment for Learning**

Assessment for Learning is a process of gathering information about students' knowledge, skills and understanding in order to inform teaching. It can be used as an ongoing part of the curriculum. The purpose of formative assessments is not just to test what learners know, but also to help teachers plan their lessons so that they are more effective.

### **B. Assessment as Learning**

Students are involved in the learning process by monitoring their own progress, asking questions and practicing skills. They use self-assessment, peer assessment and teacher feedback to reflect on their learning, consolidate their understanding and work towards learning goals.

### **C. Assessment of Learning (Summative Assessments)**

Summative assessment is provided to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period.

It assists teachers to use evidence of student learning to assess their achievement against learning goals and standards.



#### **4. CRITERION-REFERENCED ASSESSMENT**

Students are assessed against specific criteria. For each activity, students are informed of what learning outcomes or goals are to be assessed and what assessment standards will be used. Students understand clearly what is being assessed, why it is being assessed and how it will be assessed

#### **5. Reporting**

Full reports with written teacher comments are issued twice a year. These reports include comments and grades related to student achievement and progress, and provide specific targets for improvement. Parent-Student-Teacher Conferences are held formally twice a year. These allow students to lead discussion of their progress and goals with their parents and teachers. At any time during the academic year, a teacher or parent may arrange an additional meeting to discuss student progress.

At the end of the school year, learners receive their final progress reports where they get one of the following results:

- The learner is promoted to the next grade level if he gets “**Sufficient, Efficient or Outstanding**” in most of the subjects.
- The learner has to do a make-up exam if he gets “**In-progress**” in one or two of the main subjects.
- The learner fails if he gets “**Insufficient or in-progress**” in the three main subjects.

#### **6. Communication:**

This policy will be made available on the school website.

#### **7. EVALUATION**

The principal, staff and school community will undertake evaluation of the policy and program regularly.