



## IGCSE ASSESSMENT POLICY

Implemented	September 2022
Reviewed on	September 2023
Next Review	September 2024

### Policy Aims and Objectives:

- Simple and easy to understand - for staff, students and parents.
- Based on high expectations and challenges for all
- Closely linked to the curriculum and focused on developing the knowledge, understanding, and skills needed for success in higher studies and future employment
- Improves learning and encourages a growth mindset by providing students and parents with high-quality next-steps feedback focused on specific objectives
- Tracks pupil progress about their performance at yearly expectations.
- Allows all students to experience success by focusing on the progress they are making from their starting point
- Differentiates between pupils of different abilities, giving early recognition to pupils who are falling behind and those who are excelling

### The aim is to use assessment in the following ways:

- To provide baseline information for all students that enter the new grade.
- Diagnose specific strengths and areas for improvement for all of our students
- Assist in the prediction of future attainment and target setting
- Monitor the prediction of future attainment and target setting
- Monitor the academic performance of students as they move through the school
- Encourage the use of assessment as a tool in students' learning
- Develop students' ability to think critically through self and peer assessment
- Ensure all departments are consistent in their approach to assessment
- Inform teachers' planning so that it responds to the needs of students

### Why do we assess?

We use student assessment in the following ways: We believe the essential assessment element is using the data formatively to clear strategies for making progress.

**Types of Assessment:** Summative Assessment – previously and often referred to as assessment of learning. This covers assessment events that provide information about a student's knowledge of a particular section/unit of work. Our end-of-year exams and key assessment points are summative assessments.

Formative Assessment – often referred to as assessment for learning. This is the process of seeking and interpreting evidence for use by students and their teachers to decide where the students are in their education, where they need to go, and how best to get there. Formative assessment is less formal than summative assessment and is and regular.

Diagnostic Assessment – Any assessment event that seeks to identify a student's strengths and weaknesses, including how they like to learn.

### Methods of Assessment

Teachers use a variety of methods for assessment, which include:

- Self-evaluation
- Questioning and immediate verbal feedback



- Collaborative assessment and feedback
- Quality feedback for learning/marking
- Examinations and Key Assessments
- Controlled assessments
- Homework/coursework tasks
- Self and peer assessment

**CURRICULUM:** Royal Private English School, Fujairah, prepares students to take the Cambridge International General Certificate of Secondary Education (IGCSE) examinations of the University of Cambridge, UK, the world's most popular international curriculum for 16-year-olds.

The following principles guide us:

- Students have different cultural experiences, expectations, and needs.
- Perform differently according to the context of learning.
- See self-assessment and peer assessment as a natural learning process.
- Need to know their achievements and areas for improvement in the learning process.
- Should receive feedback that is positive and constructive.
- Apply skills for independent problem-solving, creative innovation, and success through teamwork, irrespective of the environment they originate from.
- Assessment - We recognize that assessment are fundamentally interdependent and assess the effectiveness of the environment on the student's led education by gathering evidence and information from the following source and incorporating various relevant and motivating methods.

We use Ministry of Education guidelines and Cambridge IGCSE criteria to indicate levels of achievement. At the end of each term, students receive a summative grade based on the Ministry of Education criteria and Cambridge- IGCSE A\* - U grade scale.

## CURRICULAR FEATURES

### Foundation Stage1 (FS1) & Foundation Stage 2 (FS2)

We endeavor to offer an educational base that has quality and consistency, constructs a secure foundation, and provides equal opportunity to children, and with parents for high-quality learning. The Early Years Foundation amalgamates the best international curriculums and practices.

Early Years Foundation Stage [EYFS] is an exciting time for a child to explore, learn, interact with other children and have fun. In contrast, at the same time, they gain confidence, grow independent and develop their cognitive and motor capabilities. The curriculum is theme-based; activities provide a broad range of knowledge and skills. Learning styles are considered in planning and executing content for the child to make the most of their talents and abilities as they grow. Assessment in EYFS is a continuous and covers all milestones of early years are age appropriate. Assessment will be conducted during three terms (Winter, Spring, and Summer)

The instructive program is shaped by enabling environments to encourage and strengthen communication and language, Literacy, and numeracy. In addition, understanding the world, design, and physical, personal, social and emotional development is strongly supported and sustained. On completing the EYFS of R1 and R2, children will be ready to gain from the prospects in the next stage of education.

### Early Learning Aspects

Literacy	Reading / Writing
Numeracy	Problem solving / Reasoning/ Numbers/ Shape, Space measure
Understanding the World	People and Communities/ Technology
Personal social and emotional development	Understanding self/making relationships/ self-confidence, self-awareness, managing feelings, and behaviour
Communication and language	Listening and Attention/ Understanding / Speaking



Expressive and creative arts and design	Exploring and using media and materials/ being Imaginative.
Physical development	Health and Care / Moving and Handling/Gross/Fine Motors

CAT4 The Cognitive Abilities Test, 4th version (CAT4) is given every three years and to each new student in grades 9-12. CAT4 assesses students learning preference and their potential. Data reports provide insight into students learning styles and possible IB scores at the standard level for a variety of courses. Data is shared with students, teachers and counsellor. Counsellor review the data with the students and review IB pointers as possible course selection choices. The SEND department use the data at an individual level to identify students' strengths, areas for development, learning styles and academic potential. The SEND department also uses this data as one data point in the identification of Gifted and Talented students.

#### Progress test

Progress Test is given in grades 3, 5, 7 and 9 in English Math and Science. Assessment results are reviewed in departments at the individual, class, grade and division level by teachers, HODs and administrators. Teachers and leaders review data to inform their instructional planning to best support student learning and track student progress and attainment. The SEND department use the data at an individual level to track student progress and attainment using the learning continuum.

#### Foundation Stage - Assessment & Reporting

Assessment and Reporting are vital element in shaping the learning and development process, and it extends over three terms at each grades FS1 and F.S2

A record of individual student attainment and progress is maintained through an embedded system of assessment in Literacy, Listening, Reading, Speaking, Writing, Numeracy, Environmental Awareness, Art & Craft, Music, Personal, Social and Emotional Development, Work Habits, Motor skills and other achievements in grade level competitions. Student attainment is shared with parents at meetings. And formal Online Assessment Reports are viewable to parents during the Open House at the end of Terms 1, 2, and 3.

Term1: Sept-Dec

Term 2: Jan-Mar

Term 3: Apr-June

#### Assessment & Reporting In EYFS

The EYFS assessment is continuous and their attainment at the end of EYFS comprises of the child's attainment in relation to the 17 early learning goal (ELG) descriptors. A short narrative describing the child's three characteristics of effective learning.

For the ongoing assessment, tracking and documenting the progress tracker about what the child can demonstrate as per each ELG at the end of KG1/ KG2.

Early learning goals to be observed on continuous basis to give timely support- and next step to the learner and to be informed regularly to the parent.

The teacher will observe each child against the ELGs and provide a portfolio and progress report describing each child's skills and abilities against the three characteristics of effective learning:

Playing and exploring

- Active learning
- Creating and thinking critically

#### Learning Journey portfolio & Anecdotal records

Throughout the year EYFS teacher will collect and collate materials, observational records and information within a child's Learning Journey. Evidence will include:



- Pictorial records
- Written / drawn evidence.
- Planned and un-planned observations of day-to-day interactions.
- Information from parents or other relevant guardians.
- Anecdotal records
- A Holistic portfolio
- ELG Tracker

### Early learning goal tracker

EYFS Practitioners/Teachers will use this evidence to observe whether a child's learning is:

- Not yet reaching expected levels (emerging)
- Meeting expected levels (expected)
- Exceeding their ELG expectations (Exceeding level)

This tracker will be handed over to the Grade 1 teacher during the moderation meeting at the end of the academic year.

### Parental engagement in EYFS teaching and learning.

EYFS teachers will interact and observe children to understand their achievements, interests, and learning needs, and will use this information to shape the educational experiences for each child. Parents will be kept informed with schedule meetings about their child's progress and development every 45<sup>th</sup> day.

## 2. PRIMARY-I (GR1 AND GR2)

At the Primary-I stage, students are given an excellent foundation in concept formation, problem solving, and creative thinking. They develop language skills and are encouraged to question, explore, apply and test what they know and can do.

SCHOLASTIC-Subjects Taught	CO-SCHOLASTIC
English	Art
Higher Arabic/Lower Arabic	Music
Second Language (Lang. Art, Urdu/Bengali)	Physical Education
Mathematics	Behaviour
Science	
Social Studies	
Islamic Studies/PSHE	
Computer Science	

### Assessment & Reporting for Grade 1 and Grade 2

#### Scholastic Area

- All the subjects will have an assessment of different skills. Reading, Speaking, listening, writing and extra reading are assessed in languages. Mathematical concepts, tables, mental abilities etc. are assessed in mathematics. Science concepts, scientific skills, group discussion etc. are assessed in science.
- Nature of all assessment is formative or AFL.

Tools for assessment of subject's skills		
Subject	Skills Assessed	Assessment tools





Languages (English, Arabic, Urdu, Bangla language Art)	Listening (comprehension, inference & understanding)	Activity based
	Speaking (recitation, fluency, clarity & expression)	Activity based
	Reading (comprehension, inference and understanding)	Paper-pencil Test & Activity based
	Writing (grammar, vocabulary, spellings, creative writing)	Paper-pencil Test
Mathematics	Space & Shape	Activity based
	Measurement	Activity based
	Patterns, Functions & Algebra	Paper-pencil Test
	Numbers, Operations	Paper-pencil Test
	Data handling & Problem solving	Paper-pencil Test
Science, UAE SST& Social Science	Creativity & innovation	Activity based
	Environment sensitivity	Activity & Paper-pencil Test
	Experimenting & predicting	Activity & Paper-pencil Test
	Concept understanding	Paper-pencil Test
Islamic Education	Islamic concepts	Paper-pencil Test
	Recitation	Activity based
	Practical	Activity based
ICT	Concepts	Worksheet (continuous assessment)
	Practical	Activity based

#### Year-end calculation

The final marks awarded to the students after calculating the at the end the year weightage of Term1, Term2, and Term3 will be considered as given the table;

Term-1 (25%)	Term-2 (25%)	Term-3 (50%)
Worksheet-10%	Worksheet -10%	Worksheet -10%
Notebook -10%	Notebook -10%	Notebook -10%
Skills Assessment-30%	Skills Assessment -30%	Skills Assessment -30%
Paper Pencil Test - 50%	Paper Pencil Test - 50%	Paper Pencil Test - 50%
(50 % portion of the content of Term-1 for paper-pencil test).	(50 % portion of the content of Term-2 for paper-pencil test).	(60 % portion of the content of Term-3for paper-pencil test)

#### • SCHEDULE FOR PEN & PAPER TESTS\* (GRADE 1 AND GRADE 2)

Subject	Term-1	Term-2	Term-3
English	06.11.2023	04.03.2024	03.06.2024
Islamic Edu.	08.11.2023	06.03.2024	05.06.2024
Social Study	10.11.2023	08.03.2024	07.06.2024



Mathematics	13.11.2023	11.03.2024	10.06.2024
Science	15.11.2023	13.03.2024	12.06.2024
Language Arts (Reading)	17.11.2023	15.03.2024	14.06.2024
Arabic	20.11.2023	18.03.2024	17.06.2024

Note:

These tests are only one of the tools to assess the student's achievement for a set of subjects' skills. The duration of tests will be 1hr and there will not be any study leave for the tests.

3. PRIMARY-II (Gr3 to Gr5) &

4. LOWER SECONDARY (Gr6 to Gr8)

These stages build a strong academic foundation for students, and we help to instill the right values and develop a sense of responsibility and ethics. This is furthered by an emphasis on creative thinking, innovative problem solving and independent expression.

A variety of child-centric methods are employed to engage students in an interactive manner in our efforts to lay down a strong foundation in the basics of literacy and numeracy. We also intend to make them more aware of the environment of which they are a part of. These methods include role plays, quizzing, mime, language games, audio-visual presentations, activities, class assemblies, projects, and field trips.

SCHOLASTIC-Subjects Taught	CO-SCHOLASTIC
English	Art
Higher Arabic/Lower Arabic	Music
Second Language (Lang. Art, Urdu/Bengali)	Physical Education
Mathematics	Behaviour
Science	
Social Studies (Geography & UAE SST)	
Islamic Studies/PSHE	
ICT	

#### Assessment & Reporting in Grade 3 To Grade 8

Whole session is divided into three terms and following is the pattern for the assessment for each term for all scholastic subject except ICT:

Assessment Technique	Weightage %
Unit Test	10%
Subject Enrichment Activities*	5%
Notebooks	5%
Portfolio worksheets	5%
Term End Examination Pen-Paper Test	75%

ICT	Theory	Practical
	50%	50%

#### \*-Subject Enrichment Activities\*

These are subject specific activities aimed at enhancing the understanding and skills of the students.

Subject	Enrichment Activity
Languages	Speaking and listening
Mathematics	Mathematics Lab and other activities



Science	Practical work and activities
Social Studies	Map and Group work
Islamic Studies	Quran Recitation/Practical

- Portion of the syllabus for each term for each subject will carry a percentage of previous term syllabus as per the scheme given below.

Grade	Term 1	Term 2	Term 3
3&4	60% portion of content of Term 1	80% portion of content of Term 2	100% portions of the content of Term 3
5&6	80% portion of content of Term 1	100% portion of content of Term 2	100% portions of the content of Term 3 +10% of Term 1 +10% of Term 2
7 & 8	100% portion of content of Term 1	100% portion content of Term 2 + 10% Term 1	100% portions of the content of Term 3 +10% of Term 1 +20% of Term 2

#### Year-end calculation

The final marks awarded to the students after calculating the at the end the year weightage of Term1, Term2, and Term3 will be considered as given the table.

Term	Term 1	Term 2	Term 3	Total
Weightage	20%	20%	60%	100%

#### Qualifying Criterion

The qualifying criterion for grade 3 to grade 8 is securing a minimum of 35 % for all core subjects and qualifying marks in all MoE subjects. The qualifying marks for MOE subjects are as per MoE guidelines.

#### Examination Schedule (Proposed)

Term	Unit Tests	Term-End Examination
Term-1	1 <sup>st</sup> & 2 <sup>nd</sup> weeks of October	3 <sup>rd</sup> & 4 <sup>th</sup> weeks of November
Term-2	1 <sup>st</sup> week of February	2 <sup>nd</sup> & 3 <sup>rd</sup> weeks of March
Term-3	3 <sup>rd</sup> & 4 <sup>th</sup> weeks of May	2 <sup>nd</sup> to 4 <sup>th</sup> weeks of June

### 5. UPPER SECONDARY (GRADE 9,10 &11)

We are proud to serve around 37 nationalities and understands the requirements of different countries for the number of subjects qualifying for CAIE exams; therefore, it provides a comprehensive choice of subjects in the IGCSE (CAIE) curriculum beginning with Grade 9, which is the pre-board class answering IGCSE O levels CAIE examinations in Grade 10 for the upcoming academic year.

Subject category	Sr No	Subjects
Core Subjects	1	English



(IGCSE)	2	Mathematics
	3	Physics
	4	Chemistry
	5	Biology
Additional Subjects (IGCSE)	6	Business Studies
	7	Economics / ICT
	8	II Languages (Urdu, Bengali & Nafees)
MOE Subjects		Islamic Studies (For Muslims)
		Arabic
		UAE Social Studies (Only Grade 9)

### Assessment & Reporting

The whole session is divided into three terms and following is the pattern for the assessment for each term for all core and MoE subjects.

Grade	Term 1	Term 2	Term 3/Pre-Board
9, 10 & 11	100% portion of content of Term 1	100% portion of content covered until Term 2*	100% portion of content covered until Term 3
*Note: Grade 9 will have only units test in Term-2			

### Final Calculation

Term	Weightage	Description
Term 1	20%	20% weightage of total will be taken from together from all assessments of Term 1& Term 2
Term 2		
Term 3	80%	As per board pattern. Marks to be entered out of 100.

### Qualifying criterion & some other important points

- It is mandatory that a student maintains a minimum attendance of 92% to enroll in the Cambridge-IGCSE Board Examination.
- It is compulsory that the students write all school-based exams.
- The qualifying criterion for grade 9 is a minimum of 35 % for at least in core subjects of IGCSE and securing qualifying marks in all MoE subjects. The passing criteria for MOE subjects are as per MoE guidelines.
- The qualifying criteria for Grade 10 is a minimum of A\* to E in the core subjects of IGCSE. The passing criteria for MOE subjects are as per MoE guidelines.
- School recommends all the students to write Cambridge-IGCSE Board Examination.
- Exam Schedule (Proposed) for Grade-9

Term	Unit Tests	Term-End Examination
Term-1	1 <sup>st</sup> & 2 <sup>nd</sup> weeks of October	3 <sup>rd</sup> & 4 <sup>th</sup> weeks of November
Term-2	2 <sup>nd</sup> & 3 <sup>rd</sup> weeks of March	--
Term-3	3 <sup>rd</sup> & 4 <sup>th</sup> weeks of May	2 <sup>nd</sup> to 4 <sup>th</sup> weeks of June

### Exam Schedule (Proposed) for Grade-10&11





Term	Term-End Examination
Term-1	3 <sup>rd</sup> & 4 <sup>th</sup> weeks of November
Term-2	1 <sup>st</sup> week of February
Term-3	2 <sup>nd</sup> & 3 <sup>rd</sup> weeks of March (Pre-Board)
	April – Board Exam begins

## 6. IGCSE A-Level

We are pleased to announce the introduction of Cambridge International AS Level on the full 2 years A level course for the academic year 2023-24, followed by A2 (the second year of study) for the next academic year 2024-25, help learners develop independent study skills that universities value highly.

- The first part is known as the Advanced Subsidiary level (AS level). The second part is known as the A2 level. The AS Level is a qualification, and the AS Level and the A2 Level form the complete A Level qualification.
- Subject offered and Grouping of Subjects

### AS-level Grouping

Group A	Group B	Group C
Physics	ICT	ICT*
Chemistry	Chemistry	Chemistry
Mathematics	Mathematics	Biology

\*(Subject to change with the number of students opting for ICT)

- Students can study 3 AS Levels and continue with those subjects to A2 Level.
- Students must opt for a minimum of 2 subjects, excluding Arabic, Islamic & MEP.

Note: Arabic, MEP & Islamic (for those following Islam) is mandatory for students who wish to continue their education in the UAE and appear for a unified exam from the ministry.

### Equivalency Requirement within the UAE for AS-Level

- Students are required to successfully complete at least two approved Advanced Subsidiary Level subjects or one approved Advanced Level subject with a grade of (A\*, A, B, C, D or E)

### Assessment & Reporting

Each term will have a Formative and a Summative Assessment to align our Assessment Schedule with the MOE Calendar and to have uniformity in assessment dates across all phases.

Grade	Term 1	Term 2	Pre-Board
AS	100% portion of content of Term 1	100% portion of content covered until Term 2	100% portion of content covered until Term 3

- Exam Schedule (Proposed) for AS Level

Term	Term-End Examination
Term-1	3 <sup>rd</sup> & 4 <sup>th</sup> weeks of November
Term-2	1 <sup>st</sup> week of February



Term-3	2 <sup>nd</sup> & 3 <sup>rd</sup> weeks of March (Pre-Board)
	April – Board Exam begins

### BENCHMARKING, APTITUDE AND EXTERNAL ASSESSMENTS

- CAT4 (Cognitive Ability Test: Fourth Edition)**

CAT4 was implemented in the academic year 2014 – 15 and has been an effective tool to test the reasoning abilities of students from Grade Gr3 to Gr10. This seamless assessment is used to evaluate students of 7 years to 17 years and identify their academic potential. It is available as an online test which comprises Verbal, Non- verbal, Figure and Number Analogies. CAT 4 is not about recalling previous knowledge and requires no preparation, offering all students equal opportunity to showcase their underlying ability. This test is usually conducted in the **third week of October**. CAT 4 provides schools across the world with essential data to:

- Identify potential.
- Facilitate Personalized Learning.
- Monitor progress.
- Provide evidence for inspections and self- evaluation.
- Guide and enhance institution's work towards students' ability and potential, attainment, and attitude.
- Progress Test Series is conducted by GL Assessment, UK.**

GL Assessment is the leading provider of formative assessments to UK schools, as well as providing assessments for overseas ministries and British bilingual and international schools in over 100 countries worldwide. This test is usually conducted in the **second and third week of May**.

The Progress Test Series is conducted by GL Assessment, UK assists schools to:

- Benchmark knowledge and measure progress of the core subject year on year.
- Implement and monitor interventions.
- Support communication with stakeholders and provide evidence for inspections.
- It is conducted in subjects like English, Math and Science.

- ISA-Based test for schools (PBTS)**

PISA Based Test for Schools assesses skills in reading, mathematical and scientific literacy. The test is designed to help schools and students benchmark their performance to PISA. As advised by MoE, all Grade 10 students are obliged to participate in the PISA-Based Test for Schools. The Ministry of Education (MoE) views this as an extremely important assessment and urges all Schools and Parents to encourage their students to perform to the best of their ability on the PBTS Assessment as this will reflect the true picture of the education systems and subsequently help to develop policies, direct resources and improve the practices of teaching and learning.

- PISA**

The **Program for International Student Assessment (PISA)** is an international assessment that measures 15-year-old students' reading, Mathematics and Science literacy. PISA emphasizes functional skills that students have acquired as they near the end of compulsory schooling.

- TIMSS**



The Trends in International Mathematics and Science Study (TIMSS) is an international assessment of the mathematics and science knowledge of students around the world. It measures trends in Mathematics and Science achievement at the fourth and eighth grades levels and enables comparison of attainment levels of our school with UAE and International average scores.

### Policy Review For Grade 1 to 8:

Term 1 and Term 2 report will have all the details Subject Enrichment Activity, Notebooks and Worksheets. However, the end of term 3 final report card – the report card will carry out of 100.

- The weightage of the different assessment techniques results are as follows:

- For 1 to 8: Term 1 and Term 2 report will have all the details Subject Enrichment Activity, Notebooks and Worksheets. However, the end of term 3 final report card – the report card will carry out of 100.
- The weightage of the different assessment techniques results are as mentioned in the school diary page no 19 (IGCSE Diary).

Grade	Term exam – PP test	Worksheet	Notebook	SEA	Unit Test
1 & 2	25 (50%)	10 (10%)	10 (10%)	30 (30%)	
End of the year Calculation for Grade 1 & 2 : T1:T2:T3::25:25:50					
3 & 4	50 (75%)	5 (5%)	5 (5%)	10 (5%)	20 (10%)
5 to 8	75 (75%)	5 (5%)	5 (5%)	10 (5%)	20 (10%)
End of the year Calculation for Grade 3 to 8 : T1:T2:T3::20:20:60					
9	For final calculation: Weightage of 20% of - UT 1 (20) Term 1 (80) UT 2 (20) Weightage of 80% of - UT 3 (20) Term 3 (80)				
Gr 10 to 12	For Final Calculation: Weightage of 20% of Term 1 and Term 2 Weightage of 80% of Term 3 (pre board) Grade 10 onwards Term 1 and 2 MOE format report will be released and Term 3 board exam results.				

**Leave during examination:** Absent will be marked for those students who did not appear for the scheduled test or exam due to any reason. However, non-scheduled assessments such as Notebook, worksheet and Subject Enrichment activities will be conducted and marked as per the school assessment policy. No retest will be conducted for scheduled test / exam.

**Approved Leave:** Student will be given the average marks at the end of the year calculation taking from the same category of the exam which the student has missed. However, while deciding the annual academic award, the marks will remain zero for the absentees.

**Unapproved Leave:** No marks will be given at the end of the year calculation.

### STUDENT AWARDS:

The school presents various awards for the students to motivate and encourage students' performance in both Scholastic & Non-Scholastic areas. We believe that all students are capable of progress and achievement. These awards will not only recognize and reward individual achievement and progress, but also create self awareness in children as well as celebrate their success in all areas.

1. Star Performer Award (Overall Excellence)
2. Grade Topper Award (Academic Excellence)
3. Class Topper Award (Academic Excellence)
4. 100% Attendance Award
5. CCA Award
6. Class Teacher Recognition Award
7. Special Award for Specials
8. Sports Awards

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1.4.24