



**School of Knowledge**  
(St. Alary's Group of Schools)

# **ASSESSMENT AND TRACKING POLICY**



<b>Reviewed By &amp; Date</b>	<b>SLT &amp; MLT / JUNE 2025</b>
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**Approved by: Principal**

## **VISION OF THE SCHOOL**

Striving for excellence, striding towards success and seeking new horizons  
for personal growth and worth.

## **MISSION STATEMENT**

Each toddler walking through the gates of School of Knowledge is viewed as a talent reserve and the school works relentlessly towards empowering each and every child.

## **CORE VALUES**

### **We believe:**

- ✓ In fostering honesty, charity, justice and service to others.
- ✓ In empowering critical and creative thinking.
- ✓ In a collaborative learning environment that involves co-operation among students, teachers, school leaders, staff and parents.
- ✓ In enabling students to become global citizens to face the challenges of the 21st century.

## POLICY STATEMENT:

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The School of knowledge focuses on assessment which is an integral part of students' learning experience. It lies at the heart of the process of promoting children's learning; and is a fundamental practice to support and enhance the learning experiences of our students.

### PURPOSE:

The school uses a range of strategies and tools to assess student learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored. Assessment also enables on-going collaborative reflection between the students, teachers, and parents, enabling each to become a partner in the learning process. Assessment is incorporated systematically into teaching strategies in order to diagnose any problems and chart progress.

### AIMS AND OBJECTIVES:

This policy sets out the principles that underpin the school's approach to supporting student success through assessment, regardless of the discipline or type of assessment. The policy objective is to:

- i. foster learning
- ii. certify student learning
- iii. Develop students' abilities to reflect on and monitor their progress to inform their future learning goals.

### ***Through this Policy we aim to:***

- raise the standards of achievement throughout the school
- maintain accurate records of the progress and attainment of individual children and cohorts
- enable the active involvement of students in their own learning
- facilitate teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual pupils
- Provide regular information for parents that enables them to support their child's learning.

### TYPES OF ASSESSMENTS:

The current academic year has been divided into three terms: September –December, January- March and April – June.

### **I. Primary**

The school uses assessments in the following ways:

1. BENCHMARKING TEST (BMT): used by teachers to judge the impact of his/her lesson on student learning and plan the next lesson accordingly and also to judge the needs of the student or the kind of help the student needs and offer appropriate feedback for the student to improve.
2. ASSESSMENT OF LEARNING: also known as summative assessments and are used by teachers to check mastery of the students at the end of a unit/topic.

Throughout the year, the following forms of assessments are conducted:

<b>Formative Assessments (Internal)</b>	<b>Summative Assessments ( Internal)</b>	<b>External Assessments</b>
BMT	End of term exam {Term 1, Term 2 & Term 3}	CAT 4 for YEARS 2- 9
Project & Presentations		Progress Test in English, Math, Science for YEAR 4 -9
Class Assignments		ARABIC EXTERNAL EXAM (IBT)
		PIRLS/ TIMSS

#### **Internal assessment**

A baseline assessment (diagnostic test) is done at the beginning of the year to check the readiness of the students by checking the prerequisite knowledge before beginning the curriculum of the present year.

The end of term, total marks obtained is a combination of Formative and Summative Assessments which provides the attainment data. Attainment data is analyzed across the Phases, Year- wise and Gender-wise.

	CATEGORY	SPECIFIC CONDITION
1)	FORMATIVE ASSESSMENTS {BMTs /Assignments/MMT/ Dictation/Reading/Projects}	FA Marks/30
2)	SUMMATIVE ASSESSMENTS TERM-WISE	SA Marks/70 (English, Mathematics, Science and Optional Language) For MOE subjects-As per the assessment directives from MOE.
3)	End of Term Marks	Total Marks 100
4)	End of Year Report	20% of Term 1 + 20% of Term 2 + 60% of Term 3 (Total -100)
5)	Absent (Unexcused leave)	If the child is absent for SA the average marks of the remaining assessments to be calculated out of 100
6)	Sick/ Excused leave	If the child is absent for SA average marks of the remaining assessments to be calculated out of 30

#### Internal Assessment (Grading system)

#### GRADING SYSTEM –YEAR 1- YEAR 9

SCORE	LETTER GRADING	ACCOMPLISHMENT
95-100	A+	OUTSTANDING
90-94	A	VERY GOOD
80-89	B+	GOOD
70-79	B	ABOVE AVERAGE
60-69	C+	AVERAGE
50-59	C	SATISFACTORY
BELOW 49	D	UNSATISFACTORY

## EXTERNAL ASSESSMENTS:

The details of External Assessments are as follows:

EXTERNAL ASSESSMENTS	SPECIFICATIONS	FREQUENCY OF ASSESSMENTS
GL Cognitive Abilities Test(CAT4)	The Cognitive Abilities Test (CAT4) is a diagnostic assessment designed to help students understand how they learn and what their academic potential might be.	Held once a year for alternative year groups from year 2 to 9.
GL PROGRESS TEST	Progress Test Series (PT Series) helps accurately measure how the school and the students are performing in English, Math and Science – against National and International Standards with the view to track progress and identify the learning gaps.	Once in a year
Arabic I Benchmark Test – (IBT -ARABIC )	A world-class, skills-based diagnostic assessment designed by a global expert to help improve learning in the schools. It is designed to give an International Benchmark of students' performance in Arabic Language. Students will be able to see their intrinsic abilities and potential for learning, identifying their strengths and weaknesses on skills and concepts related to their class level .	Held once a year for years 5-9.
Trends in International Mathematics and Science Study (TIMSS) - IEA	TIMSS focuses on effectively measuring educational achievement in Mathematics and Science at the fourth and eighth grades.	Once in four years
The Progress in International Reading Literacy Study (PIRLS) -IEA	PIRLS is an international comparative assessment that measures student learning in reading for Year 5/ Grade 4 students.	Once every five years

\*GL EXAMINATIONS WILL CONTRIBUTE TO THE OVERALL MARKS FOR THE FINAL EXAMINATIONS

YEAR GROUP	End of year Assessment	GL ASSESSMENT	FINAL EXAMINATION RESULT
YEAR 4-9	APPLICABLE	APPLICABLE	SUMMATIVE ASSESSMENT + GL RESULT

## **Tracking of Progress**

Progress at the end of the term is measured on the basis of attainment made with respect to the starting point set for each student.

Progress over time is tracked for 3 years in a row. All analysis are done digitally using the school Digital Platform (Mograsy).

## **Starting Point**

The 'Starting Point' is a stanine score on a scale of 1-9 calculated by triangulating the baseline mark, the CAT 4 Mean and SAS.

## **Progress in Lessons**

Progress in lessons is determined against prior knowledge of students. Appropriate assessment for learning (AFL) during the lesson and effective plenary at the end of the lesson allows for assessing the progress made during the lesson with respect to the prior knowledge of the students.

## **Progress of SEND Students**

Progress of SEND students is tracked through differentiated tasks during the lessons. For summative assessments SEND students (wave 3) are given modified papers to assess and monitor their progress.

Students with special needs upon application for enrollment after testing and interview are referred to the Inclusion Support Department for further assessment and observation. In due course, parents are provided feedback on students' progress.

## **Next Step or Targets**

Students are informed about their targets or next steps on the basis of the class assessment tasks in the form of feedback as well as in the report card.

## **Question Papers**

The question papers are standardized by using a certain percentage of questions from each of the following domains of Bloom's Taxonomy:

### **Year 4-Year 9**

- Knowledge-20%
- Understanding-30%
- Application-50%

### **Year 1-Year 3**

- Knowledge -30%
- Understanding - 40%
- Application - 30%

Research work, Assignments and Projects are also assessed.

#### **Moderation of question papers and answer scripts:**

The standard of the questions is closely monitored by the Head of Departments to include a full range of questions guided by Bloom's Taxonomy. Answer scripts are moderated within the department to ensure consistency of marking. An analysis is done after each assessment in core subjects to gauge weak areas of performance.

#### **Retest Policy**

a) Students failing to attain 50 % marks in any subject will have to appear ( ) for a retest in that subject. A maximum of 6 subjects can be taken as retests and an average of 50 % must be scored in at least 4 of them in order to obtain promotion to the next year level. Failing this, the school reserves the right to detain the student with the consent of the parent and SPEA.

#### **Regular Feedback**

Both verbal and written constructive feedback is provided to students about their work and next steps of learning Assessment therefore is, an ongoing process.

#### **Mode of Communication to Parents**

The written reports are available online through the Learning Management System. Regular meetings are held every last Thursday of the month and at the end of first and second term to communicate the progress of the student with the parents.

## **Monitoring the Progress**

School employs data analytics tools in **Learning Management System** to aggregate and analyze student performance data. Progress of the students are tracked using Skill Trackers summarizing their performance across learning objectives of key concepts they learn in the class. These reports provide a snapshot of progress and offer an opportunity for teachers to work on improvement strategies. Data-driven insights aid in adapting teaching strategies.

### **EYFS Assessment Policy**

### **Assessments Guidelines**

Ongoing assessment is an essential aspect in the EYFS setting at SOK. Regular, planned and focused assessments are made of children's learning, individual needs, and progress. The main EYFS assessment method is through practitioners' observations of children in different teaching and learning contexts, including both adult-focused activities and child initiated play. Observations take place on a daily basis- both planned observations and spontaneous observations that capture significant moments of children's learning. Observations are recorded in different formats (e.g. narrative style, short notes, checklist and photographs). All practitioners are involved in observing children. Other methods of assessing children in the EYFS setting include engaging alongside children in their play, annotation of children's written work, talking with children about their task or play and in Learning Journals.

Observations are evaluated against the EYFS Developmental Matters statements and the Early Learning Goals (at the end of Reception), children's learning priorities are identified and relevant learning opportunities are planned to support children to make the next steps and progress.

### **Admission Assessment:**

Assessment is administered to students who qualify the age requirement for each level. They are observed to check their socialization and skills and an assessment questionnaire from the admissions office is utilized to standardize the assessment. Behaviour is also noted apart from the academic performance of the child where numbers, letters, colours, shapes and basic objects are identified.

#### **Assessments done in the department:**

**Baseline assessment-** This is done for both FS 2 and YEAR 1 to see their starting points in all learning areas. Teachers make observations of their students and mark these against our marking system. After the first term, the attainment of students is compared with their starting point to check for progress.

**Formative assessment in the form of observation and tracking-** Students work with their teachers and peers and their performance of tasks and even comments about activities are noted by the teachers. Photos are collated and shared with parents to give them an idea of the activities

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and skills achieved by students. Differentiation is done in various ways to make sure that each student is supported and accommodated. Skills are tracked on to know where the students are at in terms of the concepts taught and what percentage of each level is able to achieve tasks which are at or above curriculum standards.

#### **Tracking of Progress**

Student progress is monitored and tracked through the class profile sheet. The data informs teachers of the progress made by students on a monthly and termly basis. The class profile sheet/ tracker, on the other hand, informs teachers of the progress students are making within the lessons and on a weekly basis.

#### **EYFS Marking System:**

Emerging	The student can do the task but with the help of the teacher/s
Expected	The student can do the task but with very minimal help from the teacher/s
Exceeding	The student has no mistake and can do the task without teacher's help

With the marking system in place, teachers give students activities and necessary support to move them from one learning level to the next. This is assessed later on during tasks and focus group activities.

### **Students who are not meeting the curriculum standards**

Students who are not meeting the expected skills in learning areas are given one-to-one support by the teachers. This is to ensure that they understand the topic in a level that they can understand. Focus groups in lessons also help teachers work with different levels of students and differentiate questioning and support to help them achieve the tasks. In addition, teachers inform the coordinator about emerging students to seek for strategies that can be employed to further support them. The parents are also informed about the development of their children and are supported by giving additional activities for the learning area that the child is struggling. Meetings with parents are also set as necessary.

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### **Feedback to learners**

Regular and ongoing feedback to learners is aimed at informing students how well they did activities and any necessary steps to take to correct any mistake and the next steps which are needed for them to progress in the lessons.