



البطين BATEEN
أكاديمية عالمية WORLD ACADEMY

ASSESSMENT POLICY

ASSESSMENT IN THE IB DIPLOMA PROGRAMME, THE IB CAREER-RELATED
PROGRAMME AND BTEC LEVEL 3

"Locally Educated, Globally Minded World School"

Vision for Learning at Bateen World Academy

Bateen World Academy is dedicated to nurturing a dynamic learning community that fosters innovative learning skills in preparation for an increasingly globalized world.

"Locally Educated, Globally Minded World School"

The IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The IB Learner Profile:

- **INQUIRERS:** We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
- **KNOWLEDGEABLE:** We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
- **THINKERS:** We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
- **COMMUNICATORS:** We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
- **PRINCIPLED:** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
- **OPEN-MINDED:** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from experience.

- **CARING:** We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
- **RISK-TAKERS:** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Philosophy and Principles at Bateen World Academy

Assessment lies at the heart of the process of promoting and developing children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored. The BWA Assessment Policy will help to guide and determine what students learn and the way in which they do this. Assessment should be incorporated systematically into teaching strategies to diagnose any problems and monitor student progress. Assessment at BWA is a cumulative process which relies on both summative and formative approaches. We strongly value the importance of understanding each individual learner, the quality of their learning, providing appropriate and timely feedback and sharing with students how they can move forward with their learning. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race, and disability.

Aims of Assessment

1. To ensure every student knows how they are doing and understands what they need to do to improve and how to get there (*Assessment for Learning*).
2. To recognize that students are not the same and that teaching and learning must consider the learning differences of each individual child.
3. To develop links between assessment and informing teaching and learning to help the progress of every child.
4. To ensure there is constructive, positive, and regular discussions between teacher, student, and parents when reviewing learning and progress.
5. Identification of Learning Gaps: Assessments can help identify learning gaps or disparities among students. This information is crucial to provide targeted support to students who may be struggling academically or to challenge those who are excelling.

High quality Assessment enables:

- An accurate assessment of performance – knowing what the standards are, judging students' work correctly, and making accurate assessments linked to International Baccalaureate (IB) marking criteria and frameworks.
- A fair assessment – knowing the methods used are valid.
- A reliable assessment – ensuring that judgments are consistent and based on a range of evidence.
- A useful assessment – identifying barriers to student progress and using that information to plan and discuss the next steps in learning.
- A focused assessment – identifying areas of a student's learning where there are blocks to progression, which might, for example, benefit from the attention of one-to-one support.
- Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.
- For continuity of assessment, enabling seamless transfer between years and schools.

Types of Assessment:

Formative Assessment:

This is the on-going assessment practices carried out by teachers both formally and informally during a unit of work or in lessons. The results of formative assessments have a direct impact on the planning, teaching, and learning strategies employed immediately following the assessment. Teachers should use this information to tailor subsequent learning experiences to address misunderstandings and misconceptions. The marking of student's work is an essential part of formative assessment, helping children to note errors and reflect to know the 'next steps' in their learning.

Summative Assessment:

Summative assessments occur at defined periods of the academic year such as statutory assessments in IB. Summative assessments help teachers to determine the overall progress and achievement of pupils.

Diagnostic:

All assessments can provide diagnostic evidence; however certain assessment tools can be particularly useful in providing more detailed data, e.g., The accelerated reader program can provide an insight into a student's reading ability and offer ways in which this can be improved and developed.

Assessment for Learning and Good Practice

Assessment for Learning at Bateen World Academy is about using assessment in the classroom as a tool to improve students' learning and progress. A variety of Assessment for Learning (AfL) strategies should be considered when planning a lesson and programme of study.

1. Share learning goals/intentions/questions/objectives with students

Share learning goals not just for the lesson but how these fit into 'the big picture', topic or programme of study. Get students to consider what, how and why they are learning. Ensure that learning objectives/questions provoke challenge for all learners. Involve students with learning goals or objectives at the start of the lesson through group discussion and questioning.

2. Involve students in assessing their own and others' learning

Students need to develop the capacity to self-assess so that they can become independent learners with an ability to gain and develop new skills, knowledge and understanding. Teachers can encourage this by planning opportunities for students to assess their own and one another's work against teacher or exam based criteria (**self and peer assessment**).

3. Review any learning gaps

Baseline testing will be conducted at the start of the academic year with a view to help further identify any significant gaps in learning so curriculum adaptations can be made and further differentiation and support plans put in place.

4. Provide feedback that helps students close any gaps in knowledge or understanding

Students must know what they have achieved in relation to the specific learning activity. Assessment without **verbal and written feedback** disconnects it from the teaching and learning process.

Constructive comments which pinpoint strengths and being clear about how any weaknesses might be addressed is more likely to motivate students and improve learning.

As per the Bateen Marking Policy, teachers are expected to provide written comments that give details about what went well (WWW) and how to improve, by even better if (EBI) comments. Marking will also provide indication of the standard of student work based on the students attributes criteria and an indication of the students working level or grade. Feedback should support direction and improvements.

5. Communicate confidence that every student can improve

Feedback and a **planned plenary** that focuses on the learning activity and highlights what needs to be done can help all students believe they can improve. Not all students learn in the same way so differentiating by task or outcome in a lesson can allow for all students to experience success.

Teacher and Department Assessment

At Bateen World Academy, each subject department or class teacher will have agreed assessment procedures and timings, most notably in departmental plans and schemes of work, for collating key assessment data and for monitoring and reviewing the learning and progress of students within their respective areas. Teachers should be able to articulate how they will use assessment data to inform future planning and address misunderstandings and misconceptions.

Teachers and subject departments will use a variety of methods for informing their assessment of student learning and progress:

These may include some of the below areas but this is not an exhaustive list.

- Audio and / or visual recording of work.
- Department moderation and standardization.
- End of topic or term tests and mock examinations.
- Marking of classwork and homework.
- Observation and listening.
- Photographed work.
- Project work / assignments.
- Questioning.
- Low stakes quizzes
- Role play and demonstration.
- Student presentation or performance.
- Teacher moderated self and peer assessment.

Assessment Criteria and procedures

Teachers are encouraged to use both formative and summative approaches to assessing student learning throughout the year.

- Senior School (Y12-13) – IB Subjects Points 1-7 and/or BTEC Pass-Distinction*

Recording Procedures

Engage and Excel are used in conjunction to collate key progress and attainment data on every student in all subjects. Qualitative data is used to record student progress for 'Attitude to Learning' (AtL). A scale of 1-4 is used where one is deemed the gold standard.

Term one and two will be data collection reports with a written tutor comment report. The final Year report will be full written subject reports. Written comments for all year groups are to include subject specific comments which should reflect the student progress. This includes what their strengths are, what they need to work on and what targets they have in specific subject areas. Comment box should be a written statement of student progress not a commentary of what they have studied throughout the year. Reference can be made to what students have studied, but it must relate to their performance in these topics or units of work and how they progress to the next level.

In addition to this, target data is recorded on the reports to help track student progress by providing both an expected target and an aspirational targets for students. The expected target takes into account prior attainment and external benchmarking assessment data.

This data is analysed to help plan the curriculum, intervention, self-evaluation, rewards and progress towards targets. This data is also used to monitor the progress of particular groups of students such as English as an Additional Language (EAL), Pupils of Determination (POD), Gifted and Talented (G&T), Gender, and Nationality.

External Benchmarking and the use of Standardised testing at ABA

<u>External Assessment</u>	<u>Purpose</u>	<u>Targeted Year Groups</u>	<u>When administered</u>
CAT4	The Cognitive Abilities Test (CAT4) is a diagnostic assessment that is designed to help students and their teachers understand how they learn and what their academic potential might be. It assesses how students think in areas that are known to make a difference to learning. The results are used internally to understand individual student potential and to inform decision-making and target-setting.	12	At the start of the academic year to support with target setting and diagnosing individual student needs. All teachers in the school have access to this information.

IBDP

Student attainment and targets in the senior school are measured using Diploma IB Points 1 – 7 throughout year 12 and 13.

IBCP

Student attainment and targets in the senior school are measured using BTEC Level 3 Diploma Pass to Distinction* grades and Diploma IB Points 1 – 7 throughout year 12 and 13.

Progress Model

- Progress can be determined as **meeting the expected level** when a student sustains the same level from baseline despite the increasing challenge.
- Progress can be determined as **exceeding the expected level** when a student achieved one level of progress from their baseline and has achieved or exceeded their personal target.

Processes For Standardization and Tracking

BWA recognizes that the standardization of students' work is an essential component of the assessment process in order to ensure fairness, reliability, and consistency with the application of the IB assessment criteria. All departments will ensure formal moderation of IB DP and CP work and work scrutiny throughout the year in line with the school's assessment cycle and policy. Regular quality assurance checks are undertaken by SLT to identify any discrepancies or deviations in the assessment process and to address them promptly. HODs are responsible for leading and monitoring departmental moderation procedures to ensure assessments are consistent and accurate at the following points:

Baseline

End of Terms 1 & 2

End of Year Examinations

Mock Examinations

IAs and IOs

When undertaking moderation of students work the BWA quality assurance moderation template must be completed by each department and submitted by the HOD. In addition, examples of the different levels of work and quality assurance document must be completed and filed in the teacher drive in the assessment standards folder for scrutiny by the SLT link.

Accurate records of student attainment should be kept by each department providing an overview of their subject area units / topics attainment, in addition to end of term assessments.

Regular review of attainment data are completed by HOD/Class Teachers and involves completing the school subject tracking sheets. These are reviewed together with the SLT link during line management meetings.

Grading and Marking

IBDP

Student attainment and targets in the senior school are measured using Diploma IB Points 1 – 7 throughout Year 12 and 13. The 1-7 marks are based on the IB standardized criteria on levels of achievement in each course. Teachers should refer the 'Diploma Programme Grade descriptors' 2017/2021, published by the IBO, to explain the academic requirements of the DP to students, when undertaking formative assessment, reporting progress and predicting candidates' grades¹.

¹ Diploma Programme Grade Descriptors, 2017/21, IBO

IB Grading Scale

7	Excellent Performance
6	Very Good Performance
5	Good Performance
4	Satisfactory Performance
3	Mediocre Performance
2	Poor Performance
1	Very Poor Performance

IBCP

IBCP students will be following the Pearson Edexcel Level 3 International Diploma as their Career-related study. There are no external examinations within this course, instead students throughout the two-year course will be graded on assignment tasks for each unit upon completion of specified learning outcomes (see subject specification for more details about specific unit assessment criteria and the combinations of mandatory/optional units required: <https://qualifications.pearson.com/content/dam/pdf/btec-international-level-3>). Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P) and Unclassified (U). Final qualifications are graded using a scale of P to D*, or PP to D*D*, or PPP to D*D*D*.

Reporting Procedures

Teachers report to parents on student progress three times a year. Term three reports will be a written report with full comments outlining progress against the expectations. Term one and two report will be a data report and tutor comment report. Teachers are given guidance on how to complete the reports and comments must make reference to how each student is progressing and what they need to do to improve.

All reports will be uploaded to the parent portal (ENGAGE). Reports are not printed as no hard copies are given to students. Should a parent require a printed copy of the report they will need to contact the school to request a printed copy. Parents are encouraged to keep a record of the reports which can be downloaded from ENGAGE at any point in their child's education. Once reports are published, they are saved in the schools MIS and kept in the DMS- Assessment link as a permanent record. When students leave BWA, they are transferred to leaver and past student status but reports are still accessible in the DMS.

Progress reports provide teachers with an opportunity to report on academic progress, attendance, Attitude to

Learning (AtL), Classwork, and Homework. Student in Year 12 and 13 have an expected and aspirational target for each subject. Teachers will compare the IB/BTEC point score with the expected target and judge if a student is *Above, On, Below or working In line* with the expected target grade. Parents are invited to discuss these progress reports and their child's progress at Parent Consultation Days which occur twice a year.

Homework

Homework for IBDP and CP students should serve as a meaningful extension of classroom learning, reinforcing concepts, promoting critical thinking, and encouraging independent study. Teachers should communicate homework expectations clearly, including due dates, objectives, and assessment criteria. Homework assignments should be directly related to class content and the IB curriculum, serving a pedagogical purpose. The total time required for homework should be reasonable, with an awareness of the need to balance multiple subjects and activities. Teachers are expected to recognize that IB students often have extended essays/reflective projects, internal assessments, and other commitments; therefore, a flexible approach to deadlines may be necessary.

Training for New IB Teachers

Bateen World Academy ensures that its IB educators receive comprehensive training through specialized IB workshops dedicated to teaching and assessing IB courses. These workshops equip our teachers with the necessary tools and strategies for effective instruction. To further support their teaching, teachers are supplied with past IB exams, mark schemes, and annual IB subject reports, enabling them to align their teaching practices with IB standards.

Our IB teachers are encouraged to consult IB subject guidelines and leverage the IB Online Curriculum Centre to foster collaboration and knowledge sharing with fellow IB educators globally. Collaboration is fostered among teachers who instruct common IB subjects, allowing them to work closely together on internal assessments, thereby enhancing the quality of education we provide at Bateen World Academy

Links to Other Policies

The IB DP and CP Assessment Policy at Bateen World Academy aligns with the principles outlined in the Inclusion Policy, the Language Policy, Academy Policy and the Admissions Policy.

Evaluation

This Assessment Policy will be reviewed annually and is supported by:

- A firm commitment to continuous improvement in the quality of teaching and learning of students
- The use of continuing professional development (coaching, mentoring, INSET, peer observation)
- The formal and informal monitoring and review processes which are in place (lesson observations, peer observations, work sampling, student voice, analysis of assessment data)

References:

ABA Assessment Policy 2023-24, Bateen World Academy, 2023

Assessment principles and practices—Quality assessments in a digital age, IBO, 2022

Diploma Programme Grade Descriptors, IBO, 2017/2021

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