



مدرسة البراعم العامة Buds Public School

ASSESSMENT, RECORDING AND REPORTING POLICY

Purpose

Buds Public School (BPS) ensures that the progress of every student is regularly monitored and benchmarked against the individual, others of similar age and ability within the school.

Assessment is the process by which students and teachers gain insight into learning. Assessment can be considered to have the following functions:

- Summative – sums up performance so far
- Diagnostic – focuses on what students can and cannot do
- Evaluative – used to provide evidence on performance

Phase 1 & 2:

- Internal Assessment are ongoing and consistent. Different forms of Assessments are integral part of daily assessments, such as, anecdotal record, learning journals, group, individual & peer assessment
- Children are assessed in and out of class to ensure that learning goals of all areas of learning are achieved and assessed.
- Children are themselves involved in self assessment process.
- International bench mark test scores of TIMSS & ASSET and CAT4 are compared to internal assessments and gap analysis is done accordingly

Phase 3 & 4

- Follows a system of CCE
- Anecdotal records, projects learning journals, self-assessments etc,
- A baseline test is conducted to identify the level of students' attainment
- Various forms of assessment are used to track progress of students, such as anecdotal record, rubrics, checklists, learning journals etc
- International bench mark test scores of TIMSS, PISA & ASSET and CAT4 are compared to internal assessments and gap analysis is done accordingly
- The assessment data is regularly analyzed to give the teachers and school leaders a clear understanding of the attainment and progress in subjects across grades, within grades, progress over time and performance of different groups of children
- Targets have been set for the students which clarifies learning goals for reach individual
- Assessment information influences teaching & learning, the curriculum and students' progress by curriculum modifications, lesson planning and standard question papers.

- Parents are informed about the performance of their child
- SEND - based on the assessment information, modification is made in the curriculum and lesson plans
- Most of the teachers have thorough knowledge of their subjects and consistently apply this in the planning for effective teaching and learning
- Regular feedback to the students and parents are an essential part of assessment

BPS knows that effective assessment provides information to further improve teaching and learning, to inform planning for the future and to enable schools to communicate accurate information about the student to the student him/herself, other teacher, parents, and, where required, other schools.

BPS places a great deal of importance on effective communication with stakeholders. Parents and students will be given informative and helpful feedback regarding progress.

Assessment Pattern

Kindergarten

For BPS believes in forming a new breed of learners, focused and engaged on task. The first steps towards this end is taken in the Kindergarten School, where the students are not assessed formally, but on a daily basis, taking away the stress of examinations and tests from the young minds. Assessments are conducted during teaching hours, with specific score sheets and rubrics designed for the purpose. The teachers are trained to use these assessments to reinforce learning.

Grades 1 to 5

For Grades 1 to 4, there are 2 Formative Assessments (FAs) and 1 Summative Assessment (SA1) with 20% weightage each and 1 Summative Assessment (SA2) with 40% weightage conducted in March. The FA & SA assessments are inclusive of marks awarded for Monthly Informal Assessments, Notebook Evaluation (NE): and Subject Enrichment Activity (SEA).

Grades 6 to 8

For Grades 5 to 8, there are 2 Periodic Assessments (PAs) and 1 Summative Assessment (SA1) with 20% weightage each and 1 Summative Assessment (SA2) with 40% weightage conducted in March. The PA & SA assessments are inclusive of marks awarded for Monthly Informal Assessments, Portfolio, and Subject Enrichment Activity (SEA).

Grades 9 & 10

For Grades 9 & 10, there are 2 Term Assessments each with 50% weightage conducted as per the guidelines of CBSE. The Term 1 & Term 2 assessments are inclusive of marks awarded for portfolio, Multiple Assessment, Subject Enrichment and Periodic Assessments

Grades 11 & 12

For Grades 11 & 12, there are 2 Term Assessments conducted as per the guidelines of CBSE. The Term 1 & Term 2 assessments are inclusive of marks awarded for Internal Assessments or Practicals.

Assessment of Co-Scholastic Activities:

KG-1 & KG-2

Students are graded on a 5 point grading scale (A+ = Excellent, A = Very Good, B = Good, C = Average, D = Below Average) in various co-scholastic activities

Grades 1 - 5

For the holistic development of the student, co- scholastic activities will be graded on a 5 - point grading scale (A+ = Excellent, A = Very Good, B = Good, C = Average, D = Below Average)

Grades 6 - 8

For the holistic development of the student, co - curricular activities in the following areas will be carried out by the teachers and will be graded term-wise on a 5 point grading scale (A+ = Excellent, A = Very Good, B = Good, C = Average, D = Below Average). The aspect of regularity, sincere participation, output and teamwork will be the generic criteria for grading in the following co-scholastic activities.

1. Work Education -Work Education refers to skill - based activities resulting in goods or services useful to the community
2. Art Education
3. Health and Physical Education
4. Music

In addition, students will also be graded on a 3-point grading scale for discipline and good behaviour.

Grades 9 to 12

Students will be graded on a 5-point grading scale (A+ to D) for co-scholastic activities such as Work Education, Art Education and Health & Physical Education.

In addition, students will also be graded on a 3-point grading scale for discipline and good behaviour.

Promotion and retention policies:

Grades	Policy													
KG1 and KG 2	Ordinarily promotion is automatic. Exceptions may be made if the parent makes a special written request that the student will repeat the grade or if due to late admission the child was not able to reach the required standard of the grade.													
Grades 1 to 3	In Primary section, there is normally no detention. Exceptions may be made if the parent makes a special written request that the student will repeat the grade or if due to late admission, the child was not able to reach the required standard of the grade.													
Grades 4 to 12	<p>(Grades 4 to 9 & 11):</p> <ul style="list-style-type: none"> In these grades to be eligible for promotion, a student must obtain a Pass in all subjects and have a minimum attendance of 75%. A system of promotion as dictated by CBSE, MOE and KHDA guidelines is followed and accordingly students are promoted to the next grade. Promotion is granted based on Yearly Performance. <p>(Grades 10 & 12):</p> <ul style="list-style-type: none"> To be eligible for promotion, a student must secure a minimum of 33 % in all subjects in the CBSE Board Examinations. A student failing in one subject is eligible to take a compartment examination as per CBSE guidelines. <p><u>Pass Criteria</u>(Grades 1 - 9 & 11)</p> <table border="1"> <thead> <tr> <th>SUBJECT</th> <th>PASS %</th> <th>RETEST</th> </tr> </thead> <tbody> <tr> <td>Arabic</td> <td>50% (Grades 1 - 9)</td> <td rowspan="3">Failure in these subjects require Retest. Student must obtain the minimum mark / grade in the retest to be promoted to the next grade</td> </tr> <tr> <td>Islamic Studies</td> <td>50% (Grades 1 - 10)</td> </tr> <tr> <td>Social Studies</td> <td>40% (Grades 1 - 8)</td> </tr> <tr> <td>Other Subjects</td> <td>40% (Grades 1 – 9, 11)</td> <td>If a student fails in any <u>one</u> of these subjects, then he / she is required to take a retest in that subject. Failure in <u>two or more</u> subjects will result in detention in that grade.</td> </tr> </tbody> </table>	SUBJECT	PASS %	RETEST	Arabic	50% (Grades 1 - 9)	Failure in these subjects require Retest. Student must obtain the minimum mark / grade in the retest to be promoted to the next grade	Islamic Studies	50% (Grades 1 - 10)	Social Studies	40% (Grades 1 - 8)	Other Subjects	40% (Grades 1 – 9, 11)	If a student fails in any <u>one</u> of these subjects, then he / she is required to take a retest in that subject. Failure in <u>two or more</u> subjects will result in detention in that grade.
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Recording

Buds Public School has a comprehensive method of maintaining records, teachers copiously maintain all records of each and every assessment, students who miss an assessments upto grade 8 are normally allowed to sit for the same again.

These records are shared with the HODs and sectional heads time to time and cross checked by them for accuracy and audit purposes.

Reporting

In the school in phase 1 and 2 parents are conveyed the performance of the children at every open house with suggestions of plans and interventions for improving the children academically.

In phase 3 and 4 classes 5 to 10 as per CBSE norms 2 midterm tests are conducted for 25 marks for each subject and the marks of which are shared with the parents likewise 2 examinations first term and final examinations are conducted for 5 to 9 the results of which are then handed over to the parents all answer scripts are returned to the students.

In grade 11 and 12, 4 monthly test are conducted for 25 marks in each subject and 3 full fledged examinations for 100 marks each subject, first term, second term and third term. The results of which are shared with parents apart from handing over all answer scripts to the students.

Who was consulted?

In drafting this policy BPS has followed practice and this policy has been discussed with the BPS Principal/Head of Phases/Teachers & Students.

Roles and responsibilities

- The Principal/Head of Phases/HODs will have overall responsibility for ensuring that there is an appropriate system of assessment, recording and reporting in place.
- Teacher staff and the Head of Phases are responsible for ensuring the policy and procedure are followed in the school.

Effective and revision dates

This policy is effective from April 2023 and will be reviewed in March 2024