



DUBAI
INTERNATIONAL
ACADEMY

Al Barsha

Dream. Inspire. Achieve. *Belong*

ASSESSMENT (PYP) POLICY

Author: Head of Primary
Approved by: Principal
Last updated: August 2024
Next Review: August 2025





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CONTENTS

1 RATIONALE

2 PURPOSE AND PRINCIPLES OF ASSESSMENT

3 TYPES OF ASSESSMENT

4 EXPLORING DIMENSIONS OF ASSESSMENT

5 ANALYSING LEARNING

6 ASSESSING EARLY YEARS LEARNERS

7 PYP EXHIBITION

8 EXPECTATIONS AND RESPONSIBILITIES

9 ENSURING ALIGNMENT

10 WORKS CITED & FURTHER READING



DUBAI INTERNATIONAL ACADEMY
AL BARSHA

1 Rationale

We view assessment as a continuous journey that shapes both teaching and learning. Drawing inspiration from the IB's ethos, we believe in fostering an integrated assessment culture where every child's unique ability and difference are valued. Assessment is not just a measure but a collaborative process. Teachers and students unite to monitor, document, and reflect upon learning, using feedback as a bridge to future learning milestones. Our commitment is to nurture an assessment capability within our entire school community, ensuring that learning goals are co-constructed and transparently communicated. We emphasize both the outcomes and the intricate processes of learning. By intertwining assessment with our teaching approach, we aim to guide our students thoughtfully and effectively in their academic pursuits, celebrating their diverse journeys of discovery.

2 Purpose and Principles of PYP Assessment at DIA Barsha

Our approach to assessment is deeply rooted in the principles and practices of the IB. We assess to:

- **Authenticity:** Connect learning to real-world scenarios, enhancing student engagement.
- **Clarity:** Set clear and specific learning goals, success criteria, and outline the learning process.
- **Variety:** Employ a diverse range of tools and strategies to capture a comprehensive view of student learning.
- **Developmental Focus:** Prioritize individual student progress over comparative performance.
- **Collaboration:** Engage both educators and students in the assessment development and evaluation journey.
- **Interactivity:** Foster ongoing, iterative dialogues about learning.
- **Feedback to Feedforward:** Use current learning feedback to guide and support future learning, boosting student motivation.

Our ultimate goal is to ensure that assessment in the PYP at DIA Barsha not only informs but actively involves the learner, supports effective teaching, and strengthens our learning community.



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3 Type of Assessment

3.1 Aligning with IB Principles

At DIA Barsha, our assessment focus aligns with the IB's emphasis on nurturing internationally minded learners. Our assessment criteria are designed to:

- **Conceptual Understanding:** Dive deep into the core ideas, ensuring students grasp the underlying principles.
- **Process vs. Product:** Evaluating the learning journey rather than just the final outcome.
- **Prior Knowledge:** Understand what students already know, activating and building on this foundation.
- **Track Learning Progress:** Regularly check if students are on the right path or if they need further challenges.
- **Depth and Breadth:** Ensure comprehensive understanding, covering both the width and depth of topics.
- **Extend Learning:** Push boundaries, encouraging students to go beyond the curriculum, fostering curiosity and exploration.
- **Support-** provide support and guidance where needed.

By focusing on these areas, we ensure our assessments are holistic, meaningful, and in line with IB's best practices.

3.1.1 Assessment for Learning:

- Centers on the learner, is forward-thinking, and engages the entire learning community.
- Begins with assessing prior knowledge to understand students' existing knowledge and potential with further guidance.
- Uses pre-assessment data to tailor learning experiences, helping students connect past and present understandings.

3..1.2 Assessment as Learning:

- Encourages students to take charge of their learning, fostering enthusiasm and motivation.
- Promotes active student involvement in designing, managing, and evaluating their own learning.
- Equips students with the skills to self-assess, reflect, and adapt for future learning endeavors.

3.1.3 Assessment of Learning:

- Serves as a core component of the learning journey.
- It offers students timely opportunities to measure their knowledge acquisition, conceptual understanding, and skill development.



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- Provides insights into students' progress during their inquiry journey.

3.2 Internal Assessments

Assessment	Description
Pre-assessments/Diagnostics	At the start of a unit to activate and check prior knowledge
Continuous Assessment	In each lesson through AFL (Assessing for Learning)- questioning, Stop & Checks, and Exit Tickets. Challenge Questions For deeper understanding and feedback to feedforward
Formative Assessments- Ongoing with rubrics/ checklists	Multimodal, to inform teaching and learning. Peer-review, Student Self-assessments, Teacher, and Student reflections. Visible Thinking Routines
Checking for Understanding/ Summative Assessments with rubrics/ checklists	They gauge understanding and promote student agency. Students collaborate, decide when to showcase their learning, and make their thinking visible. This approach informs teaching, fosters ownership, and ensures instruction meets evolving student needs.

Parent-Teacher Conferences (PTCs) and Student-led Conferences (SLCs) help students, teachers and parents participate in the child's learning journey by co-creating goals and adapting teaching. Students reflect at the end of each unit to understand how they are growing as learners.

3.3 External Assessments

Assessment	Description
CAT4	Cognitive Abilities Test Baseline assessments to set individual targets
NGRT	New Group Reading Test- To determine reading level
PASS Test	Pupil Attitudes to Self and School- Evaluating students' attitudes towards themselves and the school, providing a social and emotional check.
TIMMS	Trends in International Mathematics and Science Study- International assessments that monitor trends in student achievement in mathematics, science, and reading once every 4 years for Grade 4
GL Assessments	Standardized tests for end-of-year progress and attainment in Maths, English and Science
IBT	International Benchmark Tests for Arabic



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4 Exploring the Dimensions of Assessment

We recognize that true learning is reinforced when students have varied opportunities to demonstrate their understanding. Thus, we provide students with diverse assessment opportunities using **Understanding by Design** philosophy, allowing them to consolidate and showcase their learning.

In essence, our assessment policy is a testament to our dedication to excellence, equity, and continuous improvement. It's not just about **measuring** learning; it's about enhancing it. Through our assessments, we aim to create informed, reflective, and empowered learners, ready to navigate the complexities of the world.

Monitoring for Learning	Monitoring for learning happens daily and is integral to our teaching approach. Through methods like observation, questioning, exit tickets, reflection, peer-review, self-assessment, and challenge questions, we ensure that learning is continuous and dynamic. This approach transforms feedback into feedforward, setting the stage for future learning. Tools used for monitoring include open-ended tasks, written or oral assessment, and a learning portfolio available on Toddle.
Documenting	Documenting is pivotal. We emphasize the importance of keeping evidence and sharing it with all stakeholders through multimodal ways. Whether it's written work, posters, digital content, illustrations, transcriptions, audio presentations, projects, or audio recordings, all evidence is readily available on Toddle Portfolio, Class Stream & student books
Measuring	Measuring aims to capture the "point in time" learning, providing a snapshot of where each student stands in their academic journey. Not everything a student does is measured. We are currently in the process of implementing Toddle Tracker for progress monitoring.
Reporting	Reporting is a culmination of the assessment process. Through learning snapshots at the end of each unit, Parent-Teacher Conferences (PTCs), Student-led conferences, Mid-Year reports, we provide a comprehensive view of both attainment and progress. Rubrics, Checklists, Student Reflections, Goal-Settings, Anecdotal Records.

5 Analysing Learning

In the PYP at DIA Barsha, we champion a collaborative approach to analyzing student data, identifying patterns and trends in individual learning journeys. Our assessment framework is comprehensive, utilizing a variety of tools to capture a holistic view of student progress over time.



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When determining grades in the PYP, we adopt a multifaceted approach, ensuring no single assessment dictates a student's grade. Here's what we consider:

- **Participation:** Active involvement in lessons and tasks.
- **Written Work:** Depth of understanding showcased in assignments.
- **Collaboration:** Ability to work effectively with peers.
- **Teacher Observation:** Continuous monitoring of student interactions and work methods, not just the final output.
- **Formative Assessments:** Regular checks to gauge understanding.
- **Summative Assessments:** End-of-unit evaluations aligned with unit standards.

It's crucial to note that summative assessments contribute to, but don't solely determine, the final grade.

Teacher Moderation: Within grade levels, our educators collaborate to ensure a consistent understanding of quality and success, tailored for our diverse student body. Through professional dialogues and analyzing student work samples, we refine our teaching strategies. Additionally, post-unit teacher reflections allow us to adjust learning experiences based on student responses and comprehension.

6 Assessing Early Years Learners

In the early years at DIA Barsha, we recognize that our youngest learners are laying the foundation for their educational journey. Drawing from the IB framework, we've tailored our assessment strategies to best suit the developmental stages of early years students.

6.1 Observation and Documentation

Our early years educators are keen observers. They watch students, especially during play, to understand their interests, gauge their thinking, and assess how the learning environment impacts their growth.

These observations aren't just passive; they're documented meticulously. By capturing what students say and do, we get insights into their current interests, existing knowledge, and social skills.

6.2 Frameworks and Tools

We integrate the EYFS framework, ensuring that our young learners are meeting essential milestones. For phonics, we employ the Little Wandle approach, ensuring foundational literacy skills are robustly developed. All these learning moments, achievements, and milestones are documented on the Toddler Portfolio, aligning them with specific standards.

6.3 Feedback Mechanism



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Feedback is central to our assessment approach. Research, including studies by Hattie and Timperley (2007), has shown the immense value of timely and specific feedback.

Our feedback isn't just top-down. We engage in dialogues with our students, helping them reflect on their learning. This feedback loop also extends to parents, ensuring they're active partners in their child's learning journey.

Collaboration and Reflection:

Teachers don't work in isolation. They collaborate with colleagues to analyze group dynamics, pinpoint strengths, set learning objectives, and reflect on the efficacy of their teaching methods. In essence, our early years assessment is a blend of observation, documentation, feedback, and reflection, all aimed at understanding and fostering each child's unique learning journey.

7 PYP Exhibition at DIA Barsha

- **Passion-Driven Topics:** Students embark on their PYP Exhibition journey by selecting topics they're truly passionate about.
- **Collaborative Groups:** Based on shared interests, students form groups, fostering teamwork and shared responsibility.
- **Transdisciplinary Themes:** Using the Transdisciplinary descriptor, groups align their topics with a relevant theme.
- **Alignment with SDGs:** Each group ensures their topic resonates with one or more Sustainable Development Goals (SDGs).
- **Central Idea & Lines of Inquiry:** Groups collaboratively develop a central idea and corresponding lines of inquiry to guide their research.
- **Mentorship:** Mentors, from both the teaching staff and parent community, guide each group through their PYP Exhibition journey.
- **In-depth Research:** The inquiry phase begins with students diving deep into their chosen topics.
- **Academic Integrity:** Students adhere to the school's academic integrity policy, ensuring originality and understanding the implications of plagiarism.
- **Action-Centric:** The PYP Exhibition emphasizes action, encouraging students to make a tangible difference based on their learnings.
- **Grand Celebration:** The Exhibition culminates in a grand showcase where students emerge as experts, having taken meaningful actions like advocacy, lifestyle choices, social justice initiatives, or even social entrepreneurship.
- **Community Involvement:** The entire primary school, parents, and even other schools are invited to witness and celebrate the students' PYP Exhibition presentations.
- **Feedback Loop:** Parents provide valuable feedback digitally, ensuring continuous improvement for future exhibitions.
- **PYP Graduation:** Post-exhibition, students proudly graduate from the PYP, marking a significant milestone in their educational journey.



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- Reflective Learning: Throughout the process, students engage in weekly reflections, ensuring they're conscious of their learning journey and its impact.

8 Expectations and Responsibilities

8.1 School Leadership Team will:

- Share the assessment policy with the school community to ensure that all members of staff, students, parents, and legal guardians have a common understanding of the schools, MOE's and IB's expectations regarding assessments.
- Ensure that the teachers employed are trained in the IB and understand the requirements of PYP.

8.2 PYP Coordinator will:

- Identify and communicate staff training needs to the Leadership team, ensuring alignment with IB requirements.
- Ensure teachers have consistent access to the MyIB page for essential PYP resources.
- Guarantee staff accessibility to both the PYP scope and sequence and the U.K National curriculum standards on Toddle.
- Ensure all school community members receive, comprehend, and sign the school's assessment policy.
- Support the development of a comprehensive overview that ensures effective horizontal and vertical articulation of assessment practices, facilitating student progression from PYP to MYP.
- Ensure the creation and implementation of diverse assessment strategies that:
- Cover subject criteria/learning outcomes.
- Allow students to demonstrate varying levels of understanding across strands.
- Support student progression through essential content, skills, and concepts.
- Lead the collaborative creation of both formative and summative (CFU) assessments across grade levels.
- Collaborate with Grade leaders and subject leaders to enhance the quality of teaching and learning.
- Spearhead the development of formative tasks for each unit, ensuring effective assessment for learning and enabling timely teacher interventions.
- Lead collaborative and reflective processes in unit development, ensuring both horizontal and vertical alignment of subjects and modifying learning experiences based on needs and reflections.

8.3 Teachers will:

- Understand and adhere to the expectations set by the school's assessment policy and IB guidelines.



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- Ensure students are well-informed about the expectations, guidelines, PYP Scope and Sequence, and the UK National curriculum across all subjects.
- Co-create assessment criteria using SOLO & Bloom's taxonomy with students when suitable, promoting student agency.
- Plan and design units using the enhanced PYP planner on Toddle.
- Provide timely feedback, allowing students ample opportunity to enhance their work.
- Lead the creation of assessments that effectively check for understanding.
- Offer feedback that not only reflects on current work but also guides future improvements (feedforward).
- Engage in and lead moderation processes within the team to ensure consistency and fairness.
- Support colleagues new to the IB, ensuring they grasp the understanding and requirements of the programme.

8.4 Students will:

- Understand and adhere to the expectations set by the school's assessment policy and IB guidelines.
- Ensure students are well-informed about the expectations, guidelines, PYP Scope and Sequence, and the UK National curriculum across all subjects.
- Co-create assessment criteria using SOLO & Bloom's taxonomy with students when suitable, promoting student agency.
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- Engage in and lead moderation processes within the team to ensure consistency and fairness.
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8.5 Parents will:

- Familiarize themselves with the school's assessment policy.
- Attend workshops and informational sessions conducted by the school.
- Regularly check Toddle for announcements, portfolios, class streams, and other updates related to their child's progress.
- Monitor and be aware of deadlines for their child's submissions.
- Support and guide their children in understanding and adhering to IB policies, procedures, and subject guidelines.



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9 Ensuring Alignment

DIA Barsha's vision, mission, and core values seamlessly align with the IB PYP's assessment policy. Our commitment to a world-class, holistic education mirrors PYP's emphasis on comprehensive student assessment. Our values of achievement, collaboration, and innovation resonate with PYP's collaborative and reflective assessment approach. Furthermore, our motto encapsulates the PYP's goal of nurturing inspired, responsible learners who dream, achieve, and belong to a global community.

DIA Barsha's assessment policy is intricately woven with our inclusion, language, and academic integrity policies to ensure a holistic approach to student learning:

- **Inclusion Policy Alignment:** Our assessment policy ensures that every student, regardless of their learning needs, is given an equal opportunity to showcase their understanding. Assessments are adapted or modified, when necessary, to cater to the diverse needs of students, ensuring that they are fair and equitable.
- **Language Policy Alignment:** Recognizing the diverse linguistic backgrounds of our students, our assessment policy ensures that language is not a barrier to understanding. Assessments are designed keeping in mind the language proficiencies of students, and support is provided to ensure that every student can access and demonstrate their learning.
- **Academic Integrity Policy Alignment:** Our assessment policy emphasizes the importance of originality and authenticity in student work. By fostering a culture of integrity, we ensure that assessments truly reflect a student's understanding and skills, free from malpractice.

Together, these policies work in tandem to create an environment where assessments are fair, inclusive, and representative of each student's genuine learning journey.

10 Works Cited & Further Reading

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