Remote Learning Assessment Policy

Reviewed in September 2023

JSSPS Vision Statement on Wellbeing

At JSS Private School (JSSPS) we promote, develop, equip and prepare healthy learners for life. We are committed to making it our mission to promote resilience, positive wellbeing and mental health for all our pupils and staff. We understand wellbeing to be a state of being comfortable, healthy and happy. We aim to drive this message forward, and to ensure that mental health and well-being is "**everyone's business**" across the whole school community. We strive to create an environment that has a whole school approach, in providing excellent mental health support, understanding and intervention. We put Wellbeing at the heart of our school to ensure successful learning, and commit to our policies reflecting this practice.

JSSPS Vision Statement on Inclusion

At JSSPS, we adopted a legislative frame work for inclusive education based on UAE Federal Law No.(29), 2006 & Law No.(2) 2014. The implementation and impact of the standards included within Dubai Inclusive Education Policy Framework (2017) are monitored and regulated by the Knowledge and Human Development Authority (KHDA).

We understand that a diversity and inclusion plan will be effective only when founded on a *true belief in and understanding of the value of diversity and inclusion.* Therefore, we aspire to create a school culture that reflects appreciation for diversity and inclusion at all levels. We know that our mission of driving personal and economic growth through learning and our vision of becoming the best community will only be achieved by hiring and retaining the best people possible while creating a school community that is reflective of the diverse audiences we serve.

JSSPS recognizes that the vibrancy of our community is enhanced by **diversity**, which we define as the range of human differences. We believe a culture of **inclusion** puts diversity into action by creating an environment of involvement, respect and engagement – where a multiplicity of beliefs, interests, experiences, and viewpoints are harnessed to accomplish our goals.

We work to achieve diversity and inclusion by:

➢ Delivering services in a culturally sensitive manner.
➢ Fostering an environment in which students and staff embrace and promote inclusion and understanding of the value of diversity as demonstrated through interactions with one another.
➢ Integrating diversity into strategies, decisions, and teaching-learning processes.
➢ Aligning diversity and inclusion efforts with strategic imperatives.
➢ Increasing effectiveness and accountability of efforts by developing measureable goals.

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1.INTRODUCTION

At JSS Private School, we are proud to deliver our high-quality education and fulfil our mission. We are also proud that we will be able to do so under exceptional circumstances that may require partial or full campus closure. In such circumstances, our commitment is to provide an alternative means of education in the form of the JSS PS Remote Learning Plan.

- ➢ The success of our Remote Assessment endeavour is a partnership dependent on careful planning by our dedicated faculty, appropriate student motivation and engagement, and strong parent support for this alternative mode of evaluation. The result of such assessing experiences will expand student academic progress.
- • Assessments are created in similar pattern with external exam and are benchmarked against, international best practice.
- • Ensure feedback to pupils contributes to improved learning and is focused on specific and tangible objectives.

Feedback produce recordable measures which can demonstrate comparison against expected standards and reflect progress over time

2. AIMS AND OBJECTIVES

2.1   The objectives of assessment in our school are to:
- • enable students to demonstrate what they know, understand and can do in their work;
- • Help students recognise the standards to aim for, and to understand what they need to do next to make progress in their work
- • Help students and teachers to determine which strategies to apply such as: oral, interaction, questioning, observing, discussion, peer and self-assessment;
- • give equal opportunities to students with varied learning styles;
- • allow teachers to plan work that accurately reflects the needs of each student or group of students.
- • provide regular information for parents that enables them to support their child's learning;
- • provide Senior and Middle leaders with information that allows them to make judgements about the effectiveness of the school planned learning programmes and to benchmark the levels of challenge appropriately across the school.

3. ROLES AND RESPONSIBILITIES

3.1 Role of the Vice Principal

Vice Principal will:

- • Prepare and share the timeline to all the leaders.

- Ensure there is a coherent strategy for the effective management of performance data (this will include noting which optional tests will be used and how and when data will be made accessible to staff)
- Set targets which are SMART and robust for end of each phase for cohorts and groups of children derived from school self-evaluation and international benchmarking.
- Provide all leaders with training on the interpretation and use of data to inform target setting and expectations to inform planning of teaching and learning.
- Analyzing student progress and attainment, including individual students and specific groups prioritizing key actions to address underachievement.

3.2 Role of Head of Learning

Head of learning will:
- will work with the VP to create and maintain an environment that ensures outstanding assessment, recording and reporting to maximize learning for all students

3.3 Role of the Assessment Coordinator

Assessment coordinator will:

- Ensuring that the policy is always adhered to.
- Monitoring standards in all core subjects
- Reporting to the Vice Principal on all key aspects of students' progress and attainment, including current standards and trends over previous years

3.4 Role of Head of Departments

Head of Departments will:

- Analyse performance data in their subject area.
- Monitor progress of students and teachers towards the targets at regular intervals.
- Evaluate outcomes with reference to national and international comparative data, focusing on trends over time, the relative performance of different groups of students, and performance within and progress between phases and performance compared to different subject areas.
- Use the data to accurately deploy resources and identify PD training need.

3.5 Role of Teachers

Teachers will:

- Use and apply their data analysis and tracking training to ensure students are attaining well and making good value-added progress between grades and phases.
- Update tracker at regular intervals as set out on reporting and assessment calendar.
- Complete required tasks as set out on reporting and assessment calendar.

- Have high expectations of all students progress over the academic year.
- Be aware of different groups of students and their relative attainment and progress against targets set, national averages and between groups.
- Encourage students to assess their progress towards their targets and help them understand what they have to improve.
- Ensure their planning for teaching and learning is based upon a crucial awareness of where students are in their learning and where they need to go next.
- Include opportunities for peer and self-assessment during weekly planning.
- Ensure students know their 'next steps targets' in their respective subjects.
- Report the progress of students against their targets to parents regularly as per assessment and reporting calendar.
- Work with designated phase in charge and HOD to complete a thorough analysis of students and identify next steps during departmental meeting.

3.6 Role of Students

Students will:

- Participate actively in assessment opportunities in lessons.
- Take responsibility for understanding and acting on both written and oral feedback given by their teachers or peers.
- Ensure that their entitlement to advice and guidance on how to improve their academic achievements are fulfilled.
- Support other students constructively when asked to be involved in peer assessment.

3.7 Role of Parents

Parents will:

- Discuss with their child the assessment report sent to them which includes a summary of levels/ grades for each subject.
- Liaise with the specialist teachers or homeroom teacher about any concerns regarding their child's progress as identified through assessment.

4. PRINCIPLES OF ASSESSMENT

To achieve this, the school has adopted the following principles:

- **Learning principles**
  Assessment should focus on and assess the achievement of the applicable learning objectives.

  Assessment should be learning focused and should use Assessment Items based on subject -relevant standards appropriate to the Grade Level expectations.

- **Equity principles**
  Assessment should recognize and reasonably accommodate Student diversity.

  Assessment should be standards-based using pre-determined criteria and weightings known to Students in advance.

5. PLANNING FOR ASSESSMENT

- 5.1 School's curriculum plans guide teaching and learning. Details of what is to be taught to each year group are recorded. Centrally in fortnightly plans drawn from medium term plans based on the school syllabus. Opportunities for assessment within each broad unit of work are also identified.

- 5.2 Lessons and series of lessons are planned with clear learning objectives. Lesson planning is based on the teachers' detailed knowledge of each student. Teachers strive to ensure that all tasks set are appropriate to each student's ability. Lesson planning clearly states the expected outcomes for each lesson on series of lessons.

- 5.3 Teachers share the planning learning objectives with students often, but not necessarily as the lesson begins. They also indicate the way in which the activities are linked to the learning objective and the criteria against which the work will be judged. Students should have a clear understanding of the aims of their work and what steps they need to take to complete it successfully.

- 5.4   Teachers ask well-phrased questions and analyse students' responses to find out what they know and understand and to reveal their misconceptions.

6. TYPES OF ASSESSMENT

Non-graded formative and practice tasks:

- Students must complete assigned non-graded assessments that provide a check for understanding. These may include (but are not limited to) discussions, forms, polls, reflections in OneNote Class Notebooks.
- Teachers monitor student progress with ongoing and regular feedback.
- Teachers will determine when summative assessments are administered based on the data collected from formative assessments.
- Late submissions of formative assessments may not always receive feedback or comparably thorough feedback if additional opportunities for feedback related to the unit objectives are available, students are best served to focus on current assignments to move forward in the learning process, or the submission of late work is not in direct relation to the current unit of study or the nearest upcoming summative assessment.

- Teachers will actively engage with the student, parents, counsellor(s), learning specialist(s) (Learning Support Teachers), Supervisor, and Vice Principal to support students who are not producing evidence of learning during a unit of study.

Graded summative tasks:

- Students must complete assigned graded assessments to measure progress against learning targets. These may include (but are not limited to) electronic portfolios, electronic quizzes/tests, writing assignments.
- Graded summative tasks that are performance-based will include a rubric and/or other forms of scoring criteria shared with students as part of the task overview.
- Clear instructions on where/how to turn in assignments will be provided to students.
- Special arrangements may be made for specific types of assessments (e.g. oral exams, performance assessments, internal assessments, various aspects of course selection). Students will be informed if they must participate in such an assessment.
- Notebook work of students are assessed using One notebook in MS Team.
- Online tools like Padlet and Quizizz are used during in-class assessments like pre-cap & recap.

➢ **Formative tests conducted online** to ensure that concepts have been understood.

  Authentic assessment includes many of the following:
- Observation
- Essays
- Interviews
- Performance tasks
- Exhibitions and demonstrations
- Portfolios
- Journals
- Teacher-created tests
- Rubrics
- Self- and peer-evaluation

➢ Online assessments are conducted under the Supervision of teachers. Code of conduct and user guide is sent to students to be followed during online assessments. Special accommodation is made for SoDs (modified question paper and extra time).
➢ Teachers use online apps/platforms/sites like Microsoft Teams Forms, Padlet, Kahoot, Edpuzzle, Khan Academy, quizzes to check progress of students in lessons.

➤ In Kindergarten and lower primary teachers also use graphic organizers, teacher observations (anecdotal remarks) and interview with students on Microsoft teams to check progress in lessons.

MARK ENTRY ON E SQUARE

- Teachers enter Notebook and Enrichment for Continuous assessment marks on Esquare
- Teachers enter Pre Mid Marks / Periodic Assessment, Midterm , Post Mid Term and Year end marks for Summative assessment marks on E Square

Graded Summative assessments will be conducted using secure online assessment sites like TEAMS.

HOW ONLINE EXAM IS CONDUCTED AT JSS PRIVATE SCHOOL?	
STEP 1	**The users of assessment can be classified into three broad categories** 1. **Exam cell in-charges** are ones who assign students into teams for online exam, assign invigilators, creating user guide and instruction for students, teachers and question paper setters, and upload exam assignments. 2. **Conductors** – are the ones who prepare subjects, question papers and supervises the exam 3. **Test-Takers** are students who sit for online exam.
STEP 2	**Two modules of Online Exam** 1. **Objective Type Questions (OTQ) through MS Form** 2. **Pen & Paper Test (P&PT) as Open Text Book Assessment (OTBA)** ❖ Both the modules will follow **understanding and application-based questions** more than knowledge based. ❖ Both modules are scheduled by the exam cell as exam assignment in auto-post mode in MS Team. ❖ Module for Assessment in Speaking & Listening **(ASL)** is planned by the subject teacher through *Flipgrid*and evaluated based on that.

STEP 3	**Training for Conductors**
	Exam cell conducts an online training to conductors on the following
	❖ explaining the roles and responsibilities of the invigilators,
	❖ criteria for question paper setters,
	❖ collection and distribution of answer scripts to respective subject teachers
	❖ evaluation of answer script using grade sheet
STEP 4	Test takers are teamed in 10 or 12 with an invigilator. They will log on to Teams to take the exam at the specified time. (user guide shared)
STEP 5	**Role of invigilators**
	❖ Schedule the meeting in MS Team on the assigned date and time.
	❖ Ensure proper exam environment is maintained throughout the exam.
	❖ Confirm with his\her team of students receive assignment for both the modules.
	❖ Monitor students by constantly pinning them on screen.
	❖ Checking the TURN INs of exam assignments.
	❖ Ensuring distribution of answer scripts and updating the same in the shared excel sheet.
	❖ Note attendance of students.
STEP 6	**The Exam Environment for students**
	• A proper exam environment includes
	• A workspace that is a hard surface, free of any clutter, reference materials, and other electronic devices (including cell phones, smart watches, monitors, keyboards, gaming consoles, etc.) during the examination**.
	**Media devices are not allowed while the student has access to his/her examination. The only exception to the previous statement is that students are expected to use a scanner app to scan their answer script and upload in MS Team or if they face any technical issue during the examination. This shall be permitted with the the invigilator's consent.
	• Students are allowed to refer textbook during OTBA, which is conducted as Pen & Paper Test (P&PT) and not allowed during

		Objective Type Questions (OTQ).
		• Students are not allowed to refer any study material during descriptive exam other than OTBA.
		• No other background computer programs are running
		• The environment is free of any other individuals
		• Students are instructed to submit the answer papers within the time given
		• Parents are also briefed regarding the conduct of exam.
STEP 7		**Maintaining a secure examination environment** • At JSS Private school, we trust our students' integrity in taking online exam. Guidelines on keeping a secure exam environment is expected from them. The conduct includes ❖ Keeping full face and writing area in full view of the web cam in the entirety of the exam. ❖ Approaching the invigilator through Meeting Chat option for any queries ❖ Notifying the invigilator upon finishing the exam.
STEP 8		Attendance of the students for online exam is noted by the invigilator and update in Shared Excel workbook.
STEP 9		**Submission of answers**** **OTQ**: Once the students submit their responses through MS Form, the responses are evaluated by the system with the set answers. Teachers will download the responses to note the marks scored. **P&PT**: Students submit their answer scripts in form a PDF in the assignment (user guide on conversion of answer scripts into PDF is sent) . The PDFs are downloaded and sent to the concerned subject teacher for evaluation. Papers are graded and remarked using a 'grade sheet' customized for online exam. Teachers note down the marks secured. Upon reopening of school, the answer scripts will be collected from students.

	**A mock exam is conducted in the section to ensure the smooth conduct of online exam and to learn and rectify mistakes if any.
STEP 10	❖ In the shared excel workbook, invigilators will update on sending the answer scripts to the subject teacher. Subjects teachers will update upon receiving the same. ❖ The marks of the students will be shared with them through **Esquare**.

7. RECORDING

7.1   School teachers use various methods of assessing a student's learning. A range of formative and summative assessments are recorded to inform next steps in learning.

7.2   Annotated lesson plans are used as a record of progress measured against learning objectives.

7.3 Tracking of students' progress is done through the student progress tracker maintained by the respective subject teacher with "What next "to help student focus and improve learning.
a. Tracking of students' progress is done at various stages: Through notebook work, online activities, pre assessment (SOLO, Precap tests, KWLAHQ) and post assessments.

7.4   The objectives for individual lessons are taken from the broad learning objectives within the school's curriculum plan. These in turn reflect the demands of the programmes of study. Teachers record the progress of each student against these broad objectives. This enables them to make a judgement about the work of each student in relation to the curriculum levels of attainment. Each teacher passes this information on to the next teacher at the end of each year.

8. TARGET-SETTING

8.1   Targets are set for all students using formative and summative assessments throughout the academic year. Teachers set individual and personalised targets for each student in their subject area, based on a triangulation of different data: CAT4 indicators, baseline assessments, end of previous year data, student profiles/IEPs and teacher judgement. Teachers discuss individual targets and communicate these to parents.

8.2   Students are encouraged to set their own targets alongside their teacher and are made aware of how they can progress within their learning to achieve their learning targets. This is to

encourage students to become active learners who take responsibility for and manage their own learning.

8.3 Term wise or more frequent analysis is done to track the progress of the students. Based upon this, targets are reviewed, and intervention strategies put in place with clear timelines set for review.

9. REPORTING TO PARENTS

9.1   A range of strategies that keep parents fully informed of their child's progress in school are used shared with them on the school's portals/website. Parents are encouraged to contact the school if they have concerns about any aspect of their child's work.Reporting to parents done through the notebook feedback and next steps is clearly charted.

9.2   Parents are offered the opportunity to meet their child's teacher formally three times per year. Following Target Group Meetings, we share with parents how they can help at home to support progress and attainment. Parent feedback tracker tracks the progress of the child and the next step in consultation with the parents.

9.3   Parents receive two written reports of their child's progress and attainment during the year. In these reports target areas for the next term or school year is identified.

9.4 The school offers parents of students in KG 1 and 2 term wise opportunities to discuss with the teacher their child's learning profile using performance indicators as a gauge for progress and achievement.

9.5 The outcome tracker for every 6 weeks is shared with the parents to track the consistency in the progress made by the student.

9.6 Student takes ownership of their learning by tracking their progress at different stages and determines their next steps.

10. FEEDBACK TO STUDENTS

10.1 Feedback must be regular and frequent to be an effective tool for promoting learning for students. This develops an interactive process that confirms when students are on the right track and then lets them know what needs to be done to improve and make progress.

The feedback is given to students by teachers, School leaders, Peers and parents.

10.2 To prompt all students to respond to the written feedback, the teacher must help them develop their thinking skills and promote independent learning.

10.3 Having students assess their own or each other's work is an integral aspect of AFL in the school. An agreed code of marking is used by teachers and students for peer and self – assessment is followed. Marking must support a student's learning and it should be remembered that too many marks on a piece of work can overwhelm and demoralize a student, if not presented constructively. The marking policy clearly communicates on the frequency of marking and feedback.

10.4 Teachers must allow time for students to absorb any comments written on their work, to answer any questions written on it by the teacher, and also to ask any questions of their own. There may also be improvements they can work on during this time. The time teachers spend on marking must really have an impact on the students progress. Learning is maximised when students enter into a dialogue about their work.

10.5 Marking and feedback is also based on the progress made after the previous feedback and it is specific for the child. To encourage child of his/her achievement

11. ABSENCE

For Summative assessments, retest is permitted only on medical grounds after provision of medical certificate. Approval of the Principal is required for this.

12.ASSESSMENT STANDARDIZATION

At JSSPS we regard assessment processes as intrinsic to teaching, learning and students' progress as such the expectation is that teachers know the students in their classes not just by name but by AoL and AfL. To ensure impactful learning is taking place we aim to maintain the quality of our internal evaluation by performing assessment standardization processes. At JSSPS we know that achieving consistency starts with an understanding of:

- what is being assessed?
- what evidence is needed?
- how the assessment decision will be made?

Assessment standardization is completed as follows:

1. Teachers agree to assess a unit or topic with other teachers who teach the same subject for the same class at the school.
2. Main learning outcomes to be evaluated are determined.
3. Assessment methods are selected (tests, reports, project, assignment, practical)
4. Teachers build and agree on the assessment tool (test answers, project steps, assignment implementation steps, rubrics)
5. Assessments are conducted with the targeted students.
6. Meetings with colleagues take place and sets of student assessments are shared prior to any corrections being made (tests, reports, project, assignment, practical). Samples of student assessments selected reflect the different levels and needs of students in the class.
7. Each teacher marks the sample of submitted and uncorrected assessments using the assessment tool generated earlier and they compare their evaluation scores and feedback comments on an individual basis with their colleagues.
8. Colleagues discuss and agree on what they have identified in relation to the assessment tool.
9. Teachers then proceed to mark the students' work according to what has been agreed upon in relation to changes made to the assessment tool, mark allocations, specific terminology expected, length of answer and so on.
10. School leaders observing teacher discussions will evaluate whether assessments conducted were related to the intended learning outcomes and skills to be measured. Whether teachers were able to define the typical answers for the different levels of students in the class.

13.MODERATION

Regular moderation of assessments takes place each term to ensure consistency in the measurement of progress. Teachers share their expectations and understanding of standards with cohorts in order to improve the consistency of their decisions about student learning.

Internal verification audit is implemented to monitor the progress and streamline the process of moderation.

The different stages internal verification:

a. Pre-delivery Meeting Form

b. Internal Verification — Assessor/Verifier Allocations

c. Internal Prior Verification of Assessment Record

d. Record of Internal Verification Activities during Delivery

This information also encourages the development of teachers' self-review skills and informs professional development decision-making.

- Teachers and students discuss their interpretations of achievement criteria using assessment information.
- Teachers and students compare samples of work with exemplars.
- Teachers and students clarify current skills, knowledge and understanding, prior learning, past improvements and future learning goals.
- Students receive dependable achievement information to act on.
- System refinement and individual teacher decisions are made with increased confidence.
- Reliability, validity and fairness within the process are enhanced, so achievement decisions are clear and justifiable.
- Dependable information is recorded and used for a variety of teaching, learning and reporting purposes.

14. PROGRESS

14.1 Definition of school's progress

In JSSPS progress in curriculum linked assessments is measured by improvement in the attainment that students make over time, from one academic year to the next made by all students and those students with special needs. Progress is monitored against grade appropriate curriculum standards, continuous assessment system which consists of establishing learning goals, checking for understanding, providing feedback, and aligning future instruction with the students' performance.

14.2 Evaluation of progress

In JSSPS an agreed understanding of the standards set out in the curriculum enables teachers to make consistent judgements on each students' performance at the end of a grade and phase. Progress is evaluated based on the proportions of students making expected progress (C1 in internal curriculum related assessments and Stanine 5 in National Bench Marking exam) and better progress (B1 in internal curriculum related assessments and Stanine 6 in National Bench Marking exam) over a full academic year. Student's progress is measured across a range of contexts during lessons and anecdotal remarks recorded. Progress made by different group of students in internal curriculum related assessments and National bench marking exams are monitored and next steps planned. Teachers are apt at identifying students for whom it is difficult to make a clear judgement, because of inconsistent performance. In such cases teachers review the students' work and refer to exemplification materials, or consult with other teachers

Teachers will monitor student progress through the activities that students engage in on Microsoft Teams and other digital platforms. Teachers will provide daily, specific and constructive feedback for each student. Formative assessments administered will be included in the daily time guidelines for each subject area. Upon return to campus, a more formal one-on-one assessment will be administered to redesign units as needed and to provide more concrete data for reporting.

- Teachers will use a variety of assessment tasks to inform instruction, improve learning, and report on student achievement.
- Teachers will design assessment instruments and create environments that assist students in making good choices related to issues of integrity. This could include:
➢ using an assessment monitoring system like lockdown browser;
➢ developing a class honor code;
➢ establishing clear expectations and guidelines for use of sources and collaboration and including them as part of the assessment task;
- post-assessment authentication through student reflection or teacher: student dialogue; or creating assessments that allow for student choice and development for how they will demonstrate learning.

15.MODE OF CONDUCT FOR BLENDED LEARNING

For students who have chosen blended learning, exams will be conducted in the school premises. A result committee will be formed to oversee the onsite evaluation of the students.

To ensure consistency in the measurement of progress, onsite evaluations will be moderated on a regular basis. Internal verification audits are used to monitor progress and streamline the onsite evaluation moderation method.

The result committee will evaluate both onsite and online progress in order to define performance gaps.

This data will help teachers improve their self-review skills and make better professional development decisions.

System refinement and individual teacher decisions are made with increased confidence.

Reliability, validity and fairness within the process are enhanced, so achievement decisions are clear and justifiable.

Dependable information is recorded and used for a variety of teaching, learning and reporting purposes.

To ensure reliable and equitable outcomes, will offer fair and unbiased results to students with the highest level of professionalism, accuracy, and care. The marks awarded will be in consonance with past performance of the school in class 10 board exams.

To account for differences in school-level assessment systems,scores will be standardized across schools through a method of mark moderation. Assessment standardization will be done as per the guidelines received from CBSE in the policy of tabulation of marks(https://www.cbse.gov.in/cbsenew/documents//POLICY%20NOTIFICATION.pdf)

15.1 ROLES AND RESPONSIBILITIES OF THE VERIFICATION AND MODERATION TEAM

1. The team will comprise of members from SMT, the Heads of Department and teachers.
2. The team to devise a mechanism which will demonstrate consistency across the grading of their work and deliver fair and unbiased results.
3. Prepare their schedule based on the schedule provided by the school and CBSE.
4. Regular moderation of assessments in each term to ensure consistency in the measurement of progress.
5. The verification and moderation team will conduct question wise analysis of the onsite and online assessment to bridge the gap between both the assessments.
6. Evaluation of consistency will be prioritized where multiple staff members have contributed to the marking.
7. To maintain and provide evidence that they have accurately and fairly assessed.
8. It will be the sole responsibility of the team to prepare fair and unbiased results of the students both onsite and online.

16.SUMMARY

This policy should be read in conjunction with the following policies:
1. Remote Learning Policy
2.Assessment Policy
3.Transition Policy
4. Teaching Learning Policy
5. Whole School Curriculum Policy
In JSS Private School we value each child as a unique individual. We will always continue to strive to meet the needs of all our children and seek to ensure that we meet all statutory requirements related to matters of Teaching, Learning and assessment

Reviewed and Approved by

Mr.Govindarao Naik   Mrs Chitra Sharma
Chief Executive Officer   Principal
Date:

17. REVIEW OF POLICY

18.1 The assessment policy will be reviewed by SLT on an annual basis.

Policy Details	
Version date	May 2021
Last review	September 2023
Next review	September 2024
Responsible SLT	Vice Principal