

Assessment Policy

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Owned By:	Vice-Principal
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Our Vision:

A British curriculum school, rooted in the values of the UAE, creating the leaders of tomorrow. A premium community school, empowering learners to achieve excellence and make a difference.

Our Mission:

Nurturing by including all learners, prioritising their safety and happiness and promoting their character development rooted in the national values of the UAE. Empowering by providing an exciting, enriching and ambitious learning experience where students excel by fulfilling and exceeding their academic potential.

1. Introduction

- 1.1. Assessment lies at the heart of the process of promoting children's learning at GEMS National School Al Barsha.
- 1.2. It provides a framework within which educational objectives may be set and students' progress expressed and monitored.
- 1.3. This should be done in partnership with the students.
- 1.4. It is a progressive process done alongside each student, enabling the teacher to collect holistic evidence (both individual and comparative).
- 1.5. Assessment should therefore make children successful learners by identifying their stage of development and achievement against age related expectations.
- 1.6. Assessment should be incorporated systematically into teaching strategies in order to highlight any next steps required and map progress.
- 1.7. It supports the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements.

2. Aims and Objectives

- 2.1. Using the principles and processes of assessment, we aim to monitor progress and attainment and support students learning.
- 2.2. Teachers and leaders use assessments to guide future planning, teaching and curriculum development and recognise the achievements of our students.
- 2.3. Other aims of assessment include:

- To communicate accurate information about the student, that is useful to teachers, pupils, parents and other educational agencies.
- To comply with statutory requirements.
- To actively engage students in their own learning.
- To ensure early identification of Students with barriers to learning and more able children.
- To create learning experiences where students excel by fulfilling and exceeding their academic potential.

3. Strategies for Assessment

- 3.1. Teachers must be clear about what they are aiming to measure and why, in order to select the right tool to achieve our purpose.
- 3.2. Teachers should consider the following:
 - The Construct: What is the specific knowledge, skill or understanding (drawn from the curriculum or framework) that we intend to assess?
 - The End Use: What do we want to do - the interpretation, the decision or action - with the information generated by the assessment process?
 - The Best Tool: What and when is the most appropriate, effective and efficient way to assess in this instance?
- 3.3. Assessments enable teachers to measure and provide information which is both valuable and appropriate in order to make decisions about students' learning and their next steps.
- 3.4. Assessment tasks and opportunities which standardised/consistent across a cohort and within a context.
- 3.5. Assessments are administered consistently over a period or in a context to provide valuable, accurate information.
- 3.6. Assessment opportunities need to be carefully planned for and impact further planning.

4. Formative and Summative assessment at GNS

- 4.1 Our assessments allow both the student and teacher to assess what the student can do, and how he/she can use knowledge and concepts.
- 4.2 They measure the application of knowledge.
- 4.3 Assessments reflect student achievement against criteria for the learning objective.
- 4.4 They provide students with an opportunity to analyse their own learning and to recognise what areas need improvement.
- 4.5 Our assessments are informative for students, parents and teachers, providing direction for further learning.
- 4.6 They provide an opportunity for students to take responsibility for their own work, their own learning and their own actions and reflect upon these actions to make improvement.

5. Summative Assessment throughout GNS

- 5.1. Summative assessments are performed at the end of a complete term.
- 5.2. Summative assessments measure the standards reached by students using specific criteria.
- 5.3. Summative assessments are used to gauge student attainment at that moment in relation to age related expectations.
- 5.4. Summative assessments are used to compare students' results from year to year within the school or to compare the school's results with those of other institutions worldwide. **See Appendix 1.**
- 5.5. Our summative assessment terminology allows for consistency and alignment **See Appendices 3-5.**

6. Formative Assessments throughout GNS

- 6.1. Formative assessment is consistent and ongoing, to guide development through teacher, self and peer assessment.
- 6.2. For examples of Formative Assessments in each Phase, please see **Appendix 2**
- 6.3. During Formative assessment, results should be used to alter the instructional methods to meet the students' needs and inform future planning.

6.4. Formative assessment is not used in calculating a grade for a student. It enables the teacher and each student to know where they are in their learning and what the next steps are to further improve.

7. Analysing assessment data to inform teaching and learning.

7.1. The school analyses assessment data to inform teaching and learning in numerous ways

- in the classroom
- at the department level
- school wide level.

7.2. Teachers collect and analyse information on how well students are achieving, so that the effectiveness of teaching and learning can be evaluated.

8. Pupil Tracking and Target Setting

8.1. End of year expectations are set for all our students, at the start of the academic year.

8.2. FS Attainment Targets: All students in FS have the target of achieving ELG in all 17 areas. Students are tracked throughout FS1 and FS2. See Appendix 3.

8.3. Primary Attainment Targets: End of Year attainment forms the target for the student for the following year. Eg. a student attaining EXP2 at the end of the year has a target of maintaining the EXP2 standard throughout the next academic year.

8.4. Secondary Attainment Targets: These targets are informed through baseline assessments, previous end of year grade and CAT 4 Data. In the Post-16 phase this also includes the use of targets derived from ALPS.

8.5. Post-16 Attainment Targets: These targets are informed through baseline assessments, previous end of year grade and CAT 4 Data. In the Post-16 phase this also includes the use of targets derived from ALPS.

8.6. These targets are informed through baseline assessments, previous end of year grade and CAT 4 Data. In the Post-16 phase this also includes the use of targets derived from ALPS.

8.7. Students' progress through yearly expectations by gaining a greater depth of understanding of each objective / grade point.

8.8. As students move through their education, it is expected that a student will progress through expectations to a similar depth each year.

8.9. Progress is measured from the students' Current Working Grade compared to CAT4 / ALPS Target. The CAT 4 / ALPS target gives a likely GCSE / IAL achievement grade.

8.10. Three progress descriptors are used to report progress:

- Making more than expected progress
- Making expected progress
- Making less than expected progress.

8.11. In the absence of EOY data for new joiners CAT4 assessments are used to support the teacher in supporting the student's needs. Internal assessments during the student's induction are completed to further support the teacher to set targets for the student.

9. Moderation

9.1. The process of moderation is an essential part of the assessment system.

9.2. Teachers are involved in the moderation process to ensure agreement on criteria for levels with colleagues in school and with colleagues from other schools within the cluster.

9.3. Attending moderation training sessions to ensure our judgements are in line with other schools and external materials.

9.4. Moderation of formative assessments take place termly.

10. International Benchmarks

10.1. GNS uses information on local and international benchmarks as part of its data analysis.

10.2. Data on performance benchmarks is used to assess annual performance on the part of GNS students and set performance targets for the school. The data also enables the school to identify performance trends and is used to inform the planning and delivery of courses.

11. Marking and Feedback

- 11.1. Regular and focused feedback to students about where they are in their learning is crucial to successful learning and teaching.
- 11.2. All marking needs to be accompanied by feedback suggesting appropriate means to improve.
- 11.3. The school provides students with regular oral and written feedback to inform and improve their learning across all Year groups.
- 11.4. Teachers are expected to look for evidence of what students know and understand.
- 11.5. For further details, please see the school's Marking and Feedback Policy.

12. Reporting

- 12.1. The school regularly updates parents on the progress of students.
- 12.2. There are three reports sent home to parents during the academic year.
- 12.3. In most cases, these are progress reports with a summary of the key data for each subject each term.
- 12.4. We include an annual written report that includes key data, plus additional comments including strengths and areas of improvement for each subject as well as a pastoral comment. (See Appendix 6)
- 12.5. Upon request, parents are also sent a CAT4 report, which is personalised and individual for all students.
- 12.6. Parents are invited to a minimum of 3 Parent Teacher Consultations throughout the year. Reporting on progress data and attitude to learning forms an integral part of these.

Appendix 1: Summative Assessment throughout GNS

Foundation Stage	Primary	Secondary	Post 16
Target Tracker Baseline	PTE/PTM/PTS	PTE/PTM/PTS	PTE/PTM/PTS
Target Tracker End of Term 1	NGRT	Accelerated Reader (KS3)	PIRLS
Target Tracker End of Term 2A/B	PIRLS	PIRLS	CAT 4
Target Tracker End of Term 3A/B	CAT 4	CAT 4	Internal End of Unit Assessments
	Internal End of Unit Assessments	Internal End of Unit Assessments	IAS / IAL Exams
		IGCSE Exams	EmSAT

Appendix 2: Formative Assessment throughout GNS

Foundation Stage	Primary	Secondary	Post 16
Tapestry Observations	Self-Assessment	Self-Assessment	Self-Assessment
Big Write	Peer Assessment	Peer Assessment	Peer Assessment
Questioning Strategies	Questioning Strategies	Questioning Strategies	Questioning Strategies
Exit Questions	Marking and Feedback	Marking and Feedback	Marking and Feedback
	Exit Questions and Think Pinks	Key Piece of Work	Key Piece of Work

Appendix 3: Foundation Stage Attainment Judgements

Good Levels of Development	Emerging			Expected		
	WT 3	WT 2	WT 1	EXP 3	EXP 2	EXP 1
Foundation Stage Attainment Judgements						
Foundation Stage Attainment Descriptors	Working towards core objectives with additional support	Working towards core objectives with support	Achieving many core objectives with support	Achieving some core objectives independently	Achieving core objectives independently	Achieving almost all core objective independently

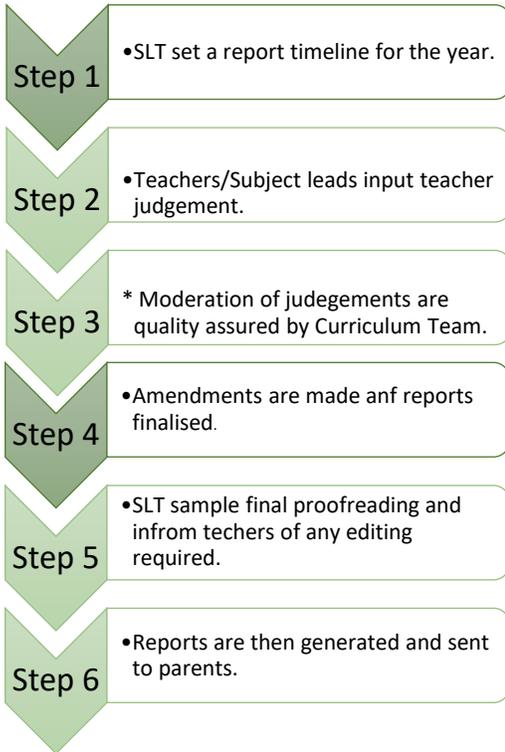
Appendix 4: Primary Attainment Judgments

Stanine	1	2	3	4	5	6	7	8	9
Primary Attainment Judgements	WT 3	WT 2	WT 1	EXP 3	EXP 2	EXP 1	EXC 3	EXC 2	EXC 1
Primary Attainment Descriptors	Working towards core objectives with additional support	Working towards core objectives with support	Achieving many core objectives with support	Achieving some core objectives independently	Achieving core objectives independently	Achieving almost all core objective independently	Achieving all the core objectives and some exceeding objectives independently		

Appendix 5: Secondary Attainment Judgements

Year Group	Working Towards	Expected	Exceeding
7-11	Grade 1-3	Grade 4-5	Grade 6-9
12-13	Grade E-D	Grade C	Grade B-A*

Appendix 6: GNS Reporting Process



Appendix 8: Example of Progress relative to CAT 4 Target

				Year 10	Year 11	
				7	7	
			Year 9	7	6	More than expected progress
		Year 8	7	6	5	Expected Progress
	Year 7	7	6	5	4	Less than expected progress
	6	6	5	4	3	
	5	5	4	3		
CAT 4 Target: 5	5	4	3			
	4	3				
	3					