

The English College, Dubai



Assessment & Reporting Policy 2020/21

Policy Statement

It is the policy of the College to ensure that an effective Assessment, Recording and Reporting system is in place. This system will serve to assess pupils both formally and informally in order to track pupil progress, inform planning, give teachers and the Leadership Team an overview of cohort performance and enhance children's learning.

AIM

Assessment should support teaching and learning by identifying what students already know and can do and how they can move rapidly to the next phase of their learning. Assessment should be a key component in all lessons.

1. For students, the purpose of assessment is to empower them to become better learners by understanding their own attainment and how to progress and achieve beyond it.
2. For teachers, assessment should develop an understanding of the individual needs of students so that target setting is meaningful and informs planning, teaching and learning for progress.
3. For leaders and the board, assessment information will inform an understanding of the current and potential student outcomes, and will facilitate bespoke and effective interventions as needed
4. For parents and carers, assessment information will both inform them of their child's attainment and allow them to understand how their child may maximise their educational potential

OBJECTIVES

Assessment should:

1. allow teachers to plan for teaching and learning that meets the individual needs of all individual and groups of students in the classroom;
2. recognise and celebrate individual successes in order to encourage and motivate all students;
3. be based on specific learning outcomes/objectives and these should be clearly identified by the teacher and understood by the students;
4. allow students to understand how summative assessment is arrived at by the teacher and so encourage them to become reflective learners who take more responsibility for their own learning;
5. help shape bespoke subject based targets for improvement;
6. underpin teaching and learning in order to ensure accelerated progress for every child.
7. be accessible for parents and enable them to take an active and informed part in their child's education;
8. ensure that no individual, or key group of students (Emirati, SEN, More Able) are unclear how to make accelerated progress

The Types of Assessment

The English College acknowledges that assessment will be undertaken in a range of different ways for different subjects. However all assessment should embrace the principles as outlined in this policy and, therefore, assessment will be evident in every lesson. This may include:

- ▣ **Questioning** - asking questions to assess students starting points in order to be able to adapt the learning to their needs, asking a range of questions from literal to high order, using thinking time and talking partners/feedback friends.
- ▣ **Observing** - observing children and listening to their discussions to assess their learning as it is happening, making planned observations of particular children to support their learning in the classroom.
- ▣ **Discussing** - holding brief impromptu discussions with children to follow up any surprises at their responses during the lesson, discussing misunderstandings or misconceptions, holding informed discussions to follow up on earlier assessments.
- ▣ **Analysing** - marking and assessing written work with children.
- ▣ **Checking understanding** - conducting recall tests, questioning, introducing brief review checks that draw upon what has been taught previously.
- ▣ **Peer and Self-Evaluation** - pupils assess each other and themselves, this can encourage pupils to take greater responsibility for their learning, for example, by encouraging engagement with assessment criteria and reflection of their own performance and that of their peers

Summative

Assessments occur at defined periods of the academic year such as the annual GL Assessments and other curriculum related assessments. The aim of such assessments is to record the overall achievements of children in a systematic and standardised way and to provide further clarification of judgements made by teachers regarding areas of strength and development of individuals in their care. Results are also tracked across the school to monitor the progress of individuals.

Evaluative

This includes any information gained through the assessment process which may be used to make curriculum planning and resource decisions. Teachers are encouraged to be reflective practitioners, making informal evaluations of their lessons which are then discussed by year group teams. Teachers' planning will be reviewed regularly by members of ESLT. The findings of these reviews are regularly discussed at staff and ESLT level, with appropriate targets set as a result for subject and resource development.

Diagnostic

All assessments can provide diagnostic evidence. However, certain assessment tools can be particularly useful in providing more detailed data, such as the highlighting of a specific learning need, e.g.: Dyslexia, or the identification of a child as being 'Able, Gifted or Talented' in a given area. Diagnostic assessments allow strengths and weaknesses and learning styles of individuals to be identified and appropriate next steps taken, including the involvement of outside agencies such as Educational Psychologists, Speech and Language Therapists or the implementation of an Individual Education Plan.

The Leadership and Management of Assessment

The Senior Leadership Team aims to use assessment procedures and processes to drive whole school improvement by:

1. ensuring that all teachers know what is expected of them in assessing students;
2. monitoring the accuracy of the information provided to parents about their child's attainment and progress;
3. tracking the attainment and progress of individual students and groups of students over time;
4. monitoring practice in assessment and take appropriate actions arising from Learning Quality Assurance information;
5. using assessment information when planning training and CPD;
6. comparing the progress made by different groups of students to ensure gaps, where present, are closing
7. ensuring that there is enough flexibility in assessment expectations so that individual departments can adopt processes that are most conducive to progress in their particular subject;
8. ensuring students are supported in making informed curriculum choices;
9. using assessment and monitoring to ensure that the curriculum meets the needs of students;
10. monitoring the role of Heads of Department to ensure good practice in assessment is consistent across all lessons;
11. ensuring robust moderation processes are followed to improve accuracy and validity of self-evaluation

The Role of Heads of Department/Curriculum Leaders in Primary

With the support of the Senior Leadership Team, HoD's/CL's will:

1. ensure that their staff understand the assessment requirements for their subject as well as the different ways in which teachers can assess students' progress
2. periodically monitor the assessment of students' work in their subject through work scrutiny, lesson observation or otherwise
3. ensure assessment informs knowledge of student progress and raise any concerns with the Senior Leadership Team
4. ensure that the curriculum plan allows for formal assessment of progress to be timed appropriately so that Data Collections accurately and reliably reflect current attainment;
5. quality assure the data collections, and be accountable for the reliability of its outcomes
6. ensure all teachers are involved in the moderation of work of other students so that consistent practice in assessment is maximised
7. use assessment information to plan for or arrange necessary intervention strategies
8. track the impact of interventions and escalate where necessary
9. establish links with other providers to ensure effective external moderation of assessment

The Role of ESLT

With the support of the Senior Leadership Team, ESLT's will:

1. periodically monitor the progress of students using the termly data collections
2. identify patterns of under and over performance and action accordingly
3. co-ordinate the intervention activities for those students who are below target in 3 or more subject areas

4. ensure all form tutors are involved in mentoring underperforming students
5. use assessment information to inform conversations with parents
6. raise any concerns with the Senior Leadership Team

The role of Teachers

All Teachers should:

1. adopt a range of methods to ensure that they can assess the progress of all students accurately;
2. ensure that assessment builds students' motivation, confidence and self-esteem;
3. ensure that lessons begin with clear expectations and students are aware of how progress will be measured;
4. ensure that all students know and understand the learning objectives of the lesson;
5. identify through assessment, and intervene with as necessary, those students at risk of underachievement;
6. ensure that the results of assessment are used to inform planning for differentiation and challenge in lessons;
7. reward good progress as appropriate through the reward system
8. ensure that opportunities to use assessment to promote the development of literacy, numeracy and ICT skills are utilised routinely
9. ensure that adequate and appropriate assessment is made of student attainment prior to completing the data collection so that the information recorded is accurate and reliable;
10. encourage students to take responsibility for their own learning through self/peer assessment, setting appropriate targets (with guidance) and asking for help and advice when necessary;
11. share concerns or praise arising from assessment information with the relevant form tutor and subject leader
12. ensure books are monitored and returned to students in accordance with the marking & feedback policy
13. ensure all students receive feedback with in accordance with the marking & feedback policy

The Role of the Form Tutor

Form Tutors, with the support of Middle/Senior Leaders are expected to engage in weekly conversations with students, teachers and parents following assessment information available from reports. They have a responsibility to help students and parents embrace the principles of assessment as outlined in this policy.

Form Tutors are expected to mentor students as agreed with Heads of Departments and ESLT.

The Role of Students

All students should:

1. participate actively in assessment opportunities in all lessons

2. take responsibility for understanding and acting on both written and oral feedback given by their teachers or peers;
3. ensure that their entitlement to advice and guidance on how to improve their academic achievements are fulfilled;
4. support other students constructively when asked to be involved in peer assessment.

The Role of Parents/Carers

All parents and carers should:

1. discuss with their child the assessment report sent to them each half term which includes a summary of current and predicted grades for each subject
2. liaise with the subject teacher or form tutor about any concerns regarding their child's progress as identified through assessment
3. attend parent events/workshops to further understand how they can support their child's learning at home

Grading Flight Path

Primary Grading system (For full details, please see [Primary Assessment Policy](#))

	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	YEAR 6 NC LEVELS
	1B1	2B1	3B1	4B1	5B1	3a
	1B2	2B2	3B2	4B2	5B2	4c
	1D1	2D1	3D1	4D1	5D1	4b
	1L1	2L1	3L1	4L1	5L1	4a
	1L2	2L2	3L2	4L2	5L2	5c
	1E1	2E1	3E1	4E1	5E1	5b
	1E2	2E2	3E2	4E2	5E2	5a
	1E3	2E3	3E3	4E3	5E3	6c
	1M1	2M1	3M1	4M1	5M1	6b

Middle and Senior grading

End of Year 6 NC	End of Year 6	End of Year 7	OLD GCSE Grade	End of Year 8	OLD GCSE Grade	End of Year 9	OLD GCSE Grade	End of Year 10	OLD GCSE Grade	End of Year 11	OLD GCSE Grade
3a	6B1	1-	G	2-	F	3-	E	3+	D+	4	C-
4c	6B2	1	G+	2	E-	3	D-	4-	C-	4+	C
4b	6B3	1+	F-	2+	E	3+	D	4	C-	5-	C+

4a	1-	2-	F	3-	E	4-	D+	5-	C	5/5+	B-
5c	1	2	E-	3	D-	4	C-	5	C	6-	B
5b	1+	2+	E-	3+	D	4+	C-	5+	C	6/6+	B+
5a	2-	3-	D	4-	C-	5-	C	6-	B	7-	A-
6c	2	3	D+	4	C	5	B-	6	A-	7	A
6b	2+/ 3-	3+/ 4-		4+/ 5-		5+/ 6-		6+/ 7-		7+/ 8	A*

For KS3 & KS4 subjects a 3 point scaled grading system based on the new 1- 9 GCSE Grades is in use. i.e. 1- 1 1+ through to 9+

Students following a KS5 course which will be awarded an alphabetical grade (A* - G) will continue to be graded with an A* - G which will carry a 3 point scale.

i.e. A1 A2 A*+

Whole School Grading Guide (Primary/Middle/Senior Flight Paths)

End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	YEAR 5 IGCSE LEVELS	End of Year 6	End of Year 7	OLD GCSE Grade	End of Year 8	OLD GCSE Grade	End of Year 9	OLD GCSE Grade	End of Year 10	OLD GCSE Grade	End of Year 11	OLD GCSE Grade
1B1	2B1	3B1	4B1	5B1	3a	6B1	1-		2-		3-		3+		4	
1B2	2B2	3B2	4B2	5B2	4	6B2	1		2		3		4-		4+	
1D1	2D1	3D1	4D1	5D1	4b	6B3	1+		2+		3+		4		5-	
1L1	2L1	3L1	4L1	5L1	4a	1-	2-	F	3-	E	4-	D+	5-	C	5/5+	B-
1L2	2L2	3L2	4L2	5L2	5c	1	2	E-	3	D-	4	C-	5	C	6-	B
1E1	2E1	3E1	4E1	5E1	5b	1+	2+	E-	3+	D	4+	C-	5+	C	6/6+	B+
1E2	2E2	3E2	4E2	5E2	5a	2-	3-	D	4-	C-	5-	C	6-	B	7-	A-
1E3	2E3	3E3	4E3	5E3	6c	2	3	D+	4	C	5	B-	6	A-	7	A
1M1	2M1	3M1	4M1	5M1	6b	2+/ 3-	3+/ 4-		4+/ 5-		5+/ 6-		6+/ 7-		7+/ 8	A*
CAT 4 TESTING WINDOW		CAT 4 TESTING WINDOW				CAT4 TEST					CAT4 TEST					

The recommended CAT4 Testing windows by KHDA are years 4,5,7 & 9
At The English College we generally test Year 2-5, 7, 9 & 12 (And any new students regardless on year group)

✓ Note- During each CAT4 testing window a students’ cognitive ability may fluctuate (if they have made less than or better than expected progress) and therefore their Target Grades are adjusted accordingly.

Our current grading system act as a flight path

- ✓ This is used as a guide only, student grades may fluctuate across different paths during the year and this may vary between subjects
- ✓ If a student has a WAG of a 1L2 in year 1, we are saying that this student is on track to getting a grade 6- by the end of year 11 (assuming he/she make expected progress only throughout their time at EC).
- ✓ Please use the CAT targets as a guide on which path students should be on and use the AT/OT/BT to state whether they are above, on, or below the target to achieving these by the end of each year.

Assessment

At The English College we follow a cyclical assessment approach where students will be expected to show mastery of the curriculum over the full Key Stage

<p>Year 7</p> <table border="1"> <thead> <tr> <th></th> <th>Cycle 1</th> <th>Cycle 2</th> <th>Cycle 3</th> </tr> </thead> <tbody> <tr> <td>7 - Autumn</td> <td>x</td> <td></td> <td></td> </tr> <tr> <td>7 - Spring</td> <td>x</td> <td>x</td> <td></td> </tr> <tr> <td>7 - Summer</td> <td>x</td> <td>x</td> <td>x</td> </tr> </tbody> </table>					Cycle 1	Cycle 2	Cycle 3	7 - Autumn	x			7 - Spring	x	x		7 - Summer	x	x	x	<p>All cyclical tests should examine some content / skills from previous cycles.</p> <p>Key Stage 4 & Key Stage 5 will have 3 summative assessments per year.</p> <p>All tests will need to be standardised and moderated.</p>
	Cycle 1	Cycle 2	Cycle 3																	
7 - Autumn	x																			
7 - Spring	x	x																		
7 - Summer	x	x	x																	
<p>Year 8 (should include some Year 7 cycle 1, 2, 3 content in each Year 8 test)</p> <table border="1"> <thead> <tr> <th></th> <th>Cycle 1</th> <th>Cycle 2</th> <th>Cycle 3</th> </tr> </thead> <tbody> <tr> <td>8 - Autumn</td> <td>x</td> <td></td> <td></td> </tr> <tr> <td>8 - Spring</td> <td>x</td> <td>x</td> <td></td> </tr> <tr> <td>8 - Summer</td> <td>x</td> <td>x</td> <td>x</td> </tr> </tbody> </table>					Cycle 1	Cycle 2	Cycle 3	8 - Autumn	x			8 - Spring	x	x		8 - Summer	x	x	x	
	Cycle 1	Cycle 2	Cycle 3																	
8 - Autumn	x																			
8 - Spring	x	x																		
8 - Summer	x	x	x																	
<p>Year 9 (should include some Years 7 & 8 cycle 1, 2, 3 content in each Year 9 test)</p> <table border="1"> <thead> <tr> <th></th> <th>Cycle 1</th> <th>Cycle 2</th> <th>Cycle 3</th> </tr> </thead> <tbody> <tr> <td>9 - Autumn</td> <td>x</td> <td></td> <td></td> </tr> <tr> <td>9 - Spring</td> <td>x</td> <td>x</td> <td></td> </tr> <tr> <td>9 - Summer</td> <td>x</td> <td>x</td> <td>x</td> </tr> </tbody> </table>					Cycle 1	Cycle 2	Cycle 3	9 - Autumn	x			9 - Spring	x	x		9 - Summer	x	x	x	
	Cycle 1	Cycle 2	Cycle 3																	
9 - Autumn	x																			
9 - Spring	x	x																		
9 - Summer	x	x	x																	

Reporting and Parent Communication

Reports provide parents with full and accurate statements about pupil's achievements and progress across a wide spectrum of subjects including extra-curricular achievements and personal, social and emotional skills.

Target Grades

The school uses CATS4 to help determine minimum and aspirational target grades for all KS3 & KS4 students. Students will sit a CATS4 test on entry to EC and where appropriate the test will be repeated at the start of Year 10.

For some subjects in KS3 (Drama, PE, Music) teacher baseline assessments will be used to fine tune target grades.

Some subjects will use BTEC grades such as Islamic, Morality, Social studies (Pass/Merit/Distinction).

All new students will sit a standardised and moderated baseline test in all subjects within the first 3 weeks of starting at EC (this includes students who are starting new qualifications at KS4 & KS5).

CAT4 is used to determine KS5 minimum and aspirational target grades.

Cycle 1 and 2 Interim reports

Interim reports take the form of an attainment and effort grade for key curriculum areas and whether students are Below, Above or On track to achieving the End of Year Target grades.

End of Term - Full Reports

This is a full report that covers all areas of the curriculum, including those taken by specialist teachers. All reports are produced on iSAMS and are sent home to parents on the final day of term.

Parents Evenings and Reporting Timeline

	Autumn	Spring	Summer
Parent Evenings	September- Primary meet the teachers		
Reports	October interim report Year 11-13 End of term reports all year groups	End of term report all year groups. End of year reports for Year 11-13	End of Year reports for all year groups

*for full timeline see EC Calendar