



مدرسة ديرة الدولية
DEIRA INTERNATIONAL SCHOOL
FESTIVAL CITY

 **Al-Futtaim** Education Foundation

Assessment Policy

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AIMS OF THE POLICY

- To provide a clear outline of assessment techniques
- To ensure assessment is used as a tool to inform planning, track and raise progress and attainment
- To ensure a consistent approach to assessment

PURPOSE OF ASSESSMENT

- To inform feedback for students
- To identify and support the next steps in learning and teaching
- To inform planning to ensure it reflects the needs of all students
- To measure and analyse the attainment and progress of individuals, groups and cohorts of students
- To provide data to inform school improvement planning, measure school performance and effectiveness
- To report information to parents to ensure knowledge of their child's strengths and areas of development

TYPES OF ASSESSMENT

Formative Assessment

Formative assessment strategies are used regularly in every lesson to assess all student's knowledge, skills and understanding, identify gaps, misconceptions and provide effective feedback to maximise student's progress. Formative assessment is used to guide the journey of learning throughout a lesson and sequence of lessons. Strategies for formative assessment include questioning, discussion, observation, Timestable Rockstars, Numbots, Century Tech, marking and feedback, self and peer assessment against success criteria

Summative Assessment

Internal and external summative assessments are carried out throughout the year to provide age standardised scores for students, measure attainment and progress of cohorts, complete gap analysis, inform interventions and compare performance of cohorts nationally at each moment in time. Trends in data are analysed and actions identified to improve progress and attainment.

Year Group	Internal Summative Assessments	External Summative Assessments
Foundation Stage One	<ul style="list-style-type: none">• Tapestry	
Foundation Stage Two	<ul style="list-style-type: none">• Tapestry• Phonics – Letters and Sounds	<ul style="list-style-type: none">• Good level of Development
One	<ul style="list-style-type: none">• STAR• WRM/PUMA• Phonics – Letters and Sounds• Go4schools	<ul style="list-style-type: none">• Phonics Screening• GL – PTE• GL – PTM• Bounce Together
Two	<ul style="list-style-type: none">• STAR• WRM/PUMA• Phonics – Letters and Sounds• Go4schools	<ul style="list-style-type: none">• CAT4• GL – PTE• GL – PTM• Bounce Together
Three	<ul style="list-style-type: none">• STAR• WRM/PUMA• Phonics – Letters and Sounds• Go4schools	<ul style="list-style-type: none">• GL – PTE• GL – PTM• GL – PTS• Bounce Together
Four	<ul style="list-style-type: none">• STAR• WRM/PUMA• Go4schools	<ul style="list-style-type: none">• GL – PTE• GL – PTM• GL – PTS• CAT4• Bounce Together
Five	<ul style="list-style-type: none">• STAR• WRM/PUMA• Go4schools	<ul style="list-style-type: none">• GL – PTE• GL – PTM• GL – PTS• PIRLS (every 5 years)• TIMSS (every 4 years)

		<ul style="list-style-type: none"> • Bounce Together
Six	<ul style="list-style-type: none"> • STAR • WRM/PUMA • Go4schools 	<ul style="list-style-type: none"> • GL – PTE • GL – PTM • GL - PTS • CAT4 • Bounce Together
Seven	<ul style="list-style-type: none"> • End of unit assessments • Go4schools • End of year examinations • STAR 	<ul style="list-style-type: none"> • GL – PTE • GL – PTM • CAT4 • PASS • NGRT
Eight	<ul style="list-style-type: none"> • End of unit assessments • Go4schools • End of year examinations • STAR 	<ul style="list-style-type: none"> • GL – PTE • GL – PTM • GL - PTS • CAT4 • PASS
Nine	<ul style="list-style-type: none"> • End of unit assessments • Go4schools • End of year examinations • STAR 	<ul style="list-style-type: none"> • GL – PTE • GL – PTM • GL - PTS • CAT4 • PASS
TEN	<ul style="list-style-type: none"> • End of unit assessments • Go4schools • End of year examinations (Mocks) 	<ul style="list-style-type: none"> • GL – PTE • GL – PTM • GL - PTS • CAT4 • PASS
Eleven	<ul style="list-style-type: none"> • End of unit assessments • Go4schools • Mock examinations • STAR 	<ul style="list-style-type: none"> • CAT4 • PASS • IGCES Examinations and coursework • BTEC Coursework
Twelve and Thirteen	<ul style="list-style-type: none"> • End of unit assessments • Go4schools • Mock examinations 	<ul style="list-style-type: none"> • CAT4 • PASS • IB Examinations and IAs • BTEC Coursework

DEFINITIONS OF PROGRESS AND ATTAINMENT

Progress

Phase	Definition	Example
Foundation Stage	<u>On Track</u> Students are on track to meet the early learning goals at age related expectation by the end of the academic year.	
	<u>Not on Track</u> Students are not on track to meet the early learning goals at age related expectation by the end of the academic year.	
Primary and Secondary	<u>Below Expected Progress</u> If Students don't make the same attainment grade the next academic year then they will make 'Below Expected Progress'.	<u>Primary</u> Year 3 July 2022 – Secure Year 4 July 2023 – Working towards <u>Secondary</u> Year 10 July 2019 – Grade 5 Year 11 July 2019 – Grade 4
	<u>Expected Progress</u> Students who maintain the same attainment grade from the end of one academic year to the next meet the 'Expected Progress'	<u>Primary</u> Year 3 July 2022 – Secure Year 4 July 2023 – Secure

term where quality assurance takes place with Subject Leaders and the Leadership Team.

Summative Assessment (Drops)

In the Secondary School, teachers input a grade for each markbook sheet on Go4Schools and it then generates a current working at grade for that subject, weighted according to the subject leader. This is then measured against their baseline, end of year targets and ALPs Indicators. The data is analysed on a Senior Leadership and Middle Level Leadership level using Go4Schools and during Pupil Progress Meetings.

Teachers also record student behaviour and achievement, attendance, attitude ATL, key assessment data and quality of homework for each data capture.

Each subject and class will have a markbook which consists of the following:

Mark book Requirements

1. All mark books should have weighted components and reflect the nature of the course / curriculum for your subject. (KS3 – one year, iG and IB – two-year MBs.
2. All mark books should reflect the assessments rubrics/ curriculum standards at KS3 and / or assessment criteria at GCSE /IB. (1-9) or (1-7)
3. All mark books have applied grade thresholds (if using marks) that align with the national agenda for attainment and examination boards.
4. All mark books have a column or columns to record **Drops** and **Drips** in each term. The frequency of each will look different in each subject and key stage. Further details including frequency of each can be found in department handbooks.
5. Each mark book should identify strengths/weaknesses in students' knowledge, understanding and skills. The data recorded will help tailor the future planning of lessons. Question Level Analysis (QLA) used where appropriate.
6. Each mark book should show the students' learning journey and progress over the key stage and qualification

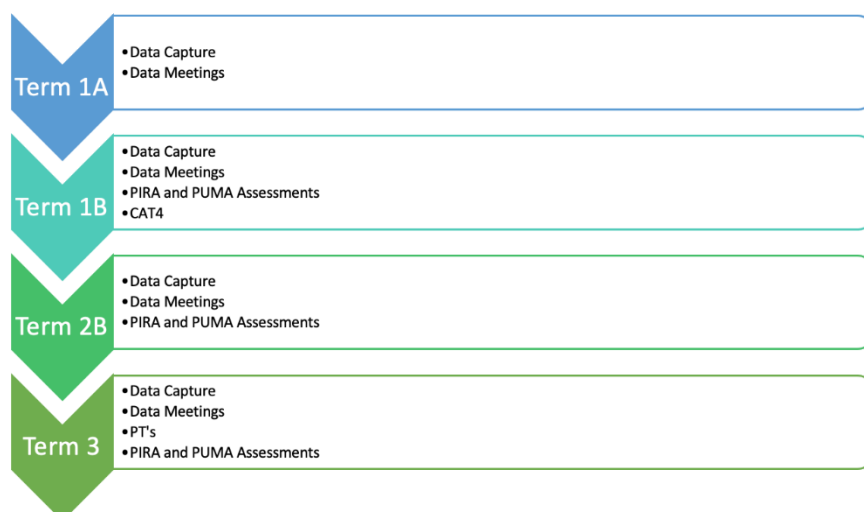
Other software used to support assessment:

- Active Learn
- Century Tech
- TT Rockstars
- Numbots
- Accelerated Reader
- Seesaw
- NGRT
- STAR Reader
- White Rose Maths

Assessment Cycle

Primary

Data is collected continually through the use of our assessment platforms. Data capture points are held 4 times throughout the year. At each data capture point progress and attainment data for every student is gathered. Data is analysed at class, cohort and subject level for all core curriculum areas by teachers, Heads of Year, Curriculum Leaders and SLT. Data meetings are held with teachers identifying focus students and strategies put in place to maximise progress and raise attainment. Cohort and curriculum coaching conversations take place and data is presented to SLT, identifying trends in data, focus groups of students and strategies to raise attainment and progress.



Secondary – Explained above

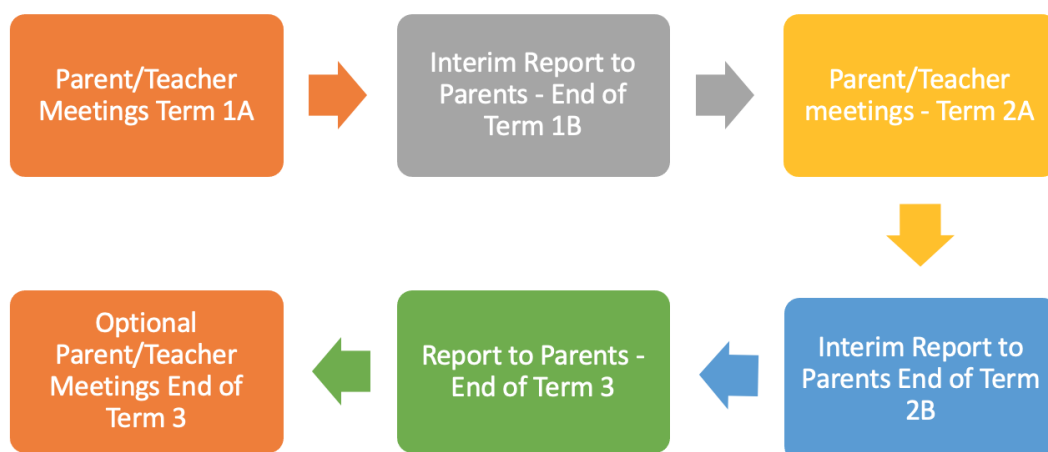
MONITORING

Assessment will be regularly monitored by leaders at all levels to ensure accuracy and consistency, following a robust quality assurance schedule. Quality Assurance forms an integral part of regular departmental meetings, with routine dialogue with subject SLT links. With regards to assessment quality assurance, the largest focus is on the moderation of work and assessments. Following the marking and summative grading of work, departments are required to cross-moderate to ensure the accuracy of grading. SLT Links will also take a sample selection of students to ensure this has been conducted. This must all be referenced using the various proformas on Lessons Learned. Other quality assurance will include:

- Lesson observations
- Book looks
- Planning checks
- Learning walks
- Data captures
- Data meetings
- Go 4 Schools checks
- Moderation
- Triangulation of data

Reporting to parents

Reporting cycle – Primary



Reporting cycle – Secondary

We regularly update parents on the progress of students. There are currently three reports sent home to parents during the academic year. In most cases, these are progress reports with a summary of the key data for each subject each term. One of these is an annual written report that includes key data, plus additional comments including strengths and areas of improvement for each subject.

Parents are also invited to attend parent teacher conferences throughout the year. Reporting data and attitude to learning forms an integral part of these. Students and parents in secondary school have access to Go4Schools and are able to see the real time and live assessment data of their children, in addition to attendance and behavior records.

Report Dates G4S Deadlines	T1 Snapshot	T1 Report	T2 Snapshot	T2 Report	End of Year Report
Year 7	ATL HW Update AG (if required) Core subjects	ATL HW Update AG (if required) All Subjects	ATL HW Update AG (if required) Core subjects	ATL HW Update AG (if required) All Subjects	ATL HW Update AG (if required) Student Comments All Subjects
Year 8	ATL HW Update AG (if required) Core subjects	ATL HW Update AG (if required) All Subjects	ATL HW Update AG (if required) Core subjects	ATL HW Update AG (if required) All Subjects	ATL HW Update AG (if required) Student Comments All Subjects
Year 9	ATL HW Update AG (if required) Core subjects	ATL HW Update AG (if required) All Subjects	ATL HW Update AG (if required) Core subjects	ATL HW Update AG (if required) All Subjects	ATL HW Update AG (if required) Comments All Subjects
Year 10	ATL HW Update AG (if required) All Subjects	ATL HW Update AG (if required) All Subjects	ATL HW Update AG (if required) All Subjects	ATL HW Update AG (if required) All Subjects	ATL HW Update AG (if required) Comments All Subjects
Year 11	ATL HW Update AG (if required) All Subjects	ATL HW Update AG (if required) Comments All Subjects	ATL HW Update AG (if required) All Subjects	ATL HW Update AG (if required) All Subjects	
Year 12	ATL HW Update AG (if required) All Subjects	ATL HW Update AG (if required) All Subjects	ATL HW Update AG (if required) All Subjects	ATL HW Update AG (if required) All Subjects	ATL HW Update AG (if required) Comments All Subjects
Year 13	ATL HW Update AG (if required) All Subjects	ATL HW Update AG (if required) Comments All Subjects	ATL HW Update AG (if required) All Subjects	ATL HW Update AG (if required) All Subjects	

Parents/Teacher meetings

Formal parent teacher meetings are held 3 times a year in primary and twice a year per year group in secondary. Parents meet with the class and specialist teachers. Teachers share progress and attainment information and next steps in learning. Parents can request further meetings throughout the year if required.

Interim Reports

In Primary parents will receive interim reports 2 times within the year which outlines attainment and attitude to learning in all core subjects. In Secondary this will be across all subjects along with homework, attendance and punctuality.

End of Year Reports

In Primary parents will receive an end of year report which outlines attainment and attitude to learning in all curriculum areas as well as areas of strength and next steps in learning for all core subject areas. In Secondary, students will receive the same along with a homework grade, their overall attendance and a written comment by all subject teachers, tutor and the Head Teacher.