GEMS Winchester School Dubai

Assessment & Reporting Policy (Whole School)

Person(s) Responsible: Executive Vice Principal, Head of Primary & Secondary Deputy Head Teacher

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1. Introduction & Data Model

At GEMS Winchester School Dubai (WSD), we believe accurate assessment and feedback are crucial to ensuring all students make maximum progress and reach their true potential. The assessment policy is designed to ensure students, parents, teachers and all other stakeholders know what actions need to make this happen.

Internal Data: Attainment

At WSD, we track students' attainment using a Baseline, a Current Working Level, and a Target. A description of each of these can be found in the table below:

Descriptors	Phase 2/3	Phase 4	Description
Mastery	9	A* - A	A student that is working at a greater depth (higher) than above the expected standard; he/she is not just high in ability compared to his/her year group but is working beyond National Curriculum expectations. A student that can access higher order questions/task independently.
	8		
Working Above	7	B	A student that is working above the expected standard; he/she is working beyond Curriculum expectations for his/her age in most but not all areas.
	6		
Expected	5	C	A student working in the expected assessment band is able to achieve curriculum expectations for his/her age group as set out in the NCfE. They frequently grasp the main learning objectives within lessons.
	4		
Working Towards	3	D - E	A student that is working below the expectation for his/her year group and appropriate provision will have been put in place in order to support him/her to make better progress and get back on track. They can grasp most learning objectives but may struggle in some areas and require extra support/time.
	2		
Developing Foundations	1	U	A student that is developing foundation skills will be working on an alternative curriculum. The understanding that is generally demonstrated is below the standard for his/her particular year group so alternative content and support should be in place.

Baselines

Phase 1

Most of our Foundation Stage children will be experiencing school for the first time. We assess students against the EYFS statutory framework. We complete an on-entry baseline assessment within the first six weeks, during a staggered start, to understand each child's learning needs and determine which step they are at.

Phase 2 & 3

Students are given a baseline assessment band based on their knowledge, skills, and understanding against curriculum standards. For returning students, this will initially be set as the end-of-year assessment band from the previous year. For the first month of the academic year, teachers will moderate these assessment bands to confirm they are accurate. They will triangulate this judgement using GL Progress Test scores, CAT4 scores, NGRT scores, and baseline assessments/initial deep marking. If any changes are needed to the baseline grade, teachers will provide evidence to HODs, who will make the final decision. New students from Year 2 onwards will sit CAT4 assessments as well as baseline tests; teachers use these, alongside teacher assessment of the student in lessons, to assign a baseline assessment band.

Phase 4

Year 12 students are given a baseline grade based on their IGCSE result for their subject or their end-of-year grade in MoE subjects. Year 13 students' baseline grade matches their Year 12 end-of-year grade.

Current Working Level (CWL)

Phase 1

Students are assessed against the EYFS revised framework. Teachers regularly assess students to gather evidence that a step has been achieved and embedded. Teachers record this evidence in the formative tracking system weekly.

Phase 2

At the end of each term, students are put into assessment bands according to their level of knowledge, skills and understanding against curriculum standards. For Phase Two, the formative tracking system generates the assessment band for Reading, Writing, Maths, Science, Arabic, and Islamic, and it is triangulated with summative assessments. The formative tracking system also considers teacher assessment of the student through marking, questioning, unit tests, etc.

Phase 3 & 4

At the end of each term, students are put into assessment bands according to their level of knowledge, skills and understanding against curriculum standards. The teacher decides the assessment band primarily based on internal assessment, while also considering teacher assessment through marking, questioning, unit tests, etc.

Targets

Phase 1

For Phase 1, every student's target is assigned individually based on the student's learning needs so they can achieve the early learning goals at their own pace. The baseline from the formative tracker serves as the starting point, and a sliding incremental scale is applied to set a target for the end of the academic year.

Phase 2

Each student will have one individual spelling, punctuation and grammar (SPaG) target at a time, identified through ongoing assessment and evidence from their written work. The target will reflect the student's highest-priority next step and will be specific, achievable and written in age-appropriate, student-friendly language. Teachers will provide regular opportunities for students to practise and apply their target across the curriculum and will refer to it through teaching, marking and feedback. Targets will normally be reviewed every four to six weeks and updated once the student has demonstrated the skill independently and consistently across more than one piece of writing. For younger students, targets may be communicated verbally and supported by visual prompts or examples.

Phase 3 & 4

For Phase 3 & 4, teachers set student targets based on how they are performing compared to their CAT4 target. If a student's CAT4 target is equal to or above their current working level, the teacher will set the target one grade higher than the Baseline Grade. If the current working level is already above the CAT4 target, then the teacher will decide whether the pupil should aim to maintain their current working level, or improve it.

Internal Data: Progress

The following section explains the model WSD uses to measure progress in each phase.

Phase 1 & 2

In Phase 1 and Phase 2, we look at progress in two different ways. Firstly, we measure progress from point to point. If a student maintains the same assessment band, they are making expected progress. If they move up an assessment band, they are making above-expected progress. If their assessment band decreases, they are making below-expected progress. We also measure progress against measured potential by comparing a student's current working level to their CAT4 target. If their current working level equals their CAT4 target, they are making expected progress. If it is above their CAT4 target, they are making above-expected progress.

Phase 3 & 4

In Phase 3 and Phase 4, we look at progress in two different ways. Firstly, we measure progress from point to point. If a student maintains the same assessment band, they are making expected progress. If they move up an assessment band, they are making above-expected progress. If their assessment band decreases, they are making below-expected progress. We also measure progress against measured potential by comparing a student's current working level to their CAT4 target. If their current working level equals their CAT4 target, they are making expected progress. If it is above their CAT4 target, they are making above-expected progress.

External Data

External attainment is measured using GL Progress Tests, NGRT, ABT, iGCSE, BTEC and A/AS-Level board exams. External progress is measured in three ways:

- Comparing year-on-year attainment in GL Progress Tests for individual students
- Comparing GL attainment to CAT4 attainment
- Comparing external iGCSE and AS-Level results to CAT4 and predictions.

WSD also makes use of FFT Aspire to compare our student performance to similar students across the world.

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2. Types of Assessment

Formative Assessment

At WSD, we use a range of data sources to formatively assess our students. Each is outlined in the section below.

- **CAT4** – Students in Years 4, 6, 8, 10 and 12, as well as all new students, will sit CAT4 assessments in Term 1.1. Teachers will use information from these assessments to identify students' strengths and possible barriers to learning, then plan personalised lessons and tasks to suit individuals. The information will also support judgements in target setting for pupils' achievement for their Phase and help identify potential students of determination.

- **Marking** – Teachers are expected to regularly mark students' work and assess their level of subject knowledge in line with the feedback policy. This should inform students of their strengths and areas for improvement, guide them on how to improve, and give them opportunities to demonstrate improvement in these areas.

- **Prior knowledge assessments** – Where appropriate, before each unit of work, teachers should carry out a prior knowledge assessment to inform their planning to ensure that all students are correctly supported and challenged.

- **Classroom Assessment for Learning** - As part of their daily teaching practice, teachers should assess students' knowledge, skills, and understanding regularly throughout each lesson. Based on the outcomes of this assessment, students should be placed on appropriate pathways to reach their intended learning outcomes, and lesson plans should be adjusted to suit the needs of the class and individuals.

- **Self and Peer Assessment** – To strengthen students' learning skills, they are expected to assess their own work and that of their peers. To support students to do this effectively, teachers should provide rubrics or guidance for them to assess against the success criteria for that lesson.

- **Unit tests** – At the end of every unit of work, students should be given a low-stakes assessment. Based on these assessments, lessons should be planned to correct identified misunderstandings or allow students to deepen their understanding further.

- **NGRT** – Students from Year 2 upwards complete the NGRT assessment three times each academic year. Teachers use the Standard Age Score (SAS), Passage Comprehension (PC) stanine, Sentence Completion (SC) stanine and overall stanine to evaluate reading performance, identify specific areas of strength and development, and plan appropriate teaching and intervention.

- **Phonics Assessment** - Students from FS2 to Year 2 are assessed regularly using the Read Write Inc. (RWI) Portal assessments. These assessments evaluate students' knowledge of letter sounds, accuracy and fluency in word reading, and their ability to blend sounds to read unfamiliar words. Assessment outcomes are used to identify individual strengths and gaps, organise students into appropriate RWI groups, plan targeted teaching and intervention, and monitor progress over time. Groups are reviewed and adjusted following each assessment cycle to ensure teaching remains closely matched to students' current stage of phonics development.

Summative Assessment

At WSD, we use a range of data sources to assess our students summatively. Each of these is outlined in the section below. The results of the assessments below will also be used formatively for students continuing their educational journey at GEMS WSD in future years.

- **End of Term / Year Assessments** – Each term, and at the end of the year, Secondary students will sit an assessment for each subject. For some subjects, an external company, such as Pearson, will provide end-of-term assessments. These assessments will be externally standardised against curriculum standards, ensuring independent and unbiased results. Where externally produced assessments do not exist, departments will write their own assessments. To ensure assessment bands are standardised across the school, assessments are designed with fixed proportions of marks below curriculum standards, at curriculum standards and above curriculum standards. Appendix 1 provides examples of paper weighting and grade boundaries. After the assessments, departments will moderate marking, and grades will be analysed to ensure the standardisation process has been effective. Departments will produce a report on the assessment, and copies of the assessments will be kept centrally.

- **GL Progress Tests** – Students in Years 2–10 complete the GL Progress Tests between April and June each academic year. The results are analysed alongside a range of assessment evidence to support end-of-year Curriculum Working Level (CWL) judgements, identify strengths and gaps in learning, and inform future curriculum planning, teaching and intervention.

- **NGRT** – Students from Year 2 upwards complete the NGRT assessment three times each academic year. Teachers use the Standard Age Score (SAS), Passage Comprehension (PC) stanine, Sentence Completion (SC) stanine and overall stanine to evaluate reading performance, identify specific areas of strength and development, and plan appropriate teaching and intervention.

- **IBT/ABT Assessments** – These will be administered in Phase 2 and Phase 3 three times a year. The results will support end-of-year CWL judgements and inform planning in Arabic and Islamic.

- **iGCSEs / AS & A-Levels** – Year 11, 12 and 13 will sit external board exams at iGCSE, AS, and A2-Level. Results will also be compared to CAT4 predictions to measure progress and value added.

- **BTEC** students are given a grade for each assignment.

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3. Use of Assessment Data to Inform Teaching

Teachers are expected to adapt their lessons and the curriculum to personalise the learning for all students. To ensure teachers use data effectively to inform planning and support groups and individuals, all teachers are expected to keep the following documents up to date.

- **Data sheets** – Exported from SIMS, the class marksheet containing all available CAT4, GLPT, SEN, Emirati and internal assessment information.

- **Seating plans** – Students are expected to sit according to the seating plan established by the teacher. Seating plans should be carefully considered to promote positive learning outcomes and should draw upon relevant assessment information, including CAT4 mean stanine, NGRT overall stanine and current working level, as well as students' SEND, EAL, Gifted and/or Talented status. Seating plans are not fixed and should remain flexible; teachers should use their in-class observations and knowledge of students to adapt seating arrangements on the day, providing additional support or challenge as required.

- **Focus groups** – Secondary teachers will keep a record of strategies that they use to support and challenge students with identified barriers to learning. These include: Students of Determination, ELL, G&T, students with low verbal reasoning, spatial or verbal bias, students whose attainment is lower than their CAT4 mean stanine or students that have made less than expected progress this year.

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4. Reporting Process

Phase 1

In Phase 1, families will receive a termly report card for each of their children that contains the following information:

Pastoral Information

Attendance %	The number of days a student has spent in school out of the total number of school days since the start of the term, given as a percentage. The target for school attendance at WSD is 96% or above.
Lates	The number of times a student has arrived at school after morning registration begins at 7:20am
Achievement Points	Achievement Points are awarded for positive behaviour and effort. They are given as part of our reward system and are linked to the GEMS Core Values.
Behaviour Points	Behaviour points are awarded as part of our behaviour management system as a consequence of poor behaviour and/or not following school expectations.

Academic Information

Current Working Level	This is based on range of data that teachers use to inform their judgement, including mini quizzes, class tests, ongoing assessment and tracking of individual students as well as day-to-day observations in the classroom during the term.
Target	This is the assessment band the teacher feels your child will most likely be in at the end of the Key Stage. This is likely to be the same band they are currently working within although when higher, teachers are being aspirational as they feel your child has the potential to exceed the normal level of progress.
Progress Score	How well are students doing currently in comparison to what they were able to do at the start of the academic year? Are they acquiring new information and skills in line with what is expected of them up until this point or exceeding expectations?
Next Step Targets	These are the targets that your child should work on to help them improve before the next reporting cycle.

Scores for Attitude Towards Learning, Progress, and Behaviour are awarded as follows:

- 4 = Outstanding
- 3 = Good
- 2 = Acceptable
- 1 = Unsatisfactory

The information above will be provided for each subject in the report for all aspects of the curriculum. These are:

1. Personal Social and Emotional Development (PSED)
2. Physical Development (PD)
3. Communication and Language (CL)
4. Literacy (L)
5. Mathematics (MATHS)
6. Understanding the World (UW)
7. Expressive Arts & Design (EAD)

Phase 2-4

In Phases 2, 3 and 4, families will receive a termly report card for each of their children that contains the following information:

Pastoral Information

Attendance %	The number of days a student has spent in school out of the total number of school days since the start of the term, given as a percentage. The target for school attendance at WSD is 96% or above.
Lates	The number of times a student has arrived at school after morning registration begins at 7:20am
Achievement Points	Achievement Points are awarded for positive behaviour and effort. They are given as part of our reward system and are linked to the GEMS Core Values.
Behaviour Points	Behaviour points are awarded as part of our behaviour management system as a consequence of poor behaviour and/or not following school expectations.

Academic Information

Current Working Level	This is based on range of data that teachers use to inform their judgement, including mini quizzes, class tests, ongoing assessment and tracking of individual students as well as day-to-day observations in the classroom during the term.
Target	This is the assessment band the teacher feels your child will most likely be in at the end of the Key Stage. This is likely to be the same band they are currently working within although when higher, teachers are being aspirational as they feel your child has the potential to exceed the normal level of progress.
Progress Score	How well are students doing currently in comparison to what they were able to do at the start of the academic year? Are they acquiring new information and skills in line with what is expected of them up until this point or exceeding expectations?
Attitude Towards Learning	How well do students apply themselves in lessons? Are they focused? Can they work independently? Do they have a positive attitude towards all aspects of work within a subject?
Behaviour Score	How well do students behave in lessons? Are they polite? Do they follow instructions first time? Do they interact well with their peers? Do they distract others?
Next Step Targets	These are two targets that your child should work on to help them improve before the next reporting cycle.

Scores for Attitude Towards Learning, Progress, Behaviour and Home Learning are awarded as follows:

- 4 = Outstanding
- 3 = Good
- 2 = Acceptable
- 1 = Unsatisfactory

The report will include information for each subject. Core subjects (English, Maths, Science, Arabic, Islamic, Moral, Social & Cultural Studies) will be reported on three times a year. All other subjects will be reported only at the end of the Autumn and Summer Terms.

For Years 11, 12 and 13, examination subjects will be reported at the end of each term. For Years 11 and 13, there will be no Summer Term report as this will be superseded by the examination results in August of each year.

GL Progress Tests and NGRT Assessments

On each report, we will also add CAT4 Stanines for each battery. Each Term, we will also report on the National Group Reading Test (NGRT) in Years 2 to Year 10. In the Summer Term, we will also report the attainment and progress for GL PTE, PTM and PTS for the relevant year groups.

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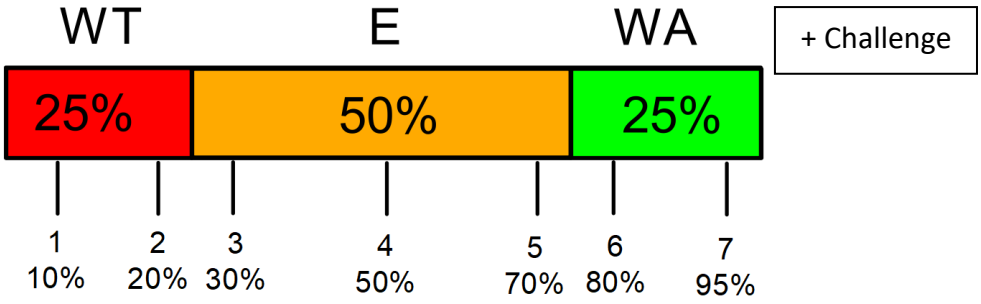
5. Appendix

Appendix 1 – Assessment weightings and grade boundaries

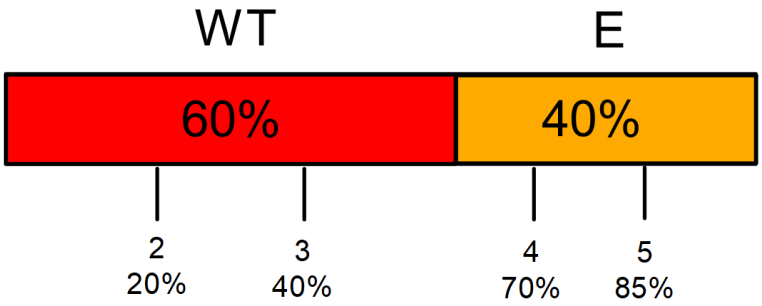
Mixed ability paper:

Papers should be weighted as shown with marks / questions that are "Working Towards", "Expected" and "Working Above".

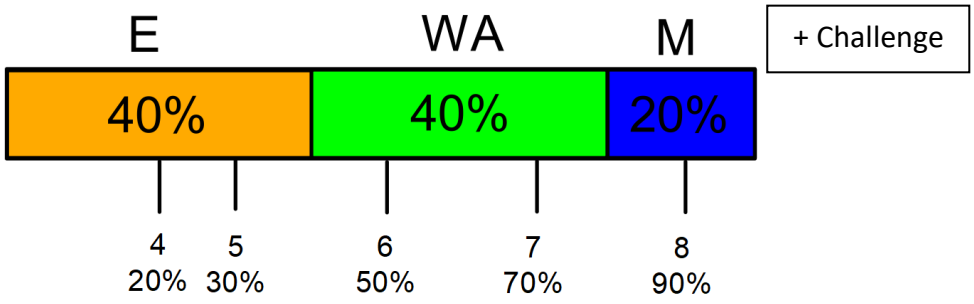
Grade boundaries will then initially be set as below. A challenge task must be given at the end of the paper or separately to decide if any of the 7s are at Mastery Level (8-9).



If you are setting a Foundation Tier Paper for certain students / classes then the following weightings and grade boundaries should be used.



If you are setting a Higher Tier Paper for certain students / classes then the following weightings and grade boundaries should be used.



Appendix 2 – Standardisation and moderation form

Assessment Moderation

Department					
Year		Term		Tier	

Standardisation of marking:

Student	Class	Mark	Moderators Mark	Marks Agreed?	Actions if necessary

Initial Grade boundaries:

Grade	Marks required
9	
8	
7	
6	
5	
4	
3	
2	
1	

Initial Grade distribution:

Grade	Percentage of students
9	
8	
7	
6	
5	
4	
3	
2	
3	
1	

Is the initial grade distribution accurate for this cohort?
Yes ☐ No ☐

If not, please complete the revisions to the grade boundaries section.

Revisions to grade boundaries

Revised Grade boundaries:

Grade	Marks required
9	
8	
7	
6	
5	
4	
3	
2	
1	

Revised Grade distribution:

Grade	Percentage of students
9	
8	
7	
6	
5	
4	
3	
2	
3	
1	

Reasons for the changes to the grade boundaries:

Signed …….

Name ……

Date ……

Appendix 6 – Focus groups

Teacher		Subject		Class	
Focus Group	**Students**	**Strategies**			
English Language Learning Needs	Albert A Geena D Vincent V.G. Roman A	• Support by reading together • Attached to lead student who can help with reading • Provide simplified text • Use videos and audio resources when suitable to make learning more accessible			

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