GEMS Winchester School Dubai

Assessment Policy
(Whole School)

Person(s) Responsible: Vice Principal
Approved by ELT: September 2022
Date of Next Review: August 2023

Contents

1. Introduction

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

2. Data Model

Internal Data: Attainment

At WSD, student's attainment is tracked using a Baseline, a Current Working Level and a Target. A description of each of these follows in this section for each phase.

Baseline – Phase 1

The majority of our FS2 children will be experiencing school for the first time. Students are assessed against the EYFS statutory framework. On-entry baseline assessment is completed within the first six weeks, during a staggered start, to understand the learning needs of individual children, as well as to ascertain which step students are at. External GL baseline assessment allows teachers to measure Literacy, Language and Mathematics to support this step judgement.

Baseline – Phase 2 & 3

Students are given a baseline assessment band below according to their level of knowledge, skills and understanding against curriculum standards. For returning pupils, this will be initially 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, as well as baseline assessments / initial deep marking. If any changes are to be made to the baseline grade then teachers will provide evidence to HODs who will make the final decision. New students from Year 3 onwards will sit CAT4 assessments as well as baseline tests; teachers use these, alongside teacher assessment of the pupils in lessons, to assign a baseline assessment band.

Phase 2	Phase 3	Description
Mastery	9	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	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	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	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	Students 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.

<u>Minimum Expected Grade (MEG) – Phase 4</u>

The prior attainment score for Alps Education is calculated based upon a student's iGCSE results or equivalent and a MEG is generated. The MEG represents the grade that would put students in the top 25% when compared to students with similar prior attainment.

<u>Current Working Level (CWL) – Phase 1</u>

Students are assessed against the EYFS revised framework. Teachers constantly assess students to gather evidence to confirm a step has been achieved and is embedded. This evidence is recorded by the teacher within the formative tracking system on a weekly basis.

<u>Current Working Level (CWL) – Phase 2 & 3</u>

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 assessment band for Reading, Writing, Maths, Science, Arabic and Islamic is generated by the formative tracking system and triangulated with summative assessments. The formative tracking system also considers teacher assessment of the pupil through marking, questioning, unit tests etc.

Phase 3

At the end of each term, students are put into assessment bands according to their level of knowledge, skills and understanding against curriculum standards. This assessment band is decided upon by the teacher primarily as the result of an internal assessment, but also considering teacher assessment of the pupil through marking, questioning, unit tests etc.

<u>Current Working Level (CWL) – Phase 4</u>

At the end of each term, and based upon internal assessment (both summative and formative, as well as external modular results where available), students will be given an assessment band from A – E which reflects their Most Likely Grade MLG in their AS / A2 examinations.

<u>Targets - Phase 1</u>

For phase 1, every student's target is individually assigned, based on the learning needs of the student, for them to achieve the early learning goals set at their unique pace. The baseline GPA from the formative tracker is used as a starting point and a sliding incremental scale is applied for a target GPA at the end of the academic ytear

<u>Targets - Phase 2</u>

Guidance for setting targets is issued to teachers at the start of each year. These targets are set for new students and reviewed for existing students at the beginning of each year.

<u>Targets - Phase 3 & 4</u>

For phase 3 & 4, a student's target is their CAT4 if challenged target for their subject. For subject where there is no CAT4 target, it is their CAT4 mean stanine +1.

Internal Data: Progress

The following section explains the model used at WSD to measure progress, in each phase.

Progress - Phase 1

Progress in Phase 1 is measured by the difference in GPA from the start of the year. Students are baselined in line with the revised framework and this is measured within the formative tracker.

Progress - Phase 2

The amount of knowledge skills and understanding that is considered to be at curriculum expectation increases as the year continues (figure 1). As a result of this, if a pupil stays in the same assessment band as their baseline, they are making expected progress. If they move up an assessment band, they are making above expected progress and, if they move down an assessment band, they are making below expected progress.
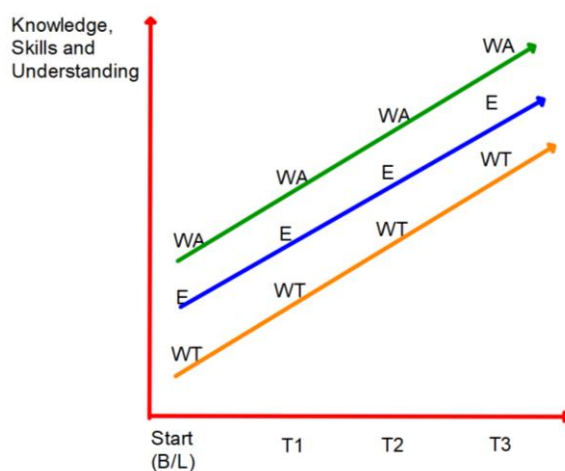

Figure 1 – phase 2 progress model.

Progress - Phase 3 & 4

Students are considered to be making above expected progress if their CWL is in line with their CAT4 if challenged target. If their CWL is in line with their CAT4 target, they are making expected progress. Otherwise, progress is considered less than expected progress.

External Data

External attainment is measured by using GL progress tests, NGRT, IBT as well as iGCSE and AS-Level board exams.

External progress is measured in three ways:

- Comparing year-on-year attainment in GL progress tests for individual pupils
- Comparing GL attainment to CAT4 attainment
- Comparing external iGCSE and AS-Level results to CAT4 and predictions.

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3. Types of Assessment

<u>Formative Assessment</u>

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

- CAT4 – Students in Year 4, 7, 9, 11 as well as all new students will sit CAT4 assessments in September. The information from these assessments will be used by teachers to help identify students' strengths as well as possible barriers to learning, and then plan to personalise lessons and tasks to suit individuals. The information will also be used to support judgements in target setting for pupils' achievement for their Phase.

- Marking – Teachers are expected to regularly mark students work, assessing their level of KSU as per the feedback policy. This should inform students of their strengths, areas of improvement, guide them on how to improve and give them opportunities to demonstrate that they have improved 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 pupils are correctly supported and challenged.

- Classroom Assessment for Learning - As part of their daily teaching practice, teachers should be assessing the student's knowledge, skills and understanding regularly throughout each and every lesson. Based upon the outcomes of this assessment, students should be put 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 as well as 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. As a result of these assessments, lessons should be planned in which identified areas of misunderstanding can be corrected or students are given the opportunity to deepen their understanding further.

- NGRT – Students in Year 2 upwards sit NGRT assessment three times a year, giving teachers the reading age and percentile rank of the pupil as well as information about specific skills and other diagnostic information to help teachers determine how to improve their students' performance.

- Guided Reading Tracking – key outcomes for reading has been listed for all primary year groups. These outcomes are listed by skill area, to help see how pupils are progressing. The focused group reading session, based on these learning outcomes, help track the progress through the skills on weekly basis and help to plan for individual support or interventions.

- Phonics Assessment - Teaching of phonics is tracked to check for progress for all sounds in each phase. Early morning interventions are planned based on the assessments to support the learning needs of the children. Read Write Inc Phonics assessments take place at the mid and end point of sets (there are 3 sets). This is then used to band students into phased phonics sets that run throughout KS1.

Summative Assessment

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

- End of term / year Assessments – Each term, and at the end of the year, students will sit an assessment for each subject. For some subjects, end of term assessments will be provided by an external company, for example Pearson. 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. Examples of the weighting of papers and grade boundaries can be found in Appendix 1. After the assessments, marking of the assessments will be moderated in departments and the grades will be analysed to ensure that the standardisation process has been effective. Departments produce a report on the assessment and copies of the assessments are kept centrally.

- GL Progress Tests – These will be sat for Years 2 – 10 in May. The results of the Progress tests will be analysed to support end of year CWL judgements as well as to inform planning.

- iGCSEs / AS & A-Levels – Year 11 and Year 12 will sit external board exams at iGCSE and AS-Level this year. Alps Education will be used to provide a measure of value added. Results will also be compared to CAT4 predictions.

4. 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 that data is used effectively by teachers to inform planning and support groups and individuals, all teachers are expected to have the following documents kept up to date on the shared drive.

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

- Seating plans – Pupils are expected to sit according to the seating plan set by the teacher. The seating plan should be well-considered to ensure the best outcomes for students. Assessment information including CAT4 mean stanine, reading comprehension ability, current working level as well as SEN / G&T / Ethnicity information. Teachers should also record a brief interpretation of the CAT4 information, e.g. verbal deficit etc.

- 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.

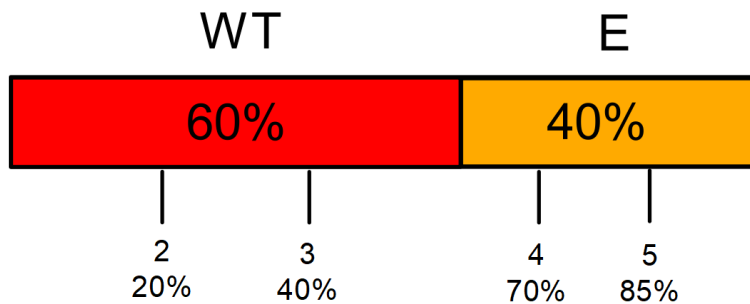**Appendix 1 – Assessment weightings and grade boundaries**

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.

WT	E	WA
25%	50%	25%

1	2	3	4	5	6	7
10%	20%	30%	50%	70%	80%	95%
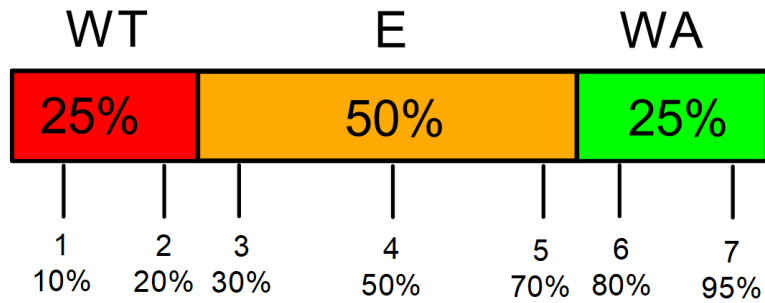
If you are setting a Foundation Tier Paper for certain students / classes then the following weightings and grade boundaries should be used.

WT	E
60%	40%

2	3	4	5
20%	40%	70%	85%

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

E	WA	M	+ Challenge
40%	40%	20%	

4	5	6	7	8
20%	30%	50%	70%	90%
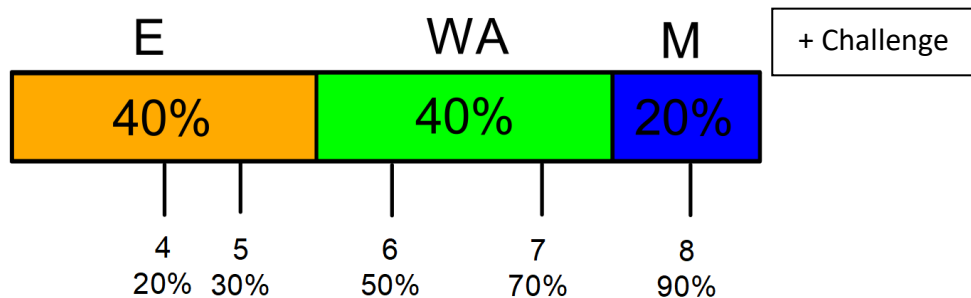
Appendix 2 – Standardisation and moderation form

Assessment moderation 2022-2023

Department	
Year		Term		Tier	

Standardisation of marking:

Pupil	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 no please complete the revisions to 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			