



GEMS Winchester School Dubai



Assessment & Reporting Policy (Whole School)

Person(s) Responsible: Vice Principal, Deputy Heads of Primary & Secondary

Approved by ELT: September 2023

Date of Next Review: August 2024

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1. Introduction & Data Model

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.

Internal Data: Attainment

At WSD, students' attainment is tracked 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.

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.

Baseline – Phase 2 & 3

Students are given a baseline assessment band according to their level of knowledge, skills and understanding against curriculum standards. For returning students, 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, NGRT 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 2 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.

Baseline – Phase 4

Students are not given a baseline grade, instead they sit CAT4 assessments at the start of the year and this generates a target for each subject.

Current Working Level (CWL) – Phase 1

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.

Current Working Level (CWL) – 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 student through marking, questioning, unit tests etc.

Current Working Level (CWL) – 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. This assessment band is decided upon by the teacher primarily as the result of an internal assessment, but also considering teacher assessment of the student through marking, questioning, unit tests etc.

Targets - Phase 1

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 year

Targets - Phase 2

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.

Targets - Phase 3 & 4

For Phase 3 & 4, teachers give students targets based on how they are performing when compared to their CAT4 target. If a student's CAT4 target is equal to or above their current working level, then the teacher will set the target to be one 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 used at WSD to measure progress in each phase.

Progress - Phase 1 & 2

Progress in Phase 1 is measured by the difference in grade point average from the start of the year. Students are baselined in line with the revised framework and this is measured within the formative tracker. In Phase 2, we also measure progress against measured potential by comparing a student's current working level to their CAT4 target. If their current working level is equal to their CAT4 target, then they are making expected progress. If it is above their CAT4 target then they are making above expected progress.

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, then they are making above expected progress. If they move up an assessment band, then they are making above expected progress. If their assessment band decreases then 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 is equal to their CAT4 target, then they are making expected progress. If it is above their CAT4 target then they are making above expected progress.

External Data

External attainment is measured by using GL Progress Tests, NGRT, ABT 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 students
- Comparing GL attainment to CAT4 attainment
- Comparing external iGCSE and AS-Level results to CAT4 and predictions.

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2. Types of Assessment

Formative Assessment

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 Years 4, 6, 8, 10 and 12, as well as all new students, will sit CAT4 assessments in Term 1.1. 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 and to identify potential students of determination.
- 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 students' 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 from Year 2 upwards sit NGRT assessments 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 administered for Years 2 – 10 from April to June. 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, 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.

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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 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.

- 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 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 SEND, Gifted and/or Talented, and 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.

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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%.
Lates	The number of times a student has arrived to school after morning registration, which begins at 7.30am each morning.
Achievement Points	Achievement Points are awarded for positive behaviour and working hard. They are given as part of our reward system and the 7C's competency-based curriculum.
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 son/daughter will most likely be in at the end of the Key Stage. This is likely to be the same band he/she is currently working within although when higher, teachers are being aspirational as they feel your son/daughter 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 two 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%.
Lates	The number of times a student has arrived to school after morning registration, which begins at 7.30am each morning.
Achievement Points	Achievement Points are awarded for positive behaviour and working hard. They are given as part of our reward system and the 7C's competency-based curriculum.
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 son/daughter will most likely be in at the end of the Key Stage. This is likely to be the same band he/she is currently working within although when higher, teachers are being aspirational as they feel your son/daughter has the potential to exceed the normal level of progress.
Progress Score	How well are pupils 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 information will be provided for each subject in the report. 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 at the end of the Autumn and Summer Terms only.

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 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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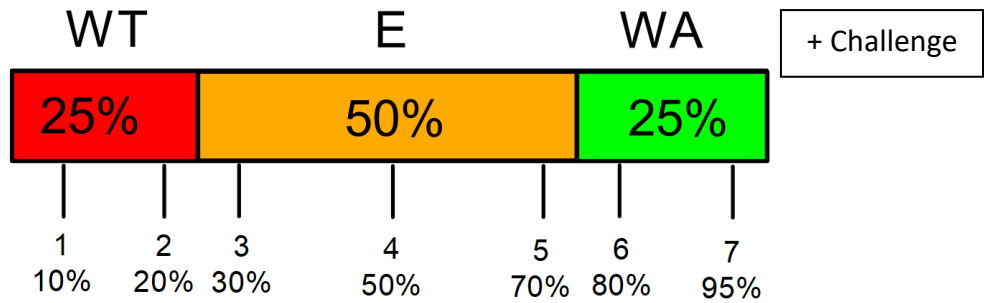
5. Appendix

Appendix 1 – Assessment weightings and grade boundaries

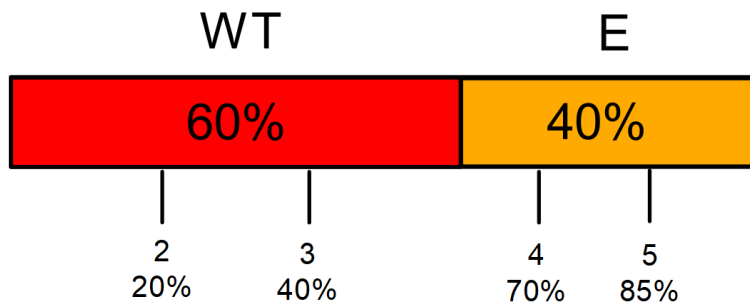
Mixed ability paper:

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

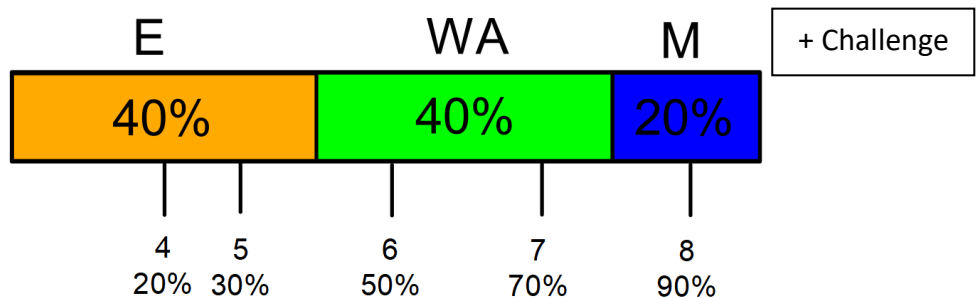
Grade boundaries will then initially be set as below. A challenge task must be given at the end of the paper or separately to decide if any of the 7s are at Mastery Level (8-9).



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 2023-2024

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	<ul style="list-style-type: none">• 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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