ASSESSMENT, RECORDING AND REPORTING POLICY
2021/2022

AIM: (final result we are aiming to achieve)**:**

Assessment at EC 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.

- 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.
- 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.
- 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
- 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

Assessment should be recorded on one central system that allows all stakeholders access to up to date information so that they are aware of the attainment and progress of each student.

Up to date attainment and progress information should be reported to parents regularly and clearly so that they understand where their child is in the learning and what they need to do in order to make more progress.

RATIONALE: (The reason for which this policy has been written)

This policy has been written to ensure that an effective Assessment, Recording and Reporting system is in place at EC. This system will serve to assess pupils both formally and informally in order to give teachers information they need to personalise learning, track pupil progress, give teachers and the Leadership Team an overview of cohort performance and consequently enhance student's learning.

GUIDELINES: (The principles/instructions/steps of the policy)

Teachers and leaders at EC are all responsible to ensure that assessments have impact on student learning, attainment and progress. If each student is making progress based on their assessments this

will lead to cohort wide improvements in progress. Therefore it is the responsibility of all staff to ensure that assessments should:

- enable teachers to plan learning that meets the individual needs of all individual, and groups of, students in the classroom;

- recognise and celebrate individual successes in order to encourage and motivate all students;

- be based on specific learning outcomes or objectives and these should be clearly identified by the teacher and understood by the students;

- allow students to understand how summative assessment judgements are arrived at by the teacher and so encourage them to become reflective learners who take more responsibility for their own learning;

- help shape bespoke subject based targets for improvement;

- underpin teaching and learning in order to ensure accelerated progress for every child.

- be accessible for parents and enable them to take an active and informed part in their child's education;

- ensure that no individual, or key group of students (Emirati, SEN, More Able) are unclear how to make accelerated progress

The Types of Assessment

Formative Assessment

This is planned classroom practice used to elicit evidence of learning in the classroom whilst knowledge, skills, and understanding are still being developed. This can inform teachers of what students know or do not know and helps students to understand what it is they are ready to learn next. This has the sole purpose of improving student learning. Formative assessment should feedforward and have an impact on student learning. There are no set rules about how frequently teachers should use formative assessment as it is likely to happen in some form most, if not every, lesson.

Formative assessment should take place to give students the opportunity to get feedback on their learning before summative assessment judgements are made. Students should have time to reflect on their learning during formative assessment - the sole purpose of formative assessment is so that data gathered can inform future learning.

There are many different ways that teachers can formatively assess. The type of formative assessment that a teacher should use will differ based on:

- The purpose of the formative assessment.
- Whether they are assessing knowledge, skills or understanding.
- The age, development and needs of the students they are teaching.
- The prior learning that has taken place.
- What has worked previously with that student/class.
- What information they are trying to gather.

Standardised Assessment

These are formal assessments that have been designed to measure a student's abilities compared to other children of his or her age. They are completed by all students and are comparative and externally validated assessments. These assessments are used for internal analysis and inform reporting to parents.

GL Education tests are mandated by the KHDA. The type and frequency of the assessments is outlined in the table below.

Standardised assessments should be used to inform planning so that the needs of individual students can be met. Teachers may use aptitudinal data to understand students' capabilities and plan opportunities to maximise their potential. They may also use attitudinal data in order to support individual student needs. Therefore, attitudinal, aptitudinal and attainment data may be triangulated to gain a better understanding of an individual student or a cohort of students. Leaders may analyse standardised data on cohort or faculty level, but the primary purpose of gathering standardised data is for teachers to use it to have an impact on the classroom.

Summative Assessment

This is used to evaluate student knowledge, skills and understanding at the conclusion of a defined period of time, for example after a unit of work. Summative assessment judgements will be used to inform report grades and targets that are sent home to parents on the progress being made by students.

There are many ways to use summative assessment and many different types of summative assessment. The type of summative assessment you use must be:

- Able to assess the key knowledge, skills and understandings from a particular unit.
- Consistent across different classes within the same year group and subject.
- Assessed using a common framework that all teachers involved in making judgements use.
- Able to be used to form an evaluative judgement about the attainment of a student in a particular subject.

To ensure consistency between teachers, the marking of summative assessments must use models and exemplars and judgements must be moderated. We need to be sure that there is consistency between the summative assessment judgements that are made by different teachers teaching the same subject and year group. Moderation should be used to ensure that judgements that are made are as consistent and accurate as possible.

The grades that will be given to students for the summative assessments are shown below.

Primary School			Secondary School		
FS	**KS1**	**KS2**	**KS3**	**KS4**	**KS5**
Beginning Developing In-Line Extending Following a flightpath method			GCSE grades on a number scale (9-1) Following a flightpath method		AS level grades on a letter scale (A-E) A level grades on a letter scale (A*-E)

Feedback

The main purpose of assessment is to provide students with information about their learning so that they can make more progress. Feedback is a key part of ensuring that assessment has an impact on student learning. Feedback will be different depending on the type of assessment used, the learning being developed and the age and development of the student. However, feedback needs to:
- be either verbal or written. Verbal feedback offers great on the spot personalised feedback, while written feedback allows for a more formal and structured level of support;
- be carried out in a timely manner;
- be positive and focussed on driving improvement;
- be as specific and concrete as possible;

- focus on the key learning that will have the biggest impact;
- model expectations so that students can see what they are aiming to achieve;
- make use of DIRT (dedicated improvement and reflection time);
- two way feedback, where the students actively engage and respond to the feedback;
- make use of What Went Well (WWW) and Even Better If (EBI);
- follow our literacy codes to embed strong literacy across the school

SP	Spelling
P	Punctuation
V	Vocabulary
G	Grammar
//	New Paragraph
C	Capital Letter Error
FS	Use full sentences
^	Missing word/phrase
?	Rephrasing needed
a	Missing accent (MFL only)
Δ	Wrong word (MFL only)

The frequency of feedback depends on the type of feedback given (verbal or written) and the type of assessment (formative or summative) used. As a general rule, teachers should make use of any opportunity to give feedback that allows students to make progress. However, feedback must be given on all summative assessments (minimum half termly).

Frequency and Recording of Assessments

Formative, standardised and summative assessments are used across the school, and at different times.

- All standardised assessments are recorded in iSAMS by the data manager and can be accessed via faculty/ year group Mark Books.
- All summative assessment grades generated should be stored on iSAMS by teachers in a faculty/year group Mark Books, after moderation.
- The recording of formative assessments is left to Heads of Faculty to decide in consultation with their teachers.

Types of Assessment		Frequency in Primary School	Frequency in Secondary School
Standardised	Attainment	PTE, PTM & PTS: Annually in years 2, 3, 4, 5, 6 READING NGRT Annually in years 3 4,5,6	PTE, M & S: Annually in years 7, 8, 9 & 10 GCSEs in year 11 AS levels in year 12 A levels in year 13
	Aptitudinal CAT4	CAT4: Start of year Year 4 - A Year 6 -C	CAT4: Start of year 8, 10 & 12
	Attitudinal PASS	Annually	
Summative		**Termly**	Minimum of half termly or at the end

		of an identified unit of work (if sooner)
	Reading Probe Reading Test Termly in Years 3, 4, 5, 6 PM Benchmark Test Termly in Years 1,2. Phonics Screening DfE Annually Year 1 Writing Updated Mark Book on Classroom Monitor. MATHS End of Term White Rose Assessment End of Year 'Head Start 'Science Assessments for Year 1-6 Social Studies Termly assessment Moral Studies Termly assessment **Half termly** RWI Phonics Assessments in Year FS2, 1 and Year 2 where necessary Science End of Unit 'Head Start 'Science Assessments for Year 1-6 White Rose Mini Block Assessments Assessments	
Formative	Routinely (daily/weekly)	

Reporting

Parents receive reports that update them on their child's attainment, progress and effort, over the course of the year. Reports should be clear, useful and should prompt action and conversation. The sole purpose of reports is to keep parents fully informed of the attainment and progress that their son/daughter is making in their learning. This will provide one piece of the jigsaw, alongside Parents' evenings and other email/face to face communication initiated by the parent and/or member of staff. It is hoped that whilst students will be able to see how well they are doing from these reports, students will have more information available to them, more frequently through feedback, formative assessment and summative assessments.

Full details of the Secondary School reporting framework for staff can be found here.

Full details of the Primary School reporting framework for staff can be found here

We do not want there to be any surprises for parents; they should know where their child is each term. The reporting frequency will depend on which key stage the student is in. Students in examination years will receive reports more frequently. We want parents to be fully abreast of and engaged with

decisions that are related to a child's progress made by the school such as those related to learning, intervention and support.

Primary School reports

Primary School
4 reports per year Target setting report at the end of the first half term (T1.1) Written subject comments at the end of terms 1 and 3 (T1.2, 3) Data report at the end of term 2 T(2.2) .

Secondary School reports

Secondary School				
KS3	**KS4**		**KS5**	
Years 7, 8 and 9	**Year 10**	**Year 11**	**Year 12**	**Year 13**
3 reports per year. Data reports at the end of term 1 (T1.2) and 2 (T2.2). Written subject comments at the end of term 3 (T3).	5 reports per year. Data reports at midterm 1 (T1.1), end term 1 (T1.2), midterm 2 (T2.1) and end term 2 (T2.2). Written subject comments at the end of term 3 (T3).	4 reports per year. Data reports at midterm 1 (T1.1), end term 1 (T1.2) and midterm 2 (T2.1). Written subject comments at the end of term 2 (T2.2).	5 reports per year. Data reports at midterm 1 (T1.1), end term 1 (T1.2), midterm 2 (T2.1) and end term 2 (T2.2). Written subject comments at the end of term 3 (T3).	4 reports per year. Data reports at midterm 1 (T1.1), end term 1 (T1.2) and midterm 2 (T2.1). Written subject comments at the end of term 2 (T2.2).

The flightpath grading method

At the English College we track students' academic progress over the course of their time at our school. By studying past data of students and historic CAT4 scores we can map out what is our expected level of progress over time. As well as being able to forecast what a child will get at GCSE/End of Primary School based on their current attainment and CAT4 score.

For example for Primary School, a child who completes Year 2 and is currently working at a 2E1 would be expected to be on a 'flight path', which leads to them making expected progress each year. Completing their time in the Primary school with a 6E1

While a Secondary student may be working at level 3 at the end of Year 8, based on our flight path and historical data we would expect them to score a 6- at GCSE.

However, the flight path is not a fixed route that students will be instructed to take. It is possible for students to move onto a different flight path. For example, the Year 8 student above may then have a

very successful Year 9, where she/he exceeds our expectations for progress. He/she now ends the year on a 5. Therefore this student is now on an accelerated flight path, where the expected level of progress is to gain a 7 at GCSE.

Primary School Grading system

Beginning	Developing	In Line	Extending

	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6
	1B	2B	3B	4B	5B	6B
	1D	2D	3D	4D	5D	6D
	1L	2L	3L	4L	5L	6L
	1E	2E	3E	4E	5E	6E

Primary to Secondary School Grading system

End of year 6	End of year 7	End of year 8	End of year 9	End of year 10	End of year 11
6 Beginning	1-	2-	3-	3+	4
	1	2	3	4-	4+
6 Developing	1+	2+	3+	4	5-
	2-	3-	4-	5-	5/5+
6 inline	2	3	4	5	6-
	2+	3+	4+	5+	6/6+
	3-	4-	5-	6-	7-
	3	4	5	6	7
6 Extending	3+/4-	4+/5-	5+/6-	6+/7-	7+/8

For KS3 and KS4 subjects, a 3 point scale grading system is in use, i.e. 1- 1 1+. This enables staff to show students and parents how 'strong' the grade is - whether the grade is secure (1+/1) or not (1-).

For KS5 courses, a 3 point scale grading system is in use, i.e. B3, B2, B1. This enables staff to show students and parents how 'strong the grade is - whether the grade is secure (B1/B2) or not (B3).

APPENDICES (Relevant links to other policies or documents)

- EC Secondary School Reporting Framework Guidance for Staff 2021-22
- EC Primary School Reporting Framework Guidance for Staff 2021-22

POLICY REVIEW HISTORY:

This policy will be monitored, evaluated and reviewed by the Senior Leadership Team, approved by the Principal

Historical Record				
Revision No.	Date	Brief Description of Change	Approved by	Next Review:
0	1/9/2021	New Policy	WSLT	1/9/2022