



Assessment Policy

Company/ Organisation:	Star International School Mirdif
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Policy:	<p>With the removal of levels, Star International School, Mirdif has developed its own approach to assessment. The approach follows children from their start in school (where they are baselined, either through the normal Foundation Stage Procedures or on entry through Star Mirdif's Assessment programme). Assessment is both formative and summative.</p> <p><u>AIMS:</u></p> <p>Star Mirdif aims to have an assessment framework;</p> <ul style="list-style-type: none"> • which teachers and leaders can use effectively to enhance the quality of teaching • which impacts learning • that focuses on high-quality teaching ensuring in-depth learning • that uses 'Assessment for Learning' as an important strategy to move children forward. • which enables teachers and leaders to quickly identify children or groups of children who are at risk of falling behind. • which provides the opportunity for quality first intervention. • which records and tracks the depth to which children are secure in their understanding and their ability to apply knowledge, skills and understanding skillfully in different contexts. • which identifies the next steps for learning for children • which empowers children and raises standards. <p><u>PURPOSE:</u></p>

FORMATIVE ASSESSMENT

Is a range of formal and informal assessment procedures conducted by teachers during the learning process in order to modify teaching and learning activities to improve student attainment.

Pupils.

- o Helps children to measure knowledge, skills and understanding against learning objectives.
- o Allows them to see how successful they have been and recognise their next steps to action to improve.
- o Work on developmental areas highlighted by the teacher in marking and feedback
- o Provides the opportunity for peer and self-assessment – reinforcement of skills
- o Ensures progression of in-depth learning, verbal or written.

Parents.

- o Provide parents with a picture of their child's strengths and areas for improvement through Ladders@Home and Learning Conferences.
- o Helps parents to identify how they can support their child's learning
- o Fosters and reinforces the partnership between parents and school.

Teachers.

- o Allows teachers to understand pupil performance
- o Can identify when pupils are struggling; when they have consolidated learning and when they are ready to progress.
- o It informs the teacher's planning of appropriate support or challenges.
- o Evaluate teaching and learning.

Leaders – Effective formative assessment for learning strategies across the whole school ensures leaders know, and are confident that teachers are meeting the needs of all children.

Assessment for Learning Strategies (AFL)

Assessment for Learning Strategies are important strategies used within the assessment structures. These include;

- KWL mindmaps/grids.
- Elicit sections at the beginning of lessons to assess prior knowledge and understanding.
- Thumbs up, thumbs down signals.
- Traffic light systems for level of understanding.
- Peer and self-assessment exercises.
- Quality feedback through the marking & feedback policy.
- Use of white boards for children to write answers upon.
- Question and response sessions where children explain the process, not just answer questions.
- Use of effective questioning techniques such as 'open' questions.

SUMMATIVE ASSESSMENT

Used to evaluate student learning, skill acquisition and academic achievement at the conclusion of a defined instructional period, typically at the end of a project, unit, course or school year.

Pupils

- Provides children with information about how well they have learned over a period of time.
- Feedback will inform the children how to make further improvements and progression.
- Children will be able to measure their own progress using peer assessment and self assessment tools.

Parents

- Reported to parents to inform them about achievement, progress and wider outcomes.

Teachers

- In-school summative assessment enables teachers to evaluate both pupil learning at the end of an instructional unit or period and the impact of their own teaching.
- Informs planning for subsequent teaching and learning.
- Teachers will be able to measure their progress through hot and cold tasks.

School Leaders:

- In-school summative assessment enables school leaders to monitor the performance of pupil cohorts.
- Identifies where interventions may be required
- SLT to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

NATIONAL PARAMETER TESTS:

GL Progress Tests - Years 2+

At Star International we Internationally Benchmark our children using GL Progress Tests. These tests are used year-on-year, at the end of an academic year, and supports teachers and leaders in identifying current levels of attainment and monitoring progress.

GL Progress Tests annually measure the attainment and progress in:

- English – Provides a reliable test of pupils' attainment in the core English skills: phonics, spelling, grammar, punctuation and comprehension.
- Maths – Assess a pupil's mathematical skills and concepts in areas such as number, shape, data handling and algebra.
- Science – Testing pupils' science knowledge in the key areas of Biology, Physics, Chemistry and working scientifically.

GL Cognitive Ability Test (CAT4) - Years 2+

At Star International, we conduct Cognitive Abilities Test: Fourth Edition (CAT4) at the beginning of an academic year based on the advised guidelines.

CAT4 Tests support teachers and leaders in understanding pupils' developed abilities and likely academic potential. Results from CAT4 can help in intervention, monitoring progress and setting targets for future attainment.

GL New Group Reading Test (NGRT) – Years 2-10

At Star International, this year we have started to conduct the New Group Reading Test in Year Groups 2-11. The students will be tested 3 times a year based on the advised guidelines.

NGRT supports teachers and leaders in understanding pupils' reading and comprehension skills and progress over time. Results from NGRT are used in intervention, monitoring progress and setting targets for future attainment.

Using GL Progress Tests, Cognitive Ability Tests, New Group Reading Tests and PASS Together

At Star International, we pride ourselves on assessing each individual. Using GL Progress Tests and Cognitive Ability Tests, alongside results from PASS, together help us form a more rounded picture of each individual child. Combining GL Cognitive Ability Tests with New Group Reading Tests enables identification of students whose reading ability is below where expected. GL Progress Tests, Cognitive Ability Tests and PASS show a child's ability in conjunction with a child's attainment and attitude thus, clearly highlighting to teachers and leaders whether a child is meeting their true potential. If not, we investigate why, discussing what could be the cause and personalise their learning.

QUALIFICATIONS

Students in Years 10, 11 and 12 are completing formal assessments as part of their IGCSE/GCSE/BTEC qualifications. These are a mixture of examinations and assignments.

Mock Exams

To prepare for external exams, Years 11 and 12 have formal examination weeks. These follow the same procedures as the external exams. Following the exams, the results are analysed with targeted interventions taking place.

External Exams

The Exams Officer manages external exams alongside the Head of Secondary and Assistant Headteacher for Assessment,. The appropriate policies are in place.

BTEC Assignments

We have an internal verification policy which is inline with BTEC standard.

PROCEDURES:

EYFS

On entry, children are assessed as to their baseline level against development matters. These are regularly reviewed by the Foundation Team and updated accordingly using the assessment check point. This shows clear progress between assessment weeks and appropriate interventions can be delivered in order to move children into their next step. Learning Journeys are used to evidence progress and with learning clearly labelled against development matters and ELGs.

Teachers assess the children on a day to day basis through small group teaching. Teachers adapt their planning based on this assessment information and use AfL to inform the direction of teaching in lessons.

Over the year, Foundation Stage uses SeeSaw to gather evidence and track day to day, with ISAMS then used as their tracking system which measures progress and attainment at the end of each term. At the end of each term, teachers use the analysis

datasheets to conduct an analysis of their class performance in the different learning areas.

At the end of year, the Foundation Stage completes an Early Years profile measuring their level of development which is passed onto Year 1.

PRIMARY

Each year group is **continually** assessed against set criteria (National Curriculum) for English (reading and writing), Maths, Science, Moral, Social and Cultural Studies, Arabic A&B, Islamic A&B, STEAM, Art, Music, Performing Arts (Y3+), Food & Nutrition (Y4+) and PE.

Leaders complete 'book looks' which track and monitor standards against planning and objectives. Feedback to staff informs future teaching and planning.

Sonar Tracker is being implemented in Term 1 to track and monitor student attainment and progress in the Programmes of Study. This system will form part of the termly analysis.

At the end of each term, teachers use the analysis datasheets to conduct an analysis of their class performance in the different learning areas.

Evidence of progression is evident through our internal assessments, GL Assessments, DP Analysis sheets; all of which are continually informing planning and moving learning forward.

Assessment Overview

The following data is collected by teachers and added to our tracking systems – ISAMS, and Sonar Tracker.

We also utilised our AI system Century Tech across the core from Year 3 up to Secondary.

- Phonics

Phonics throughout the school is assessed using our in-house tracking system. The school uses 'Monster Phonics' as a scheme of work. Each term the children are tested on the sounds they have learnt.

Termly assessments are used to track children and monitor personalised targets in all subjects.

At the end of Year 1, children complete the Phonics Screening Assessment. Following the guidelines of DfE, the children must reach the specified numbers of words to be able to pass. If a child does not pass, they will re-sit the test at the end of Year 2.

- Reading

Half Termly Rising Stars Assessments to allow teachers to track progress and attainment, identify weaknesses within reading skills and inform planning.

Students from Years 2 and above complete NGRT 3 times a year. Their performance is analysed individually, as a cohort and as key groups (for example, EAL, Emirati).

Evidence and evaluations from Guided Reading and whole class teaching of reading.

Progress Test English GL Assessments.

- Writing

English Books – track the themed learning journey

Theme books with cross-curricular independent, extended writing – application of skills to enhance learning.

Progress Test English GL Assessments.

- Maths

'Maths passports

Maths books – track the learning journey.

Termly White Rose Hub Assessments.

Progress Test Maths GL Assessment.

Century Tech

- Science

Termly Assertive Mentoring Progress Tests

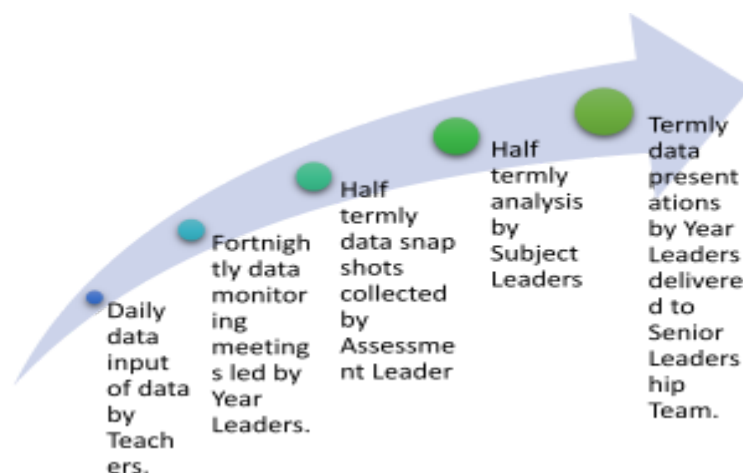
Progress Test Science GL Assessment

Century Tech

As a result of the above, the following will happen:

- Children demonstrate depth of learning in key objectives taught throughout the curriculum and throughout the year. This is evident through summative and formative assessment.
- Teachers respond to present learning so that it impacts on future teaching, learning, interventions.
- Children show their independent application of skills, knowledge and understanding in different contexts.
- Children make connections between learning and become CRITICAL THINKERS
- Enhancement of writing opportunities across the whole curriculum.
- Embed good models of EYFS teaching, learning and assessment throughout the curriculum.

The diagram below highlights how assessment data is tracked, monitored and analysed over an academic year.



At each assessment window, we follow a 4 point plan:

- 1) Reflect

- 2) Innovate
- 3) Change
- 4) Improve

We **reflect** on what the data is showing and presenting to us. We think **innovatively** on how we can **change**, move forward and **improve**.

Our School Development Plan is a working document on Google Docs and those reflections, innovations, changes and evaluations of improvement regarding our data headlines are recorded regularly.

Definitions of progress

Good Progress also takes into consideration;

- Book looks
- Effective marking and use of next steps
- Phonics data
- Internal Assessment Progress checkpoints
- GL assessments
- Good progress is judged against targeted expected progress.

SECONDARY

For children in the Secondary School, the following assessments are used to gather data on attainment and progress:

- i. External: CAT4; NGRT; GL PTE/PTM/PTS; PISA/TIMMS/PIRLS; IGCSE and GCSE exam board examinations
- ii. Internal: Teachers' own data from their baseline testing, unit and topic tests, end of term and end of year examinations and mock examinations
- CAT4: Understand students' abilities; Generate personal targets

Star Mirdif utilises CAT4 generated flight paths where each academic year students have their CAT4 assessments taken which predict a GCSE/BTEC end of Year 11 target and AS-Level/BTEC end of Year 12 target for each subject. Students are placed onto a flight path shown below. As such for Progress we measure this against the individual challenge grade generated by CAT4 for what is 'above expected progress' and the expected grade for what is 'expected progress'. Given the challenge grade is the 75th percentile this is a highly challenging target for students.

Example

- Based upon CAT4 GCSE estimates
- Subject specific
- Specific to the child
- Rounded down (i.e. $4.8 = 4$; $4.1 = 4$)

Our Targets: Expected Challenge

Example	Probability of obtaining each grade									Most likely grade achieved	'If challenged' grade achieved
	1	2	3	4	5	6	7	8	9		
Art & Design	3%	8%	19%	22%	21%	14%	7%	3%	2%	4.8	5.5
Chemistry	4%	6%	22%	28%	21%	11%	5%	2%	1%	4.6	5.3
Physics	3%	5%	22%	30%	22%	11%	4%	2%	1%	4.6	5.3
Religious Education	8%	12%	20%	16%	17%	14%	8%	4%	2%	4.6	5.3
Biology	5%	6%	20%	27%	23%	12%	4%	2%	1%	4.5	5.2
Drama	3%	10%	25%	21%	20%	12%	5%	2%	1%	4.5	5.2
Food Preparation and Nutrition	3%	12%	27%	22%	18%	11%	4%	2%	1%	4.3	5.0

- Working backwards from End of Year 11 grade
- 1 grade per year

Year 7	Year 8	Year 9	Year 10	Year 11
WB	WB/1	1	1/2	2
WB	WB/1	1/2	2	3
WB	1	2	3	4
1	2	3	4	5
2	3	4	5	6
3	4	5	6	7
4	5	6	7	8
5	6	7	8	9

- Sublevels
 - 1a Secure: Securely working at the level and is starting to move towards the next level
 - **1b Developing: Confident in the level**
 - 1c Emerging: lower end of a level. Grasp of the skills is insecure. Could drop down if do not take action

Teachers on at least a termly basis input sub levels of attainment into ISAMS which then tracks progress and attainment against both the progress personal target and the attainment target. Attainment targets as per the DSIB framework are a Grade 4 for expected attainment and Grade 6 for above expected attainment for the British curriculum.

Data input occurs before Progress and Full Reports and can be updated before the end of each term. At the end of each term, Teachers use the analysis datasheets to conduct an analysis of their class performance in their subject areas with actions aimed at improving learning. These are reviewed at each subsequent termly analysis.

Pastoral teams also perform an analysis of termly data to identify students in need of intervention and/or support.

SISRA is being implemented during Term 1. It is planned that this will be part of the end of term analysis.

Further detail can be found on [THIS](#) set of CPD slides

REPORTING TO PARENTS:

EYFS AND PRIMARY

Parents receive End-of-Term reports each term highlighting their child's current attainment, progress and effort within each subject. As well as this, parents receive a specific target for each of the core subject areas for their child to work towards.

At the end of the year, parents receive a thorough and clear report highlighting again their children's attainment, progress and effort for each subject. As well as this, parents receive a specific target for each of the core subject areas for the child to work towards and a complimentary description of the child's performance in their subject areas. Furthermore, parents also receive a GL report detailing their child's performance in the GL Progress Tests.

There are two opportunities for each year group to meet with students, parents and teachers to discuss attainment, progress and attitudes to learning.

SECONDARY

Progress Reports

In Term 1.1, parents receive a clear data-focused Progress Report highlighting their child's current attainment, progress and effort within each subject.

Full Reports

In Terms 2 and 3, parents receive Full Reports highlighting their child's current attainment, progress and effort within each subject along with a written comment from their Form Tutor. Within a week of the reports,


Years 10, 11 and 12 receive Full Reports in Term 2. Years 7, 8 and 9 receive Full Reports in Term 3.

Parents' Evenings

Following each of the Progress and Full Reports, within a week parents are invited into school to discuss their child with each of their subject teachers and pastoral leaders to discuss attainment, progress and attitudes to learning.

GL Reports

Following the GL tests in Term 3, parents receive a GL report detailing their child's performance in the GL Progress Tests.

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