



Assessment Policy

This policy aims to:

Approved by:	Dolly Goriawala	Date of approval: June 2022
Last reviewed on:	August 2022	
Next review due by:	August 2023	

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

Consultation:

This policy was written by Kyle Knott, Vice Principal, in consultation with Laura Dobbs (Head of Primary) and Claire Gilmore (Head of Foundation Stage).

Monitoring and evaluation:

This policy will be reviewed annually by the senior leadership team and the board of governors. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The senior leadership team are responsible for ensuring that the policy is followed.

The senior leadership team will monitor the effectiveness of assessment practices across the school, through all quality assurance processes.

1. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

2. Principles of assessment

Star international School uses many forms of assessment to support the teaching and learning in the school. Student data informs all aspects of planning, teaching, intervention and targeted support. The sources of data derive from deliberate assessment conducted in school in both formative and summative methods.

All aspects of assessment are fully supported by the school leaders. Assessment for learning is often conducted in lessons whilst summative assessments are held in exam conditions and supported by the senior leadership team.

The triangulation of assessment for learning, formative assessment and summative assessment help teachers meet the individual needs of all students in the school.

3. Assessment approaches

At Star International School AL Twar we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

3.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

3.1.1 Assessment for learning

Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. (Primary Framework for Literacy and Mathematics)

At Star International School Al Twar 2, we strongly believe that assessment should be created and used not only as a way of monitoring our children's learning but increasing it. Teachers and researchers are finding that when students are deeply involved in the classroom assessment process they become more aware of their strengths, and areas needing improvement. They can then choose to take action to close the gap between where they are in their learning and where they need to be.

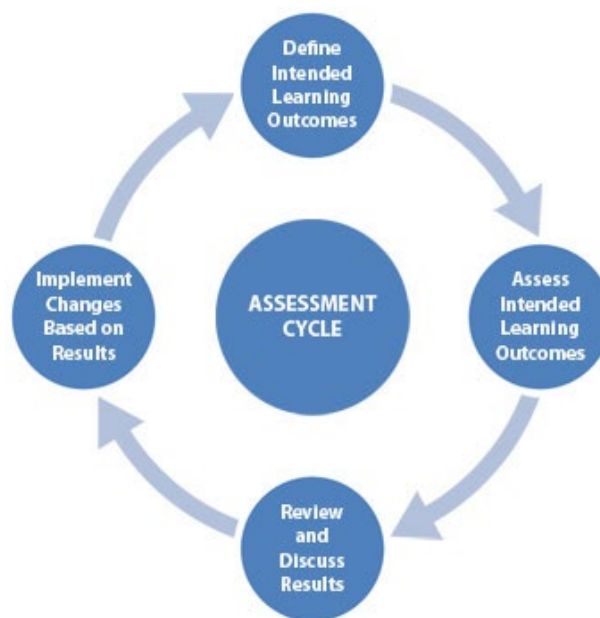
Teachers should share learning objectives with students:

- Teachers should share the success/marking criteria with students.
- Students should know/ recognise the standards they are aiming for.
- Peer and self-assessment should be regularly used within lessons.
- Specific (oral/written) feedback should inform a student's next steps in learning.
- AFL should promote confidence in every student that they can improve.
- Both the teacher and the student should review and reflect upon assessment data.
- By celebrating and acknowledging what is good and by supporting students in improving their work/learning, AFL should help motivate students.

When AFL is effectively applied it

- Encourages students to take more **responsibility** for their learning
- Actively **engages** students in setting their own targets
- Increases students' **understanding** of what they are trying to achieve
- Build students' learning **confidence** through improving their work
- Encourages a **review & refine** approach

This process can be illustrated in the simplified flow chart:



3.2 In-school summative and formative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

Summative assessments are conducted at the end of every term in a variety of forms that best fit the assessment needs of a particular subject or topic. The data is recorded on the school assessment system to track student progress over time.

The summative assessment window is normally the last week of each term, but this may vary depending on the needs of the subject. Students receive their assessment grade instantly with specific feedback to act upon in order to improve.

Frequency of Summative Assessments

Baseline (*Diagnostic*)

T1.1 – Teacher Assigned Grade (Phase 2-4 only)

T1.2 End of Term Exam

T2.1 – Teacher Assigned Grade (Phase 2-4 only)

T2.2 – End of Term Exam

T3.1 - Teacher Assigned Grade (Phase 2-4 only)

T3.2 – End of Year Exam

3.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of foundation stage 2
- Phonics screening check in year 1
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)
- GL Progress tests in English, Math and Science
- Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4.
- Nationally standardised summative assessments take the form of A2 exams and vocational qualifications at the end of Key Stage 4.

4. Collecting and using data

The collection of student data will only ever be used for its intended purpose as outlined in this policy. Students and parents have a right to access their performance data at any point in the year in addition to the reporting processes outlined in point 6.

The use of student performance data supports all teachers to adapt their teaching and learning methods to meet the needs of all students in the school.

The senior leadership team can analyse cohort data to adapt the school curriculum where needed.

5. Reporting to parents

Reports are given out **twice in any given academic year**, the first of which is a simplified version to be given out at the end of term one informing parents of their child's progress and next steps. The second and penultimate report is given out at the end of the academic year and should be detailed and informative; this report will contain the results of the pupil's end of year exams.

6. Inclusion

The principles of this assessment policy apply to all pupils, including Pupils of Determination.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points and take this into account alongside the nature of pupils' learning difficulties.

7. Training

All staff receive assessment training during the annual CPD week in August. Phase specific assessment CPD is then provided throughout the year to staff.

National Standardised Testing CPD is provided externally by the relevant providers. We aim to ensure all leaders who process cohort data attend this training where possible.

All staff are encouraged to attend events which provide opportunity to network with other schools in order to share best practice and gain new knowledge in their relevant field of assessment.

8. Roles and responsibilities

8.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

8.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

8.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy.

9. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Early Years Foundation Stage policy
- Teaching and Learning policy
- Homework policy