



Assessment, Recording and Reporting Policy

2022-2023

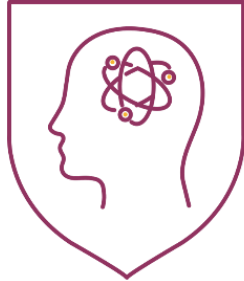
Date last reviewed | June 2022

Review period | Annually

Lead Reviewer(s) | Primary Assistant Principal & Secondary Vice Principal



“Empowering students to aspire, create and excel in the world that is, so they can help create the world that will be”



The Science of Learning



Social Enterprise



Student Agency and Innovation

Vision:

At GEMS Wellington Academy, Assessment, Recording and Reporting (ARR) is consistently outstanding and ensures that student learning is measured, recorded and shared with accuracy and clear significance. The ARR cycle is cohesive across the school with key events and dates strategically placed, in order to maximise student attainment and progress.

Rationale

In the application of this policy, the Academy will strive to reflect the whole school aims to ensure the happiness of all individuals who are members of our community. ARR is integral to the learning process and central to our drive for excellence. At The Academy, we are dedicated to a professional, cohesive and robust approach to ARR.

Aims

This policy is set out to inform staff of the expectations and support them with the consistent approach to ARR across The Academy whilst:

- Maintaining outstanding ARR across The Academy.
- Providing clear guidelines for ARR across The Academy to ensure consistency.
- Understanding when and how assessment takes place throughout the year.
- To ensure the ARR cycle is cohesive across The Academy with dates and events strategically placed to maximise attainment and progress.
- To ensure assessment enables students to reach their highest potential.
- To establish clear ARR expectations for all stakeholders.
- To raise the level of student attainment and progress across the school.



Assessment at The Academy

At GEMS Wellington Academy - Al Khail, our approach to assessment is based upon knowledge of the key theory and evidence informed practice. When implementing and embedding assessment practices, we follow key pillars: purpose, validity, reliability and value.

Purpose

Currently, we all live in an information age, where the quantity of information in our lives outweighs the quality of it. Purpose acts as the most important pillar of great assessment. As a school, we must know what we want to measure and why. Ultimately, this allows us to select the right tool to achieve our purpose.

Validity

Validity, in assessment, refers to:

- The ability of the assessment to test what it intends to measure.
- The ability of the assessment to provide information which is both valuable and appropriate for the intended purpose.

Reliability

Reliability in the assessment of student learning is about accuracy and consistency over time and context. No assessment is 100% reliable, however, it is important to improve rater reliability. Improving rater reliability begins by acknowledging that assessments always have a degree of unreliability. Improving reliability enhances the quality of information derived, increasing its potential value to teachers and students.

Value

It is important that the value of assessment information at The Academy adds to the learning process. We ensure that assessments have more of a positive effect rather than a negative one. Our intended effects of assessment are to promote the love of study and to provide high-quality feedback for learning. By having information derived from well-designed, purposeful, planned assessments which bridges the gaps between teaching and learning, we maximise the positive effects and minimise the negative effects.

Whole School Approach to Assessment

At The Academy, we believe that effective assessment is to inform planning for the next steps in learning for all students in order to support progress and attainment. Within lessons, outcomes of students should provide clarity in assessing progress.

Achievement

The success that students gain in any area of learning or life, for example, academic, sporting, artistic and creative.

Attainment

The academic outcomes that students reach in assessments and exams and these are recorded as either grades or scores, including percentages. This will also demonstrate the students end of Key Stage result(s).



Progress

Changes in students' knowledge, skills and understanding, measured against a starting point and/or against a learning intention, and sustained over a period of time. For example, in a unit of work or from the start of a course to the end (GCSE/A Level/ Key Stage 3).

Types of Assessment

At The Academy, we use three complementary types of assessment:

1. Assessment **for** learning
2. Assessment **of** learning.
3. Assessment **as** learning.

Assessment for learning (formative assessment) involves the use of assessment in the classroom and it is founded on the principles that that students will improve most if they understand the aim of their learning, where they are in relation the learning and how they can close the gaps they have in knowledge and skills. Self-evaluation through reflection and dialogue is a key component of assessment at The Academy.

Effective in-school **formative assessment (assessment for learning)** 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 intentions, 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

Assessment of learning (summative assessment) involves judging students' performance against the UK National Curriculum in the subjects they take, and against the KHDA parameters for Moral, Social, Cultural Education (MSE). Teachers make these judgments at the end of a unit of work, termly and at the end of each academic year.

Effective in-school **summative assessment (assessment of learning)** 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. 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



Assessment as Learning is the use of ongoing self-assessment by students in order to monitor and track their own learning. Assessment as learning develops and supports students' metacognitive skills. This form of assessment is crucial in helping to increase student agency and an advocacy to create independent, lifelong learners

Effective in-school **assessment as learning** enables:

- **Pupils** to reflect on their own learning and make the required adjustments so that they achieve a deeper understanding.
- **Pupils** to engage in peer and self-assessment, they learn to make sense of information, relate it to prior knowledge and use it for new learning.
- **Pupils** to develop a sense of ownership and efficacy when they use teacher, peer and self-assessment feedback to adjust, make improvements and changes to what they understand.
- **Pupils** to set achievable goals for themselves and objectively measure their progress.

Methods of Assessment

Teachers use a variety of methods for assessment, which include:

- Self-evaluation
- Multiple choice, low stakes questioning
- Questioning and immediate verbal feedback
- Collaborative assessment and feedback
- Quality feedback for learning / marking
- Examinations and Key Assessments
- Controlled assessments
- Homework / coursework tasks
- Self and peer assessment

Types of Feedback

We believe strongly in a variety of feedback, with verbal being as important as written feedback. An Academy student will understand how to progress. Their involvement in the review process raises standards and empowers students to take ownership of their targets in learning. Marking, assessment and feedback enables us to monitor the performance of individuals and classes, make informed decisions when planning and develop strategies to support learning.

Feedback in practice:

1. Immediate / responsive feedback
2. Midway / Mini Plenary feedback
3. End of lesson/task feedback – summary
4. Asynchronous feedback – review
5. Next lesson feedback



Types of feedback may include:

- Peer assessment
- Self-assessment
- Live marking (when the teacher marks work during the lesson)
- Verbal feedback
- Written feedback
- Whole Class feedback

Feedback should:

- Be predominately encouraging and constructive
- Relate to learning outcomes
- Challenge pupils to think for themselves
- Create opportunities for pupil dialogue
- Give students time to read the comments on written feedback
- Next steps should be manageable and achievable
- Offer opportunities for the teacher to model how to achieve the next steps

Across The Academy, we have detailed policies to support learners:

- The 'Feedback for Success Policy' for FS and Primary.
- Bespoke departmental marking, assessment and feedback policies for secondary.

External Assessments

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

We undertake a variety of external assessments, all in line with the expectations of the National Agenda Parameters set out by DSIB. Please see the details of these below.

CAT4

CAT4 stands for 'Cognitive Ability Test'. This is one assessment that contains a range of questions that will assess ability, academic potential and will also look at how best students learn. This assessment is not based on any curriculum or prior learning so students cannot revise for this. The assessment particularly looks at four batteries; verbal, non-verbal, quantitative and spatial reasoning and is accessible to all students. The outcomes then inform teachers on the best approaches to help students learn. This takes place at the start of the academic year for Years 4, 6, 8 and 10. New joiners are also tested on admission to the school.



PISA

PISA is an international assessment of the skills and knowledge of 15-year-olds from grade 7 to grade 12. PISA is implemented every three years to assess students' performance on 'real-life' tasks that are considered relevant for effective participation in adult society and for life-long learning. The subject areas or 'domains' assessed by PISA are Reading Literacy, Science Literacy and Mathematics Literacy. PISA is taken every 3 years with Year 9 only. The next sitting is in 2025. The last sitting was 2021.

PIRLS

PIRLS is an international assessment administered every five years that measures trends in reading comprehension at the fourth grade. The assessment is conducted in language of instruction in public and private schools, and compares the results with the ability of their peers in the participating countries. PIRLS is taken every 5 years with Year 5. The next sitting is in 2026. The last sitting was in 2021.

TIMSS

TIMSS is an assessment of mathematics and science performance that has been monitoring global trends in pupil attainment at Years 5 and 9 since 1995. TIMSS takes place every 4 years in over 60 countries; it provides internationally-comparable data about performance and how this relates to pupils' attitudes, gender and background. TIMSS also includes surveys of teachers and school leaders to gather information about their views on teaching and resources for mathematics and science. TIMSS is taken every 4 years with Year 5 and Year 9. The next sitting is 2023. The last sitting was in 2019.

PASS

PASS is a tool that supports assessment of the holistic child and explores how they are feeling within school. Pupils respond to a series of statements about school and learning. These correspond to nine factors proven to be linked to educational goals: feelings about school, perceived learning capability, self-regard, attitudes to teachers, general work ethic, attitudes to attendance, preparedness for learning, response to curriculum demands, and confidence in learning. PASS takes place in Term 1 for Years 1 - 11 each year.

GL Progress Tests

These are split into three categories across English (PTE), maths (PTM) and science (PTS). These assessments provide a clear picture of students' current understanding in English, maths and science. They provide details of what students can do and what they need to further develop. These are taken in Term 3 each year from Year 3 - 10. Please see the description in more detail below for each of these assessments.

- **Progress Test in English (PTE)**: These assessments look at students' technical English skills (spelling, grammar, and punctuation) and reading comprehension.
- **Progress Test in Maths (PTM)**: These assessments monitor students' mathematical skills and knowledge, in areas such as number, shape, data handling and algebra, as well as their mathematical reasoning and problem-solving skills.
- **Progress Test in Science (PTS)**: These assessments measure two dimensions of science learning: science content knowledge and understanding and working scientifically (applying science skills).



NGRT

Developing literacy and reading ability is fundamental to a pupil's ability to access the curriculum in the school setting. The New Group Reading Test (NGRT) is a standardised, termly assessment that reliably measures reading skills against the national average to help us get to the root of any problems precisely and quickly. These are taken once per term for all students in Y2 – 11.

Recording at The Academy

Recording is ongoing throughout The Academy and provides the outcomes from our accurate and robust assessment. Student information is recorded from both pastoral and academic assessment and informs interventions to support and maximise students' attainment and progress. As explained above in the assessment section, various assessment can be recorded for students so that overall, best fit judgements can be made. In Primary, recording is mainly based on 'Learning Ladders' and in secondary 'Go4Schools'.

Reporting at The Academy

Throughout the year, across The Academy, each child receives:

- 1 x Written Report
- 2 x Data Report
- 2 x Parent Teacher Consultations (PTC)

The table below gives an overview of this for each year.

YEAR GROUP	DATA REPORT	WRITTEN REPORT	PTC
FS1	Term 1 and 2	Term 3	Term 1 (x2) and 2 (Term 3 Optional)
FS2	Term 1 and 2	Term 3	Term 1 (x2) and 2 (Term 3 Optional)
1	Term 1 and 2	Term 3	Term 1 (x2) and 2 (Term 3 Optional)
2	Term 1 and 2	Term 3	Term 1 and 2 (Term 3 Optional)
3	Term 1 and 2	Term 3	Term 1 and 2 (Term 3 Optional)
4	Term 1 and 2	Term 3	Term 1 and 2 (Term 3 Optional)
5	Term 1 and 2	Term 3	Term 1 and 2 (Term 3 Optional)
6	Term 1 and 2	Term 3	Term 1 and 2 (Term 3 Optional)
7	Term 1 and 2	Term 3	Term 1 and 3
8	Term 1 and 2	Term 3	Term 2 and 3
9	Term 1 and 3	Term 2	Term 1 and 2
10	Term 1 and 2	Term 3	Term 1 and 3
11	Term 1 and 3	Term 2	Term 1 and 2
12	Term 1, 2 and 3	Term 3	Term 1 and 3
13	Term 1 and 2	Term 3	Term 1 and 2

For secondary, please see the 'Assessment, Recording and Reporting' document for more detail for Year 7-13.



Roles and Responsibilities

This policy underpins department specific assessment practices pertinent to their subject areas. All policies are available to download on our website.

All departmental policies will:

- Outline the criteria by which pupils will be assessed
- Outlines the systems that will be used to ensure consistency within each subject

The Principal:

- The Principal has an overall responsibility for the systems of assessment, recording and reporting that are in place.

The Vice/Assistant Principal responsible for assessment will:

- Support the Heads of Department, Heads of Year and Subject Leads in the monitoring ARR at The Academy.
- Ensure Line Managers monitor the application of the subject specific policies and procedures.
- Monitor and track data for internal and external assessments and liaise with Heads of Year, Heads of Department and Class Teachers to analyse and triangulate results.
- Meet with Heads of Department and Heads of Year for pupil progress meetings to identify trends, gaps and next steps. As a result of the outcomes, subject action plans will be amended and they will liaise with the inclusion team and class teachers to share their actions.

Heads of Department / Head of Years and Subject Leads will:

- Create and monitor subject-specific (secondary) assessment and feedback policy in-line with this whole school approach and ensure all staff are held accountable to its application
- Monitor the standard and consistency of assessment and feedback within their subject area / FS and Primary setting every half term or 6 weeks, whichever is sooner
- Ensure that schemes of work are designed to allow both summative and formative assessment to take place as an ongoing and embedded part of the curriculum.
- Manage and measure the ongoing impact of assessment on learning through the use of a diagnostic tracking system to identify underperformance and trends.
- Manage the teaching staff in their departments / year groups to ensure internal assessment data is recorded alongside written reports as per deadlines set.
- Comment specifically upon the quality and efficiency of assessment when conducting individual performance management reviews with staff.

Teachers will:

- Use a departmentally / subject specific agreed policy to assess students on whether the standards are below, meeting or are exceeding expectations.
- Update and review their formative assessment weekly so that information recorded can be used to inform lesson planning.



- Provide time and/or opportunity for students to action their feedback immediately after giving assessed work back
- Support whole Academy initiatives and exam board criteria to promote literacy by highlighting SPAG errors in a section of written work.
- Use Academy Achievement Points to celebrate success.
- Address unacceptable work through following the subject specific policy for marking, assessment and feedback.
- Upload data and high-quality written reports for students to meet deadlines.
- Lead Parent Teacher Consultations (PTCs) with professionalism and a in depth knowledge of the student.

Students will:

- Correct, improve or repeat their work as instructed by implementing feedback provided, within the guidelines and timescale outlined by their teacher - action any of the basic marking key corrections on written work.
- Demonstrate evidence of learning from successes and mistakes by acting on assessment feedback
- Reflect on their successes and act upon targets for further development (verbally or through written work).
- React to verbal feedback through demonstrating their understanding of what is required.
- Seek further clarification for assessment comments should they require it.

Parents will:

- Be able to identify current standards of work through a combination of marked work, verbal feedback, assessment and reporting and know what the next steps are for their child to make progress.
- Support and encourage their child to complete their next steps, liaising with teachers if required.
- Provide an environment for students to complete their independent work or ensure their child uses the Academy library or Homework clubs.
- Talk to their child about their work, the progress they are making and look through work checking standards of work such as presentation before it is handed in.
- Attend PTCs to support their child to maximise their attainment and progress.
- Take an active role when receiving data or written reports regarding their child.
- Contact class/subject teachers where required throughout the academic year.

Arrangements for monitoring and evaluation

The Vice/Assistant Principal, the Principal and the Senior Leadership Team will have responsibility for monitoring and reviewing this policy every year. This will be done in line with GEMS policies, DSIB Inspection Framework and this policy.

Secondary subject-specific and FS / Primary Feedback for Success policies are available on request.

Date for review: January 2023