



Assessment and Reporting Policy

Rationale

We believe assessment is an integral and important component of assessing and tracking student progress. As our aim is to maximize the impact of teaching and learning, we believe in achieving an optimal balance between time taken to assess students and to maximize teaching and learning.

We aim to ensure that all formative and summative assessment enables teaching staff to identify gaps in learning and to understand their next learning steps. Whilst we believe this is an ongoing process, the school recognizes the importance of ring-fencing time for key assessments to take place throughout the year via its Academic Monitoring Assessment and Reporting (AMAR) calendar. This enables cadence in the process to ensure appropriate balance and time management for student preparation.

Consistent with the school's communication policy, we recognise the importance of parental engagement in maximizing students' progress. Parents should be proactively engaged in their child's learning and understanding their child's strengths and areas for development. We believe in keeping parents informed of their child's progress, any required intervention and ensuring 'there are no surprises'.

Our philosophy and use of each method of assessment is as follows:

- 1: Where am I now? (Baseline): CEM
- 2: How well am I doing? (Progress): CEM and Progression tests
- 3: How well did I do? (Attainment): Cambridge Checkpoint and End of Year Exams

Assessment

Key Assessments: Three times a year - bitesize summative assessment opportunities (ideally, standardized tests) that measure attainment against annual curriculum objectives as appropriate and commensurate with the timing of KAs in all key subjects. These KAs may also take on other forms in the case of practical subjects, for example a project. They are used to track attainment and progress across the school by teachers and SLT. All Key Assessments are followed with Mid Term Reports and Parent Consultation Days.

Continuous Evaluation: Throughout the year, classwork, prep work, class participation and other specific subject-related tasks are assessed and contribute towards a significant part the mid-year and final report card grades. These assessments are very often done **without students being aware of them to offer information that must commensurate a student's true ability at a specific point in time.** The format of questions posed and the platforms used during these assessments prepare students for exams.

Exams: End of Term Exams provide twice yearly substantial summative assessment opportunities that measure attainment against appropriate end of term curriculum objectives in all key subjects.



Attainment Grades: Attainment Grades for students following the UK Cambridge curriculum (A-F) are issued after each Key Assessment and End of Autumn and Summer Term exams. Grades issued are broadly in line with iGCSE grade boundary expectations as follows: A* Grade, 90%+; A Grade, 80-89%; B Grade, 70–79%; C Grade, 60–69%; D Grade, 50–59%; E Grade, 40-49%; F Grade, 30-39%; WT, <29%.

The Attainment Grade structure for students following the US-curriculum is as follows: A Grade, 90% +; B Grade, 80 - 89%; C Grade, 70 – 79%; D Grade, 60 - 69%; F Grade, 59% and below. An F is considered as unsuccessfully completing a course.

Student Progress: Conclusions about student progress will be reached by comparing a student’s achievement grades in comparison to their MTGs and ATGs. As a rule of thumb, a student achieving their MTG is likely to be achieving ATL3s and not therefore reaching our expectations i.e. that students should consistently go above and beyond the minimum.

Phonics Tracker: Assessments done by colour group every 6 – 8 weeks, students will be assessed and move to the next level if they meet all the colour group requirements.

Teacher Guidance: Key Assessment and End of Term Exam guidelines will be required to provide essential guidance on: (i) the length of assessments; (ii) the style and format of assessments (which must be in line with IGCSE assessment methodologies for each subject); agreed student preparation guidelines and pre-assessment or exam information; (iv) timing of assessments and exams (v) Marking, feedback and reporting expectations:

Annual Assessment & Reporting Schedule

| | Years 5 - 13 | Years 3 - 4 | Years 1 – 2 | Nursery - Early Years |
|----------------------------------|---|-------------------------------------|-------------------------------------|---|
| ATLs | Yes All subjects | Yes All subjects | Yes All subjects | No Smiley faces replace ATLs (3 prime learning areas) |
| Baseline Assessment (CEM) | Informs student progress, planning, MTGs and ATGs | Informs student progress, planning. | Informs student progress, planning. | Informs student progress, planning |
| Attainment Grades | Yes Issued after KAs & Exams | No | No | No |



| | | | | |
|---|---|---|---|---|
| ATGs and MTGs | Yes All subjects | No | No | No |
| Key Assessments | Yes *All subjects (1 x Termly) | Yes *Phonics | Yes *Phonics | Yes *Phonics |
| Exams | Yes All subjects (2 x Yearly) | No | No | No |
| Continuous Assessment | Yes *All subjects (2 Assessment Cycles Yearly) | Yes *core + Islamic and Arabic (3 Assessment Cycles Yearly) | Yes *core + Islamic and Arabic (3 Assessment Cycles Yearly) | Yes *All learning areas (3 Assessment Cycles Yearly) |
| Student Progress Measure | 1: Internal curriculum tracker against Cambridge/US objectives 2: CEM Baseline 3: Attainment Grades vs. MTGs & ATGs | 1: Internal curriculum tracker against Cambridge objectives 2: CEM Baseline 3: Phonics Tracker | 1: Internal curriculum tracker against Cambridge objectives 2: CEM Baseline 3: Phonics Tracker | 1: Internal curriculum tracker against Cambridge objectives 2: CEM Baseline 3: Phonics Tracker |
| Reports | Five Per Year (2x Half-termly & 2x End of Term) | Four Per Year (2x Half-termly & 2x End of Term) | Four Per Year (2x Half-termly & 2x End of Term) | Four Per Year (2x Half-termly & 2x End of Term) |
| Parents Consultation Days/Evenings 5x per year (Sept, Nov, Jan, Mar and May) | 1. Meet the Teacher (Sep) 2. Virtual Meeting after ATL (Nov, Mar) 3. End-of-Term Meeting after the Academic Report (Jan, May) | 1. Meet the Teacher (Sep) 2. Virtual Meeting after ATL (Nov, Mar) 3. End-of-Term Meeting after the Academic Report (Jan, May) | 1. Meet the Teacher (Sep) 2. Virtual Meeting after ATL (Nov, Mar) 3. End-of-Term Meeting after the Academic Report (Jan, May) | 1. Meet the Teacher (Sep) 2. Virtual Meeting after ATL (Nov, Mar) 3. End-of-Term Meeting after the Academic Report (Jan, May) |

*internal progress measure for staff (not shared with parents) and used to prepare students for Prep School.



Continuous Assessment Structure: The table below illustrates the structure of the Continuous Assessment (School-Based Assessment, SBA) grades as reported in mid-year and final report cards. The weighting between exams and continuous assessment, as reflected on both mid-year and final report cards are as follows:

Years 1 - 4: 100% continuous assessment (no exams)

Years 5 and above: 60% continuous assessment (70 % formative & 30% summative)
40% exams

| Year Level | Class Work | Participation | Prep Work | Other Tasks | Quizzes | Faculty-Specific Task (3 weeks min) | Key Assessments |
|-------------|---|--|---|--|---|--|---|
| Year 5 – 13 | Formative Assessment | | | | | Summative Assessment | |
| | 10% | 10% | 10% | 25% | 15% | 10% | 20% |
| | Class work completed as required during class time, requesting teacher support or clarification and providing support to peers. (0% during virtual classes) | Quality of lesson participation in the form of responding to questions, discussing topics, involvement in group work or practical work, and leading in collaborative discussion groups. (15% during virtual classes) | Assigned Prep (Homework) are completed by the deadline and show a committed attempt. (15% during virtual classes) | Specific graded tasks, such as short projects, assignments, etc. to be completed as part of prep and in school. HOFs decide beforehand what this should consist of for their faculty. (The balanced weighting of tasks is important) | A maximum of two announced Quizzes/end-of-unit tests and two unannounced Pop Quizzes/Mathletics tasks per term based on the prep schedule guidelines. | One summative assessment (faculty-specific), e.g. Quran, oral presentation, Science Fair project, lab report, practical work, investigation, etc. (This may not include a research task) | Key Assessment/ Project Comprises of two standardised tests (or project-based practical work), where more than one is offered in a mid-year/end-of-year reporting cycle. |
| Years 1 – 4 | 20% | | 10% (0% during virtual classes) | 50% (60% during virtual classes) | | 20% | |

*The continuous assessment structure is dependent on MOE guidelines at any time



Assumptions

AMAR: Will continue to determine the quantity and timing of Key Assessments, End of Term Examinations and Parent Consultation Days each year.

ATLs: (Attitudes to Learning) The foundation of our philosophy and school mission is to ensure students are fully engaged in their learning. ATLs are graded on scale of 1 – 5 (**see below for further details).

Baseline Assessments: CEM is the school's chosen baseline to be used to (i) inform lesson planning (ii) set Minimum Target Grades (MTGs) and Aspirational Target Grades (ATGs).

MTGs: The minimum grade a student should achieve assuming they are an ATL3 student i.e. they do everything expected of them but no more or less.

ATGs: The aspirational grades that students should achieve, assuming a combination of good teaching and students achieving ATL 4s or 5s.

Recording attainment and progress

Teachers assess against objectives taught (Cambridge/US Curriculum and the RWI Phonics Programme) and are expected to use the following language to inform the narrative when describing student progress:

1. **EMG:** Emerging – below both MTG and ATG targets – *Dark Red* ○ **Below MTG**
2. **EMG+:** Emerging plus – “just” meeting MTG but not meeting ATG – *Light Red/Pink* ○ **Up to 3.5% over MTG**
3. **EXP:** Expected – “Comfortably” meeting MTG but not meeting ATG – *Light Yellow* ○ **At least 3.5% over MTG**
4. **EXP+:** Expected plus – “Comfortably” meeting MTG and “close to” meeting ATG – *Dark Yellow* ○ **At least 3.5% over MTG** ○ **Within 3.5% of ATG**
5. **EXC:** Exceeding – “Just” meeting ATG – *Light Green* ○ **Up to 3.5% over ATG**
6. **EXC+:** Exceeding plus – Comfortably meeting **or** exceeding ATGs – *Dark Green* ○ **At least 3.5% over ATG**

Expected attainment

Students are assessed against their end-of-year expectations as determined by their MTG and ATGs informed by a baseline. Teacher judgments may be required to determine whether a student is “expected” or “expected plus” or “exceeding” or “exceeding plus”.

Exceptional Attainment Cases

Some students requiring additional support from Student Services may be working towards expectations of a lower year group (and that year group's statements) or for a higher year group.



Attainment Grades

| Attainment Grade | % End of Year Learning Objectives Progress | | | | | Attainment Grade |
|------------------|--|--------------------|----------------|-------------------|------------------|------------------|
| | KA1 Mid Term 1 | Exam End of Term 1 | KA2 Mid Term 2 | KA3 End of Term 2 | Exam End of Year | |
| | 8wks | 15wks | 23wks | 29wks | 36wks | |
| | 25% | 45% | 65% | 85% | 100% | |
| A* | | | | | 90% | A* |
| A | | | | 90% | 80% | A |
| B | | | 90% | 80% | 70% | B |
| C | | 90% | 80% | 70% | 60% | C |
| D | 90% | 80% | 70% | 60% | 50% | D |
| E | 80% | 70% | 60% | 50% | 40% | E |
| F | 70% | 60% | 50% | 40% | 30% | F |
| WT 3 | 60% | 50% | 40% | 30% | 20% | WT 3 |
| WT 2 | 50% | 40% | 30% | 20% | 10% | WT 2 |
| WT 1 | 40% | 30% | 20% | 10% | 0% | WT 1 |

*WT: Working towards

Exceptional Assessment Cases

Students receiving ELL support are expected to sit the same assessment/exam as their peers on the same level, but may apply for additional time (15min for every hour), subject to approval from the Head of Student Services or the ELL Coordinator.

Students receiving SEN support are expected to sit an adaptive assessment/exam based upon the standard assessment written by their peers on a simplified level, and automatically qualifies for additional time (as determined by the SEN teacher), subject to approval from the Head of Student Services or the SEN Coordinator. SEN student grades cannot exceed 70% for any given assessment.

Leading teaching and Learning: SLT will collate and analyse each term: % students on track, above and below expectations in core subjects.

The results of this analysis will be:

- Discussed in students' progress meetings
- Used to identify academically vulnerable students and intervention support in place as required
- Used as evidence in the SEF and SDP
- Used to drive CPD and further school improvement by identifying areas of development.



Reporting to parents

In each report, parents will receive information in the following forms. The colour coded template above, as well as detailed information in narrative form, is available for parents to understand their child's achievement.

Reports: Report templates **will** include specific drop-down menus with the following vocabulary: "Exceeding plus", "Exceeding", "Expected plus", "Expected", "Emerging plus" and "Emerging"

Mid Term Reports: Share information in line with the above assessment and reporting schedule as follows: ATIs, Attendance; Punctuality; a written comment

End of Term Reports: As per Mid-term reports **plus** attainment grades, MTGs, ATGs, detailed subject or class teacher comments/ narrative to include reference to the coloured table above. Report cards in Years 5 and above will include subject totals expressed as percentages. In Years 10 -13 the grading structure will be reflected on the report card.

**ATL Descriptors

5 Excellent (Always goes "above and beyond" the teacher's requirements and expectations; a self-starter with exemplary attitude – always concentrates and participates eagerly in activities to the very best of their ability)

4 Good (Quite often goes "above and beyond" the teacher's requirements and expectations; good attitude towards learning, concentrates in lessons and participates well in tasks)

3 Satisfactory but requires improvement (Completes all tasks that are asked of them but does not go "above and beyond" the teacher's requirements and expectations; generally positive attitude, adequate concentration)

2 Unsatisfactory (Quite often may not complete the tasks asked of them, not meeting the teacher's requirement and expectations; tends to lack self-motivation and concentration, only participates with encouragement)

1 Poor (Consistently falls significantly short of the teacher's requirements and expectations; regularly completing little to no work; negative attitude to any task set, unwilling to participate, often distracted or distracting others in lessons)