

Assessment Policy 26-27

**International School of Creative Science
Nad al Sheba**



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1 RATIONALE

At the International School of Creative Science, Dubai (ISCS), our rationale for assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored. This should be done in partnership with the children. Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

The policy has been written to ensure that no stone is left unturned in supporting ISCS students to make the best possible progress.

2 PRINCIPLES:

Our assessment system is guided by the following underpinning principles:

- Assessment is at the heart of teaching and learning.
- Assessment is fair.
- Assessment is honest.
- Assessment is ambitious.
- Assessment is appropriate.
- Assessment is consistent.
- Assessment outcomes provide meaningful and understandable information for pupils, parents and teachers, school leaders and governors, government and agents of government.
- Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

3 STAFF ROLES IN ASSESSMENT:

Staff at all levels within the school play an important role in the assessment of children's learning and the progress they make. The sharing of information, outcomes and discussions all plays a crucial part in developing effective sequences of learning for each child and helps to secure better outcomes for them on a daily basis.

- Teaching assistants and 1:1 supports work with groups of children and individuals at the class teacher's direction. They are given specific learning activities and skills to focus on, both to support learning as part of the main lesson as well as intervention programmes to support progress with specific targets or areas of the curriculum. Often there will be a specific focus or question for the teaching assistants to gather assessment evidence for and this evidence will be given to the class teacher, either verbally or using written templates where appropriate.
- Class Teachers plan for and deliver sequences of learning, designed specifically to develop the skills needed to enable children to meet the end of year curriculum requirements. These sequences of learning will be designed in-line with the school curriculum plan and the ongoing needs of children in each subject, based on accurate assessment of their abilities through Assessment for Learning. On a termly basis, children's progress will be scrutinised by class teachers and the Heads of School/Heads of Departments/Subject Leads in pupil progress meetings. Class Teachers will review

their class outcomes, identifying children making good or limited progress and reflecting on teaching approaches that have helped to raise attainment. Specific targets and interventions will be suggested by class teachers to address the data outcomes, linked to Performance Management targets and the School Improvement Plan.

- **Subject Leaders** and staff with areas of responsibility support staff in making judgements about the current performance of children against assessment criteria. This will be through moderation, book scans and coaching. Then all subject leaders will use the summative assessment information, produced on a termly basis, to review the performance (progress and relative attainment) of year groups, vulnerable groups and individuals across the subject area they are responsible for. This review of assessment data is presented by subject leaders at the Senior Leadership Team meetings, Governor Resources committees and with external validators where applicable. Assessment data is used to provide a source of evidence to evaluate school improvement or identify areas of need across the school.

- **Senior Leaders** support the assessment process through the expectation to gather effective Assessment for Learning evidence from daily teaching and the use of this, along with other outcomes, to make accurate judgements on attainment and progress through rigorous moderation, standardisation and monitoring of standards. Senior Leaders are ultimately accountable for the progress that children make throughout the school and therefore they must be supportive in raising standards of teaching/ use of effective assessment strategies but hold staff to account for the performance of their class' progress using the Performance Management cycle to ensure standards are high and improving. Senior Leaders are accountable for the school assessment system, its robust design and the validity of its outcomes. They are held to account over this by governors, external validators such as the BEAM Academic Compliance Team (ACT) KHDA and BSO.

The school has a calendar to indicate key dates for submission of summative assessment tasks grades or examination results to the school assessment management system (Edunation) as well as to exam boards. All students and parents are informed of summative assessment dates.

4 FORMATIVE ASSESSMENTS

This policy applies to both Formative and Summative Assessment.

Formative Assessment should:

- be part of effective planning of teaching and learning
- focus on how students learn
- be recognised as central to classroom practice
- be regarded as a key professional skill for teachers
- be sensitive and constructive because any assessment has an emotional impact
- take account of the importance of learner motivation
- promote commitment to learning goals and a shared understanding of the criteria by which they are assessed
- develop the learners' capacity for self-assessment so that they can become reflective and self-managing
- provide learners with constructive guidance on how to improve
- recognise the full range of achievement of all learners
- incorporate frequent low-stakes quizzes, enabling staff to instantly check progress and understanding in order to adapt teaching accordingly
- incorporate success criteria

5. SUMMATIVE ASSESSMENTS

Summative Assessment should:

- assess students' learning at regular intervals throughout the year and record outcomes on grading books (where applicable)
- be common across a phase
- reflect Foundation and Higher tiers where appropriate (Secondary)
- enable teachers to monitor the progress of individual learners and use the information to raise achievement
- enable teachers to make appropriate educational provision for those learners based on sound judgement of their needs and abilities
- allow teachers to report the progress of individual learners to their parents, colleagues and appropriate outside agencies
- help the school make strategic decisions on curriculum organisation based on the evidence of the range of educational needs within subject areas, across year groups and throughout the school

6. ASSESSMENT FOR LEARNING IN THE CLASSROOM:

- Sharing Learning Objectives
- Clear success criteria-written or verbal
Using effective questioning
- Using consistent feedback and marking strategies- **see Quality Marking and Feedback Policy**
- Student self-assessment and peer self-assessment
Using effective questioning
- Target setting
- Observations
- Use of Quiz based apps
- Use of polls

7. OUR ASSESSMENT SYSTEMS

Edunation Grading Book:

Our grading book (housed in our Student Management System, E d u n a t i o n) captures data from a range of assessments carried out by teacher throughout the year. These assessments are predominantly standardised tests. Teachers also capture data from non-standardised assessments such as quizzes and oral presentations. This allows teachers to get a holistic picture of attainment across a range of domains. A unified grading structure is adhered to for all standardised assessments (see below)

EYFS- Learning Ladders:

Learning ladders is a suite of tools all on one system, designed to support teachers, parents and children with every aspect of learning- at school and at home.

The tools provide EYFS teachers and leaders with live gap analysis data to help them plan lessons and support learning. In addition, parents are given tools to see where their children are in their learning as well as having access to teacher-written content in over 100 languages to empower them to support learning at home.

EYFS teachers use Learning Ladders to track student attainment and progress against early years foundation stage statutory framework.

Primary, Secondary and Sixth Form- Edunation:

Edunation is an online system (app and website) that we use to record assessments for students, from Y1 to Y13 on an ongoing basis. We use the system to record and track assessment of pupils in all subjects of the National Curriculum and the UAE Ministry of Education (MOE) Curriculum.

The system records the date an assessment is made, allowing for pupil progress to be monitored effectively. Assessment data is captured when required for pupil progress meetings, updates to subject coordinators, reporting to parents, etc. This information is shared with parents at Parent-Teacher Meetings or when required. Edunation is able to produce data reports that support regular pupil progress meetings between class teachers and members of the leadership team.

BTEC Assessment:**Formative assessment**

This involves both the assessor and the student in a process of review about progress and takes place prior to summative assessment. Students should be provided with formative feedback on their draft evidence or performance and should be given the opportunity to act to improve their performance. Formative assessment must be constructive and provide clear guidance and actions to improve. Formative assessment should not in any way give detailed information and guidance on what to write, it should direct the student to utilise their unit outline and should only take place once during the draft process of work. If formative feedback is given the student should do a resubmission of work. This resubmission needs to be passed by the Lead IV and should only be given if the learner has a chance to achieve the criteria.

Summative Assessment

Summative assessment is a final assessment decision on an assignment task(s) in relation to the assessment criteria of each unit. It is the definitive assessment and recording of the student's achievement. Assessors should annotate where the evidence supports their grading decisions against the unit assessment criteria.

8. INCLUSIVE ASSESSMENT PRACTICES:

ISCS promotes an inclusive ethos that aims to support children by removing barriers to their inclusion, whether for individual or groups of children. We respond to a spectrum of diverse needs by setting suitable challenges that are best placed to bring out the full potential from our children. Every member of staff shares the responsibility and ownership to remove barriers to learning for all students, regardless of: age, gender, ethnicity, special needs, attainment and background.

Where required, students of determination are provided with modified assessments.

Students of Determination are assessed based on their individual needs and situation, according to the Individual Education Plan: Students who are subject to Individual Education Plans based on "adaptation" are subject to the same examination and assessment mechanisms as those that are applied to the rest of the students. Students of Determination Students who are subject to Individual Education Plans based on "learning outcomes modification" or "curriculum modification" will have special exams or assessments designed for them by teachers which must match their Individual Educational Plan.

9. PLANNING FOR PROGRESS MEETINGS (P4P):

At least each term a pupil progress meeting takes place with the class teacher and the Heads of School/Heads of Departments/Subject Leads and may include the Inclusion Lead, Senior and Middle Leaders, Teacher and TA. Cohort data from the term informs the meeting. Children's attainment and progress are discussed and this is documented to evidence any outcomes from previous meetings. Strategies are devised to support pupils not working at age related expectations or pupils not making progress. The meeting is key when allocating resources and deciding intervention programmes.

10. MODERATION OF ASSESSMENTS

At ISCS, we believe that moderation is at the heart of accurate assessment. It is the procedure through which we ensure the quality and consistency of our assessment in order to develop, maintain and monitor good practice in the assessment of our pupils.

Moderation is important to ensure teacher judgements are accurate and consistent within school and, where applicable, across schools. The process is a review of the work of a sample of pupils from a particular cohort and holding a professional dialogue with teachers to confirm that TA standards are being applied appropriately. Teacher judgements may then need to be amended if it is determined judgements are not in line with national standards.

At ISCS we will:

- meet regularly to moderate writing assessments (at least once/term)
- moderate work through planning and book scrutinies, feeding findings back to members of staff
- collate evidence to back up teacher assessments
- participate in moderation with external partners where appropriate

11. ASSESSMENT OF OTHER AREAS:

At ISCS, we value the progress made by children in all areas of their lives. These may not be directly linked to the curriculum or seen as traditional in nature; however, we have mechanisms to capture this progress and measure the outcomes of any intervention. Some of these:

Behaviour

- Reduction in behaviour frequency
- Reduction in severity of behaviour
- Reduction in physical interventions
- Change in type of behaviour interventions
- Behaviour policy
- Mid and end year behaviour reports

Attendance

- Increase in attendance.
- Attendance policy
- Mid and end year attendance reports

Specific interventions

- Support to achieve other targets.
- Interventions profile
- Individual pupil records and case studies.

Inclusion

- Individualised targets set by therapist.
- Engagement with learning
- Interventions profile
- Curriculum areas termly report

12. ASSESSMENT- RETENTION AND PROMOTION:

See the 'Promotion and Retention Policy'

13. REPORTING TO PARENTS:

At ISCS, parents are key partners in the child's education. To ensure parents are able to see what their children are learning on a daily basis, lessons and related resources are published on the school's LMS: Edunation. In addition, performance on formal and informal assessments is captured on grading books which is shared live with parents so that they are able to see assessment scores as soon as they are entered.

At the end of every term, a report card is published to parents which contains:

- Student attainment across all subjects
- Minimum expectations of student performance that aligns with age-appropriate expectations
- Comments from class/subject teachers
- Targets
- Performance against curriculum standards (EYFS and Primary)
- Assessment related to the degree to which students are demonstrating the school's learning dispositions
- A behaviour grade (verbal)

Appendix 1

Assessment in EYFS (Early Years Foundation Stage):

The EYFS is organised into seven areas of learning.

The Prime Areas:

- Personal, social and emotional development
- Communication and language
- Physical development

The Specific Areas

- Literacy
- Mathematics
- Understanding the world
- Expressive Arts and Design

The EYFS contains sets of objectives split into age bands for babies and young children. Children aim to achieve the Early Learning Goals by the time they leave the EYFS. These establish expectations for most children to reach by the end of the EYFS, but are not a curriculum in themselves. The EYFS provides the basis of planning, so laying secure foundations for future learning.

A baseline assessment is completed on every child on entry to the EYFS. The Early Years Foundation Stage Profile, which focuses on the progress towards the **Early Learning Goals** within the seven areas of learning, is completed at the end of FS2.

At ISCS, we use the children's prior experiences as a starting point for the introduction of new skills and concepts. Our assessments enable us to make informed decisions for each child and to facilitate the planning of further learning.

At ISCS we use evidence in the form of captured observations to record progress through the curriculum. This is also a valuable tool in building a parent partnership. In addition, on-going observations support staff in identifying areas of strengths as well as areas that require further support and development, enabling evidence informed next - steps to be planned to further support children's progress.

EYFS teachers also use learning ladders to assess and capture evidence against Development Matters statements and store it digitally. This includes, but is not limited to: observations, photographs, work in books and parental contributions.

Appendix 2

Primary Grading Structure-ENC and MOE

Grading Scale مقياس التقويم					
Attainment	EXCEEDING CURRICULUM EXPECTATIONS	ABOVE CURRICULUM EXPECTATIONS	MEETING CURRICULUM EXPECTATIONS	WORKING TOWARDS CURRICULUM EXPECTATIONS	BELOW CURRICULUM EXPECTATIONS
Range	89%-100%	68%-88%	50%-67%	20%-49%	0%-19%

KS3 Grading Structure

Grading Scale for English Subjects مقياس الدرجات لمواد اللغة الإنجليزية									
Grade-IGCSE 9-1	9+ to 8+	8= to 7=	7- to 6-	5+ to 4=	4- to 2=	2- to 1-	N/A	N/A	
Grade-Letter	A*	A	B	C	D	E	F	UNGRADED	
Range	89%-100%	77%-88%	65%-76%	50%-64%	32%-49%	18%-31%	11%-17%	0-10%	

Grading Scale for MOE Subjects مقياس الدرجات لمواد اللغة العربية									
Grade	A*	A	B	C	D	E	F	UNGRADED	
Range	89%-100%	77%-88%	65%-76%	50%-64%	32%-49%	18%-31%	11%-17%	0%-10%	

KS4 Grading Structure

Grading Scale for English Subjects مقياس الدرجات لمواد اللغة الإنجليزية									
Grade-IGCSE 9-1	9+ to 8=	8- to 7-	6+ to 5=	5- to 4-	3+ to 3-	2+ to 2-	1+ to 1-	N/A	
Grade-Letter	A*	A	B	C	D	E	F	UNGRADED	
Range	90%-100%	77%-89%	62%-76%	50%-61%	41%-49%	32%-40%	23%-31%	0-22%	

Grading Scale for BTEC Subjects L2 مقياس الدرجات لمواضيع BTEC L2						
Grade	DISTINCTION*	DISTINCTION	MERIT	PASS	WORKING TOWARDS	UNGRADED
Range	89%-100%	77%-88%	62%-76%	50%-61%	21%-49%	0%-20%

Grading Scale for MOE Subjects مقياس الدرجات لمواد اللغة العربية									
Grade	A*	A	B	C	D	E	F	UNGRADED	
Range	87%-100%	75%-86%	62%-74%	50%-61%	41%-49%	32%-40%	23%-31%	0%-22%	

KS5 Grading Structures

Grading Scale for English Subjects مقياس الدرجات لمواد اللغة الإنجليزية																
Grade-Letter	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E+	E	E-	UNGRDAED
Range	69%-100%	66%-68%	64%-65%	61%-63%	58%-60%	56%-57%	53%-55%	50%-52%	47%-49%	45%-46%	43%-44%	41%-42%	38%-40%	35%-37%	32%-34%	0-31%

Grading Scale for BTEC Subjects L3 BTEC L3 مقياس الدرجات لمواضيع													
Grade	DISTINCTION*	DISTINCTION	MERIT	PASS	WORKING TOWARDS	UNGRADED							
Range	70%-100%	64%-69%	50%-63%	38%-49%	21%-37%	0%-20%							

Grading Scale for MOE Subjects مقياس الدرجات لمواد اللغة العربية													
Grade	A*	A	B	C	D	E	F	UNGRADED					
Range	87%-100%	75%-86%	62%-74%	50%-61%	41%-49%	32%-40%	23%-31%	0%-22%					

Appendix 3

Summative Assessments:

The school uses standardised tests on a half termly basis to assess learning as well as internal assessments. The tests used are:

- White Rose Maths Unit and End of Year Tests
- Pearson Active Learn Unit tests
- SIGHT Word Assessments
- RWInc Phonics Assessments
- Pearson iLower secondary progress tests
- Pearson KS3 and KS4 assessment builder (assessments created from various previous papers)
- MOE assessments
- Y1 Phonics Screening check

External Assessments and National Parameter Testing:

KHDA introduced the UAE National Agenda Parameter in 2015-2016 as a way of measuring the progress that Dubai's private schools are making towards achieving their individual TIMSS and PISA assessment targets. The school participated in the TIMSS assessment in 2019 and is preparing for next round in 2023. The school will also participate in the PIRLS in the 2020/2021 academic year.

Schools are required to participate in international benchmarking tests and use the results to evaluate their progress towards meeting their National Agenda targets.

The mandatory components for ISCS students are as follows:

Test	Year Groups
GL Cognitive ability test – CAT 4	Mandatory Year Groups: 4, 6, 8 and 10
One benchmark assessment in mathematics, science and English- ISCS has opted for GL Progress Tests: - Progress Test in English (PTE) - Progress Test in Maths (PTM) - Progress Test in Science (PTS)	Mandatory Year Groups: All year groups from Year 4 to Year 10
GL New Group Reading Test (NGRT)	Mandatory Year Groups: Year 4 to 10
iGCSEs (Pearson Edexcel and Cambridge)	Completed by Year 11 students Subjects based on student choices
A Levels (Pearson Edexcel and Cambridge)	Completed by students in Y12 (AS Level) and Y13 (A Level) Subjects based on student choices
BTECs (Pearson Edexcel)	Level 2- completed in Y11 Level 3- completed in Y12/Y13 Subjects based on student choices



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