



ASSESSMENT POLICY

Whole School

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1. INTRODUCTION

Assessment is the process of identifying, gathering and interpreting information about continual progress in student learning. The fundamental purpose of assessment is to help the student learn.

1.1 Statement of Intent

Assessment should be a key part of the teaching and learning process. As an integral part of a student's education it should be regular and purposeful. The policy will determine the frequency and modes in which formal assessment should take place.

1.2 Purpose of the Policy

We give our students regular feedback on their learning so that they understand what it is that they need to do to improve. Research has shown that their involvement in the review process raises standards and that it empowers students to take action towards improving their performance.

The combined tools of assessment should:

- provide information about how students learn
- determine what students know and understand
- ascertain the skills that students have acquired
- diagnose learning problems and student needs
- monitor standards
- contribute to the efficiency of the programme
- drive and reflect the curriculum and be an integral part of teaching and learning at all levels - inclusive practice
- check teaching objectives against learning outcomes
- act as a feedback mechanism for curriculum development
- motivate both teachers and learners

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- instill the values of academic honesty.

If teachers are aware of what students know and can do, then teaching becomes more effective. Thus, an assessment may take place before new content is taught (pre-assessment), carry on throughout learning, and/or take place at the end of a topic or unit of work (post-assessment).

Our Key Stage 2 (KS2) and Secondary students should be involved in assessing themselves and be allowed to identify personal targets, thus motivating them to learn as these targets are achieved. Teachers are not therefore concerned with just end-of-course tests but more with curriculum-integrated assessment, which provides a platform on which students can perform to the best of their ability.

Effective assessments allow the student to:

- have subject and component criteria that are known and understood in advance
- reflect on their learning and understand what needs to be improved
- develop a positive self-image and a feeling of success from constructive feedback
- synthesise and apply their learning in addition to recalling facts
- highlight their strengths and demonstrate mastery and expertise
- learn in ways that the teacher did not foresee
- be reflective and partake in self and peer evaluation
- express different points of view and interpretations
- be encouraged to be responsible for their learning
- experience successful learning
- perform at a higher level when challenged
- be personally valued and to know that they would be expected and helped to do their best
- be shown a collaborative approach to learning, with a strong emphasis on analysis and discussion
- be given opportunities for divergent thinking in an atmosphere that ensures students do not feel discouraged if they make mistakes.

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1.3 Compliance

JAS complies with all local mandates on assessments.

1.4 Definitions

Assessment is used as a tool for teachers to plan each step of learning. To do this in our school we undertake two different but complementary types of assessment: assessment *for* learning and assessment *of* learning.

Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise student achievement. It is based on the idea that students will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge).

Assessment of learning (summative assessment) involves judging students' performance against national standards. Teachers may make these judgements at the end of a unit of work, of a year, or of a key stage. Test results, too, describe student performance, in terms of levels.

2. AIMS AND OBJECTIVES

The aim of assessment within Jebel Ali School (JAS) is to provide a supportive and positive mechanism that helps students to improve their learning, teachers to improve their teaching and parents to understand their student's progress and attainment.

The objectives of assessment in our school are:

- to enable students to demonstrate what they know, understand and can do in their work
- to help students recognise the standards to aim for, and to understand what they need to do next to improve their work
- to allow teachers to plan work that accurately reflects the needs of each student

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- to provide regular information for parents that enables them to support their child's learning
- to provide the Headteacher, Principal and Governors with information that allows them to make judgements about the effectiveness of the school and to make international comparisons.

3. ROLES AND RESPONSIBILITIES

3.1. JAS Staff

3.1.1 JAS staff should:

- provide parents with clear information to enable them to have an understanding as to how they can support their child's learning within the home
- produce examination/test timetables (KS2 & Secondary) with enough notice for students and teachers to formulate a revision programme (Secondary)
- archive records of achievement
- produce reports that are clearly understood by both students and parents. The type and frequency of reports will depend on the relevant ages and stages of the students
- provide effective past and current data such as Cognitive Ability Test (CAT4) target grades, historical data and Granada Learning (GL) Progress Tests in Years 2 to 13 to predict potential performance and place within the school management system
- set clear targets within their Learning Review (Foundation Stage and Primary) or School Development Plans (Secondary) in order to raise student achievement and monitor performance regularly through critical reflection and through analysis of past performance
- continue to set high expectations of student achievement
- provide adequate professional improvement where the focus is on exemplifying productive approaches to the day-to-day use of assessment in teaching
- provide adequate instruction on how to be academically honest (Secondary)
- incorporate regular moderation/standardisation as part of assessment cycles

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- provide regular opportunities for teachers to share their interpretations and understanding of criteria
- ensure that assessment practices and moderation/standardisation processes are recorded in sufficient detail
- develop consistent and cohesive policies and procedures for moderation/standardisation, and ensure sustainability of practice
- be actively supported by leadership teams in order to effectively undertake the moderation/standardisation process.

3.1.2 Teachers at JAS should:

- monitor each student's progress and support an effective formative and summative system of recording, assessment and reporting
- raise student expectations of themselves at all times, reinforcing the vision that better is always possible
- agree to deadlines in the light of the students' other workload and give adequate time for the completion of out-of-class assessments (Secondary)
- clearly define common assessment tasks within departments/subjects for each year level
- use student performance as a feedback mechanism to initiate refinements to, or changes in, the curriculum and its delivery
- use a variety of assessment tools but within a common framework which all members of a year group/department understand and commonly apply
- provide a wide range of learning opportunities and styles of learning including Information Technology (IT) opportunities and allow students to engage in a learning preference which suits the individual
- use oral as well as written feedback for all informal class work or homework within Secondary and ensure that homework has a clear purpose, focuses on appropriate tasks and the application of knowledge
- teach students how to set their own individual targets and raise achievement levels (Secondary)
- ensure that time is given to reflect on feedback (Primary). Within Foundation Stage (FS) to Year 2 very little feedback is given in written form as it is done in person

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- ensure that students have the opportunity to raise issues regarding written comments on their work either at the end of a lesson/break time or lunch period, as and when is convenient, to discuss individual issues in order to support any student with their work (Secondary)
- ensure subject assessment criteria is clearly understood by students (Secondary)
- ensure that there is appropriate scaffolding in place to ensure that all students are challenged and reward students through either student planner, certificates in assemblies, house points or other ways to celebrate success e.g. 'Postcards' home and 'Student of the Month' depending on the age and stage of the student
- instill the values and need for academic honesty and offer instruction on how to ensure this is the case (Secondary)
- provide opportunities for students to participate in the standardisation process
- a standardisation leader should be identified as this is a crucial role requiring particular skills, knowledge and recognition (Secondary)
- engage in critical debate and the ability to use evidence to challenge viewpoints should be encouraged and valued
- engage in the process of standardisation and moderation to build teachers' content knowledge
- share their expectations and interpretations in order to clarify their understandings about what students have achieved and where their next learning steps are situated.

Teachers are also expected to moderate assessment grades and reflect on the quality of the task and whether students were able to access all criteria level descriptors. These discussions provide opportunities for biases and prejudices to be aired and discussed, and shared expectations to be developed about how to arrive at final grades.

- Teachers could gather several sets of evidence on which to base final criteria levels, focusing on difficult sets such as those they consider near the border between judgments, or with a high level of inconsistency between different sources of evidence,

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- Teachers should make judgments collaboratively about a sample of student work before assessing their own class's work,
- It is recognised that moderators will change over time but the same criteria and associated references will remain and continue to guide decisions.

After the teaching and learning process, teachers should:

- make final judgments of criteria levels of their own students' achievement
- collate samples for the standardisation process and provide copies to other teachers (Secondary)
- meet to discuss their judgments of a sampling of students' achievement based on the evidence they have
- through discussion and clarification, come to an 'agreed' judgement of each student's achievement in relation to criteria. This may not always be achieved, but the aim is to reach a greater level of consensus over time
- should ensure they have identified and reported any issues of malpractice which may affect the award of a grade.

It is pertinent to ask:

- How high was the level of comparability across teachers?
- Was the overall teacher judgment of the top, middle and bottom student sample consistent and fair?

3.2. JAS Students

Students at JAS should:

- have a clear idea of the knowledge and/or skills that are being assessed
- be aware of the weighting of each assessment in the overall assessment pattern (Secondary)
- receive regular and purposeful feedback
- where applicable be able to see each marked assignment (KS2 and Secondary)
- be provided with the opportunity to have their performance assessed qualitatively
- where applicable have access to all criteria being used in the assessment
- not expect that every piece of work completed will be formally assessed

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- be given advance warning of any assessment for which preparation is necessary and be clear about the date of the assessment
- be aware that failure to meet set deadlines could result in reduced effort and achievement marks
- be given opportunities to assess themselves and also their peers' work at regular intervals
- ensure they are academically honest with regards to the work they produce and submit
- participate in the moderation and standardisation process
- actively participate in selecting evidence (e.g. samples of their work) that best demonstrate the intended learning outcomes. The process develops students' understanding of the desired outcomes and success criteria and is closely linked to developing and using the skills of self and peer assessment (KS2 and Secondary).

3.3. JAS Parents

Parents of students at JAS should:

- support all policies of JAS, particularly those that relate to learning
- participate in their student's learning and agree to any individual learning plans that have been set and work in partnership with the school
- support their student's adherence to set deadlines for work and support the use of Google Classroom in Secondary.
- help motivate their child(ren) and take an active interest in their child's development
- create a suitable home learning environment that is to the benefit of their child
- attend specific parents evenings, either face to face or digitally, throughout the academic year where there is an opportunity to discuss their child's current attainment and to agree future targets
- support student adherence to the rules governing academic honesty.

3.4. Other members of the school community

Pastoral tutors (Secondary) and Class Teachers (FS & Primary) at JAS should:

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- support an effective system that reviews progress throughout the academic year and sets new and clear targets for the future
- support students in the use of Google Classroom/Calendar and help individuals with strategies to aid their management of time and general organisation (Secondary)
- act on any student who is underachieving and may require monitoring and to equally identify any student who may be gifted and talented. (Liaise with appropriate Head of Year and Study Support in Secondary. Follow PEBBLE procedures/Pastoral Plan Procedure or receive Inclusion Team support in Primary - see Section 7).
- assess students' attainment across an academic year over which progress is being monitored and analysed via a learning review (Primary) or has been recorded and reported through reports (Secondary)
- set Target Review Days within the calendar are used for dialogue to take place (Secondary)
- reinforce the need for academic honesty.

4. IMPLEMENTATION OF THE POLICY / PROCEDURES

4.1. Whole School

Please refer to the below sub-sections.

4.2. Foundation

In our Foundation Stage, baseline assessment takes place in the first term. Students are tracked and monitored throughout the Foundation Stage in each area of learning and regular observations and assessments are carried out. Where students are not meeting the expectation, strategies and support are put into place within the classroom setting.

Please see Primary 4.3.1 - 4.3.9 for further information.

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4.3. Primary

We assess students formally each term in all core subjects in Year 1 to 6. We also use external standardised tests for English, Maths and Science to ensure our standards of attainment are benchmarked against independent, international standards. We administer the national assessments for England as per the national assessment schedule. These are normally taken at the end of Key Stage 1 (KS1) and KS2.

4.3.1. Planning for assessment

To guide our planning, we use the learning objectives from the National Curriculum for England and the Early Years Foundation Statutory Framework. In our planning, we set out the aims, objectives and give details of what is to be taught to each year group. In our school curriculum plan we also identify opportunities for assessment within each broad unit of work.

We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each student. We strive to ensure that all tasks set are appropriate to each student's ability and differentiate accordingly. Our lesson plans make clear the expected outcomes for each lesson.

Teachers ask well-phrased 'open' questions and analyse students' responses to find out what they know, understand and can do, and to reveal their misconceptions.

We make a note of those individual students who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson.

4.3.2. Target Setting

Target setting is done informally by giving verbal feedback, or written in books. Targets may also be set on Seesaw (Primary) in response to a submitted activity. In KS1 and KS2 targets are shared in Interim Reports in

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February and in the End of Year Report in July. The targets are curriculum based Key Performance Indicators (KPIs).

4.3.3. Recording

We recognise various methods of assessing a student's learning. The type of assessment that we make varies from subject to subject. We find it unnecessary to keep a formal record of all these assessments; we record only the information that affects future learning.

4.3.4. Teacher Assessment

We use our observations of the student's learning during our teaching sessions, work can be assessed and recorded on Seesaw and iSAMS. In the core subjects from Year 1 to Year 6 teachers assess against curriculum-based KPIs with judgements made to be 'working towards', 'working within' and 'working in depth', based on what they are on track to achieve by the end of the academic year. Teacher assessment is combined with summative assessments and along with the teacher's knowledge of the students, derives a teacher assessment in the core subjects at the end of the academic year. Summative assessment is only a small part of deriving the teacher assessment; formative assessment carries a far heavier weighting.

4.3.5. Reporting to parents

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.

In Terms 1 and 2, we offer parents the opportunity to meet their child's teacher. We discuss the student's progress with the parents and explain the next steps in order to move the student's learning forward. Students may receive feedback from their teacher via Seesaw (see Section 7, Seesaw Policy).

Students receive an Interim Report in Primary (Year 1 to Year 6) in February. In Term 3, an End of Year Report (FS1 to Year 6) is published based on the

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student's progress and achievements for the year and target areas are identified for the next school year.

4.3.6. Self-Assessment and Peer Assessment

All teaching staff involve students in peer and self-assessment to evaluate their own and each other's work and to identify the next steps; this is approached in a variety of ways and shared with staff through the assessment folder on the server.

4.3.7. Consistency

All Year Group Leaders study examples of students' work through monitoring students' books and moderation is carried out within their year group team. By doing this we ensure that we make consistent judgements about standards in the school. The Core Curriculum Leaders monitor planning and books on a regular basis to ensure continuity and consistency across the school.

4.3.8. Learning Reviews

Each year group uses termly assessment data to analyse and monitor results across the cohort, to ensure continuous and appropriate progress for all students. These learning reviews are shared with senior leaders and learning support staff to ensure comprehensive analysis of progress and accurate effective planning of next steps.

4.4. Secondary

Throughout the Secondary curriculum at JAS, assessment is an integral part of the learning process; its purpose has as much to do with providing information to the student and the teacher as with forming the basis for the award of grades/levels or a process of reporting. Consequently, learning at JAS should be well supported. Students should be aware of what they are trying to achieve in particular pieces of work, and through reflective marking, they can gain clear insight into what they have achieved and where they can improve. The school should know it is important that

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marking should have a positive impact on students' attitude, motivation and self-esteem, and that students have the opportunity to respond to assessment through reflection. The teachers should use their assessments to set work which is well matched to their students' capabilities. Students should be involved in the process of assessment, taking responsibility for their own learning, developing their ability to be self-critical, and setting targets for subsequent work. Feedback for assessments should be in line with the school's feedback policy and where appropriate, identify specific skills for students to improve. Assessment data will be analysed at the end of each term to monitor student performance and progress.

The Tools of Assessments:

The following methods of assessment have been identified as suitable for implementation within JAS. It is essential that they be seen as a package since they have been selected in order to provide a range of approaches. This allows students with different learning styles an opportunity to demonstrate progress and therefore provides a balanced view of each student.

4.4.1. End-of-Year Examination

- Held in a controlled environment under standard examination conditions in accordance with external examination procedures,
- Aimed at measuring student performance over the whole course taught to date,
- JAS teachers will generate JAS specific cover sheet to present clear instruction for the examination,
- Generate, where feasible, examinations from own material in alignment with relevant curriculum.

4.4.2. Unit Test

- A formalised, in-class and controlled activity where students have been given notice of at least three school days,
- There should be reasonable intervals between tests and where a topic is summatively assessed,

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- They should measure student performance on work that has been taught in previous weeks,
- Work should be limited to a defined unit of work that students are aware of as being a unit, although there may be several topics covered within the unit,
- The duration of the unit test will be prescribed by the subject leader.

4.4.3. Quiz

A formative piece of assessment on a small part of a unit, or through an informal class activity, given after the completion of a particular topic.

4.4.4. Lesson Review

- Short verbal or written questions to assess student understanding of a given lesson,
- All material reviewed should have been taught.

4.4.5. Investigation

- A piece of structured work not necessarily linked to specific course content,
- Problems are often 'open-ended' with students achieving results through investigative work.

4.4.6. Formal Essay

- An extended piece of independent student work,
- Can reflect a student generated title, a teacher-set title, be open or closed in nature and may have guiding questions,
- As students progress in age, this activity will move from descriptive to analytical or evaluative and increasingly have a formal structure dependent upon the subject area.

4.4.7. Research Project

- Involves both teacher guided and/or independent student work done both in class and/or as homework,

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- Requires appropriate referencing of research particularly when using the internet,
- The product may be in any defined medium: oral presentation, written work, video, computer presentation or appropriate combinations.

4.4.8. Journal Writing

- A continuous-assessment activity, which can be part of class work or homework,
- Criteria, guiding how student performance will be determined, should be made available prior to the beginning of the activity.

4.4.9. Field Work

Off-site data collection for analysis and interpretation.

4.4.10. Practical/Experimental Work

- Involves both teacher guided and/or independent work,
- This activity is usually in a lab or specialist room involving specialist equipment,
- Clear criteria, stating how student performance will be measured should be available prior to the activity.

4.4.11. Performance/Presentation

- Part of a continuous activity,
- Clear criteria, stating how student performance will be measured, should be available prior to the activity.

4.4.12. Group Work/Class Activities

- Part of a continuous activity or a part of other assessment tools,
- Individual student performance must be acknowledged as well as the group

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performance.

4.4.13. Course Work or Portfolio

- A collection of different activities done in class or as homework,
- Clearly defined criteria are required.

4.4.14. Homework

- Work done at home, although it may be begun in class, in a non-controlled environment,
- Should take the nature of set reading, set writing, reviewing work, revising work or consolidating work that has already been taught,
- May allow continued work on research projects or other projects,
- Should be set in accordance with the JAS Homework Policy.

4.4.15. Reporting

In Secondary, students will receive 2 interim and one full report per full academic year. In Years 11 and 13 students will receive one interim and one full report. (See Section 7. Secondary Reporting Policy)

4.4.16. Oral Reports at Parent/Teacher Evenings

Parent Teacher Evenings are held at certain points within the academic year although individual meetings may take place at any time with a teacher, by appointment, to discuss student performance and progress.

4.4.17. Internal Moderation

JAS recognises that internal moderation and standardisation improves assessment due to it being:

- systemic and structured, thus ensuring that individual teacher decisions are made with increased confidence

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- a reliable, valid and fair process whereby achievement decisions are defensible
- a means for generating dependable and recordable information that can be used for a variety of teaching, learning and reporting purposes
- a means for producing reliable and valid information when comparing cohort data with JAS historical information.

4.4.18. Engagement

Internal Moderation and Standardisation engages us in:

(a) Learning conversations:

- Teachers and students discuss their interpretations of success criteria using evidence,
- Teachers and students compare samples of work with exemplars,
- Teachers and students clarify current skills, knowledge and understanding, past improvements and future learning targets,
- Students receive dependable information for target setting.

(b) Teaching conversations:

- Teachers learn from each other so curriculum and pedagogical content knowledge improves,
- Professional learning needs can be identified when analysing the achievement data or through the moderation process,
- Classroom teaching and learning programmes can be adjusted to meet student learning needs,
- Individual and collective student achievement trends become clearer.

(c) Community conversations:

- Evidence of learning can be confidently shared,

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- Reliable information is used to make teaching and learning decisions, which helps when communicating with external professional agencies,
- Dependable information can be discussed with students and parents. Dependable achievement information influences strategic directions, including cross-phase curriculum and professional development planning.

4.4.19. Planning

Before the Standardisation Process, Subject Leaders are expected to consider the following:

- The role of a leader (either themselves or a member of their team) to oversee the standardisation process. This person could also be responsible for gathering samples of student work and guiding the group through discussions,
- Begin the standardisation process at the planning stage of the teaching unit, with all relevant teachers involved,
- Before teaching, provide an opportunity for all teachers to share their understandings, expectations and interpretations of criteria and how the criteria have been clarified for the task.

4.5. Sixth Form

Refer to Secondary

5. CONSEQUENCES

Malpractice in assessments will be dealt with in line with the school's behaviour policy.

6. CONTACT DETAILS AND LINES OF COMMUNICATION

Any assessment queries should be sent to the relevant reception, where the query will be reviewed and sent to the appropriate person in Foundation, Primary or Secondary.

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- FS & KS1 - KS1recep@jebelalishool.org
- KS2 - ks2recep@jebelalishool.org
- Secondary - secondaryacademic@jebelalishool.org

7. OTHER RELATED DOCUMENTS

- FS Seesaw Guidelines
- JAS Homework Policy
- Pebble/RoC Procedure
- Pastoral Procedure

8. APPENDICES

Not applicable

[End of Policy]