Assessment Policy
High Expectations by All for All

Introduction:

At Pristine Private School, we believe that accurate, regular and robust assessments are essential tools necessary for ensuring successful teaching and learning.

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their students' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

Principles of assessment are:
Assessment is at the heart of teaching and learning:
We ensure that assessment is central to classroom practice. Teachers will plan tasks, activities and questions which will help students demonstrate their knowledge, understanding and skills.

Assessment for learning focuses on how students learn:
We recognise that every student is unique and students learn in different ways. We help students become aware of how they learn as well as what they learn.

Assessment for learning is a key skill for all educators:
We ensure that all staff are skilled in assessing student's learning, identifying the next steps and helping the students to progress effectively.

Assessments are always sensitive, constructive and accurate:
We ensure that all assessments are accurate, meaningful and are used to inform teaching and learning. We ensure that students are suitably challenged to fulfil their full potential.

Assessments motivate learners:
We are aware of how students' confidence can be affected by comments on their work. We celebrate what each student can do, emphasising progress, achievement, effort and attitude.

Assessment for learning helps students understand their goals and the criteria by which they are assessed:
We use assessment to help students know how to improve and to reflect on their own learning. We work in partnership with parents and carers, sharing information about their child's progress and help them support their child's learning.

At Pristine Private School: The assessment procedure is strongly linked to the curriculum expectations and the UAE National Agenda Parameter. Assessments to monitor our progress towards the NAP:

The following phase specific assessments are conducted (TIMSS and PISA subject to respective years.)

Phase 1:
a) GL Reception Baseline FS 2
b) GL Progress Tests Series (English and Math) FS 2
c) Hodder Progress in Reading Assessment (PiRA) FS 2

Phase 2:
a) CAT 4 Year 2, 3 & 4
b) CAT 4 Year 5 & 6 (New Students)
c) TIMSS 2019 Year 5
d) GL Progress Test Series (English, Math) Year 1 to Year 6
e) GL Progress Test Series (Science) Year 3 to Year 6
f) GL New Group Reading Test Year 1 to Year 6

Phase 3:
a) CAT 4 Year 7 to Year 10 (New Students)
b) TIMSS 2019 Year 9
c) GL Progress Test Series (English, Math) Year 7 to Year 10
d) GL Progress Test Series (Science) Year 8 to Year 10
e) GL New Group Reading Test Year 7 to Year 10
f) CAIE – IGCSE
g) Cambridge Lower Secondary Checkpoint Year 9
h) OECD PBTS –" PISA -based Test for Schools" Year 10

Phase 4:
a) CAIE – AS and A Level
b) EmSAT – All AS/AL students who wish to continue higher education in institutions in the country.

At PPS Our Commitment to "High Expectations by All for All" is consistent.

It is essential that teachers and subject leaders know how well each student has progressed and that students understand how well they are doing and what they must learn to help them improve. We will draw on a wide range of evidence to provide a complete picture of what each student can achieve. We are committed to recognising the full range of achievements for all students.

In order to help students, achieve their best and have their efforts recognised we:

- ✓ Evaluate students' learning to identify learning needs of all students.
- ✓ Adjust plans to meet the needs of the students, differentiating objectives as appropriate.
- ✓ Ensure students are aware of the learning objectives and encourage them to evaluate their progress so that they understand the next steps they need to take.
- ✓ Set individual, challenging learning targets on a regular basis and discuss these with the students so that they are involved in the process.
- ✓ Regularly share these learning targets with parents to include them in supporting their child's learning.
- ✓ Encourage students to evaluate their own work against success criteria based upon specific, key learning objectives.
- ✓ Mark work so that it is constructive and informative in accordance with the marking policy.
- ✓ Incorporate both formative and summative assessment opportunities in medium and short- term planning.
- ✓ Assess all subjects and make relevant comments about students' progress, especially those working below or above the expected curriculum standards.
- ✓ Analyse and compare attainment data of Internal and External/ Benchmark assessments to make meaningful connections and impact planning.
- ✓ Share assessment data and information with the next teacher so students can be effectively tracked as they progress through the school.
- ✓ Ensure all Students of Determination have structured accommodations for assessments; these may be access arrangements, content and process adaptation and or modification.

At PPS both forms of assessment are used effectively to make accurate decisions to inform planning, intervention and challenge.

FORMATIVE is Assessment FOR Learning
Formative assessment is a continuous process and part of the teaching and learning cycle. Majority of the ongoing assessment is formative in nature, meant to inform planning and instruction. Some of the most common forms of formative assessment used are:
- ✓ Talking and listening to students
- ✓ Use of high-quality questioning skills by teachers
- ✓ Providing opportunities for paired talk
- ✓ Investigation and problem- solving tasks
- ✓ Presentations
- ✓ Providing verbal and written feedback on students' work and attitude to learning
- ✓ Progress checks and Rubrics
- ✓ Project Based Learning

SUMMATIVE is Assessment OF Learning

Summative assessment tasks are designed to give information on what students can do, know and understand at the end of a unit of work. Each unit of work in any subject has a summative assessment task(s) at the end of the unit, feedback on which is reported for parents to see. It also informs teachers of how well students have understood, retained learning and the progress they have made over a period of time. It informs long -term planning.

- ✓ End of unit assessments
- ✓ End of term assessments
- ✓ End of year assessments
- ✓ External Assessments
- ✓ Benchmarking Assessments

At PPS we aspire to cater to wide range of learning needs of Students of Determination

To accurately identify and support students with barriers to learning, we conduct diagnostic assessments using the Special Education Needs Assessment Toolkit (SENAT) to carry out further investigation and help plan classroom interventions. These assessments help to identify targets for (IEP) and to provide information to support decision-making within the SEN Code of Practice.

At PPS Students take responsibility of accelerating their progress through:

SELF ASSESSMENT
- ✓ Evaluating their own achievement against shared learning outcomes
- ✓ Identifying their own strengths and areas for improvement
- ✓ Use rubrics, progress checks and target setting statements
- ✓ Students' Personal Statements explaining their achievements and targets at PT Meetings

PEER ASSESSMENT
- ✓ Pair and Share opportunities
- ✓ Use success criteria guidelines to comment on a peer's work
- ✓ Reason and suggest next steps of improvement

At PPS Communicating with Parents about Learning and Assessment is methodical and meaningful:

- ✓ Parents are kept up to date with their children's progress during parent consultation evenings in January, March and June; where children's work, achievements and next steps are discussed. Students are invited to attend these meetings.
- ✓ Detailed Progress reports are issued in January and June.
- ✓ One to one meetings are organised with parents to discuss specific areas of concern to ensure effective home- school partnership accelerates the progress of

all students. Parents are also welcome to make an appointment with their child's teacher to discuss their progress at any other point in the school year.

✓ Progress meetings are also held for all students with SEND to review Individual Education Plan (IEP) Individual Learning Plan (ILP) and Behaviour Intervention Plan (BIP) in line with the curriculum accommodations to address barriers to learning.

✓ To assist parents in interpreting and analysing the CAT 4 reports focused sessions are held to enable them to actively contribute in their child's learning journey.

At PPS All Teachers use information from triangulation of assessment data analysis to identify:

✓ Teaching and learning Implications
✓ Learning Preferences
✓ Intervention Needs
✓ Opportunities for Challenge
✓ Future Targets
✓ Leading to Impact on short and long -term planning enabling more effective and accurate measure of progress.

At PPS All Subject leaders use information from assessment data analysis to;

✓ Identify difference in performance of internal, external and benchmark data
✓ Identify Trends in Attainment and Progress over Time
✓ Research and inspect evidence, to inform policies, practices, expectations, targets and teaching methods.
✓ Moderate assessments using a number of methods to provide consistent marking of all students' assessments. Clear mark schemes and rubrics are provided for all assessments, and meetings of assessors are held to clarify areas where there may be questions.
✓ Monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement to inform instructional efficiency and effectiveness.

At PPS All Senior Leadership members reflect on data analysis to:

✓ Use and analyse data through a triangulated process to ensure a clear picture of the attainment and progress of different cohorts and groups of students in order to drive standards.
✓ Senior Leaders ensure that data and management information systems are embedded to inform teaching and learning.
✓ Guide curriculum development
✓ Track progress of specific cohorts to ensure NAP targets are met.
✓ Present detailed analysis to the Governors.

At PPS Governors hold the SLT accountable for data analysis:

- ✓ Meeting National Agenda Registration Requirements
- ✓ Attainment Data demonstrates effective progress towards meeting the National Agenda Targets
- ✓ Accuracy of data analysis
- ✓ Timely reporting – Data Dialogue with Governors
- ✓ Analysis of targets met or otherwise
- ✓ Detailed Next Steps

Measuring Progress at PPS to inform next steps

In the Foundation Stage, robust internal assessment mechanisms and detailed organisation of student performance data informs the tri-monthly tracking of attainment. The thorough, detailed assessment and moderation of data enables all FS practitioners to be involved in evaluating the progress of every student. The progress trackers provide a comprehensive picture of every student's progress.

Learning Journeys

A Learning Journey folder is maintained for each child. It is a celebration of a child's learning and development and captures the significant steps and progress a child makes during their time in the Foundation Stage. It contains narrative and photographic observations of the child at play which are analysed to capture the complexity of a young child's learning. All observations are referenced to the EYFS Areas of Learning, guided by the *EYFS Development Matters Statements*. Learning Journeys may also contain samples of drawings, paintings and small group work samples. These observations inform the EYFS Profile at the end of the Foundation Stage.

Home Learning Journey

We work in partnership with parents as we understand the importance of parents being a part of the learning process. Parents maintain a Home Learning Journey for their child. It supports evaluation of development at home as reported by parents, based on photographs and anecdotal notes. This sets in place a secure system for working collaboratively with parents.

Progress Trackers

The progress trackers are summative assessments used to support an understanding of a child's progress through the development pathway. We assess children's progress by analysing observations. These judgements are linked to a thorough knowledge of the child, informed through a range of formative assessments.

- ✓ **FS-1 Progress Trackers**: All children are assessed against the *EYFS 30-50 months Development Matters statements*, stating whether they are BEGINNING, DEVELOPING or SECURE four times in the year- (On entry September, December, March, June).

✓ **FS-2 Progress Trackers**: All children are assessed against the *EYFS 40-60 months Development Matters statements*, stating whether they are BEGINNING, DEVELOPING or SECURE (December, March).

✓ **FS-2 EYFS Profile**: At the end of FS-2 all children are assessed against the *EYFS Profile Early Learning Goals,* stating whether they are EMERGING, EXPECTED or EXCEEDING.

Teaches employ the 'Look, Listen and Note' strategy to note the learning that the students demonstrate spontaneously, independently and consistently in a range of contexts. Observations recorded in Learning Journeys and on the **Achievement Trees** along with student work samples are used to evaluate progress in all areas of learning.

Key Stage 1 to 4

Teachers monitor students' progress by collecting comprehensive qualitative and quantitative data drawing on a wide range of evidences to form a complete picture of student's performance to inform teaching and learning, identifying the next steps and helping them to progress effectively. These evidences include work samples, observation, questioning, formative assessments, progress checks, presentations, project work, self and peer assessment, summative tests and exams. All assessments are aligned to curriculum standards and subject leaders support and monitor the marking and moderation of all assessments rigorously.

Progress in lessons: Teachers;

✓ **provide** constructive and accurate feedback emphasising progress, achievement, effort and attitude against success criteria/ rubrics for expected outcomes and set individual, challenging learning targets with the students enabling them to track their own progress.

✓ **use** a range of tools such as assessment for learning, self- assessment, peer assessment, student –teacher interaction, peer –peer interaction, questioning, students' responses, student work scrutiny and end of lesson/lessons progress check.

✓ **track** students' progress in relation to their individual starting points against appropriate learning objectives aligned with expected curriculum standards.

Progress Check

Year 6 Maths Term 2 Progress Check							
Unit 7: Decimals		Advanced	Exceeding	Secure +	Secure	Developing	Beginning
Associate a fraction with division and calculate decimal fraction equivalents							
Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places							
Multiply one-digit numbers with up to two decimal places by whole numbers							
Solve problems which require answers to be rounded to specified degrees of accuracy							
End of Unit Progress Measure							
Much Higher than Expected	Higher than Expected	Expected		Lower than Expected		Much Lower than Expected	
Unit 8: Percentages							
Compare and order fractions, including fractions > 1							
Multiply simple pairs of proper fractions, writing the answer in its simplest form							
Multiply one-digit numbers with up to two decimal places by whole numbers							
Solve problems which require answers to be rounded to specified degrees of accuracy							
Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts							
Solve problems involving calculation of percentages & use of percentages for comparison							
End of Unit Progress Measure							
Much Higher than Expected	Higher than Expected	Expected		Lower than Expected		Much Lower than Expected	

Teachers' professional judgements are at the heart of effective assessment, evaluation, and reporting of student achievement.

✓ Progress checks enable teachers to build a clear picture of each student's skills, knowledge and understanding of learning identifying the progress made by each learner in individual lessons or series of lessons. This information enables teachers to engage in dialogue with the learners to identify next steps of learning to set induvial learning targets

Progress Overtime: Teachers**;**

✓ **use** information from internal, and external assessment to track students' progress over a period of time in relation to individual starting points and the curriculum standards using formative, summative and standarised assessment.

✓ **create** learner profiles which are a combination of qualitative and quantitative data, and teaching and learning implications suggested in Progress Tests/ CAT 4/ SENAT Toolkit reports to plan differentiated learning opportunities, provide challenge and support to meet the needs of all groups of learners.

✓ **analyse** the information gathered from teacher judgment, observation and a range of assessment to quantify progress made by each student over a period of time defined against the curriculum standards.

✓ **reflect** and **evaluate** their teaching strategies to inform planning to differentiate/ accommodate and/or modify as required to cater to the individual needs of each learner.

Cambridge Assessment
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Student Name	Grade	Gender	Adv. Arabic / Arabic	Adv. Arabic/Arabic - Percentage (Mid Term)	Grade	Attainment Level	ArB 2.1 Understands simple and compound sentences (one sentence at a time) about basic personal	ArA/ArB 2.1 Points	ArB 2.2 Demonstrates a general understanding of narrative and descriptive paragraphs, such as the main idea	ArA/ArB 2.2 Points	ArB 2.3 Engages in conversations with appropriate level of fluency talking about usual topics and social situations.	ArA/ArB 2.3 Points
Ahmed Farooq Anjum	Year 6 - C	M	Arabic as an Additional Language	60	C	Secure	A	3	A	3	A	3
Ayan Ashar Butt	Year 6 - C	M	Arabic as an Additional Language	60	C	Secure	A	3	A	3	A	3
Daksh Sujith Menon	Year 6 - C	M	Arabic as an Additional Language	50	D	Developing	A	3	A	3	T	0
Diya Narsani	Year 6 - C	F	Arabic as an Additional Language	92	A*	Advanced	A	3	A	3	A	3
Elijah Dulay Navarro	Year 6 - C	M	Arabic as an Additional Language	81	A	Exceeding	A	3	A	3	A	3
Eman Salman Salman	Year 6 - C	F	Arabic as an Additional Language	70	B	Secure+	A	3	A	3	A	3
Fathima Manha Sulth	Year 6 - C	F	Arabic as an Additional Language	50	D	Developing	A	3	A	3	T	0
Fritz Miguel Campos E	Year 6 - C	M	Arabic as an Additional Language	61	C	Secure	A	3	A	3	A	3
Glorainne Tamidles L	Year 6 - C	F	Arabic as an Additional Language	50	D	Developing	A	3	A	3	T	0
Hadiya Ahsan	Year 6 - C	F	Arabic as an Additional Language	50	D	Developing	A	3	A	3	A	3
Hafsa Atif	Year 6 - C	F	Arabic as an Additional Language	94	A*	Advanced	A	3	A	3	T	0
Iman Kashif	Year 6 - C	F	Arabic as an Additional Language	48	E	Beginning	A	3	A	3	A	3
Inayah Nasir	Year 6 - C	F	Arabic as an Additional Language	80	A	Exceeding	A	3	A	3	A	3
Ismail Faisal	Year 6 - C	M	Arabic as an Additional Language	77	B	Secure+	A	3	A	3	A	3
John Kurt Roelli Agan	Year 6 - C	M	Arabic as an Additional Language	79	B	Secure+	A	3	A	3	A	3
Julia Klariz Togonon	Year 6 - C	F	Arabic as an Additional Language	60	C	Secure	A	3	A	3	A	3
Mohamed Jefran	Year 6 - C	M	Arabic as an Additional Language	70	B	Secure+	A	3	A	3	A	3
Muhammad Salman	Year 6 - C	M	Arabic as an Additional Language	70	B	Secure+	A	3	A	3	T	0
Muhammadh Abdul Q	Year 6 - C	M	Arabic as an Additional Language	52	D	Developing	A	3	A	3	T	0
Nabeeha Azhar	Year 6 - C	F	Arabic as an Additional Language	70	B	Secure+	A	3	A	3	A	3
Nalesh Chohan	Year 6 - C	M	Arabic as an Additional Language	50	D	Developing	A	3	A	3	T	0
Rameen Nadeem	Year 6 - C	F	Arabic as an Additional Language	70	B	Secure+	A	3	A	3	A	3

Tabs: **Adv. Arabic, Arabic** | AE, IE, VE | UAE Social Studies | English | Math | Science | (+)

Screenshot from the MIS

Each skill within a unit is reported as Attained, Developing and Target which is represented as a point.

Attained (A)	3 points
Developing (D)	2 points
Target (T)	0 point

This information is collated through an MIS to report students' making expected or better than expected progress.

Tracking Progress of Reading

In FS, reading age in English is effectively tracked for each student through termly (Spring and Summer) standardised PiRA Reception reading tests that reliably benchmark performance and track progress against national averages in reading.

In KS1 to KS4, Biannual New Group Reading Test evaluates reading through phonics, sentence completion and passage comprehension. NGRT outcomes enable teachers to track and monitor progress, identify pupils who need support and plan intervention.

Data is effectively used to evaluate, reflect and act upon the following:
- ✓ Students performance in reading and application of reading skills compared to his/her age or year group.
- ✓ Individual student's pattern of performance in particular cohort or ability group.
- ✓ The class or cohort's pattern of performance.
- ✓ Gender specific performance.
- ✓ Aspects of reading skills to focus upon to maximize progress.
- ✓ Strengths or successes of individual students, class or cohort.

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✓ Individual, class and cohort targets for next term or academic year.

✓ Impact of intervention on progress

The Kutubee Reading platform for Arabic Reading is our new initiative to track reading progress for native and non- native speakers of Arabic. Students are assigned reading tasks based on their starting points through teacher judgement. Reading is evaluated through the acquisition of vocabulary, comprehension and pronunciation.

Tracking Attainment with Ability

Subject leaders effectively measure the gap between ability and attainment to evaluate the progress of cohorts, different groups of learners within cohorts, and individual students against indicated ability. This measure of progress provides insight into the impact of challenge and support thus informing the next steps for planning of teaching and learning.

Post 16

Establishment of Starting Point:

It sets out the methodology for arriving at a starting point for all Post 16 students based on student's prior attainment at Key Stage 4. Using the PPS Progress Starting Point and Target Grades grid as shown below, a starting point is set and targets are estimated based on A-Level Performance System (Alps) calibration technique. These are shared with teachers, students and parents and are used as the baseline for measuring progress.

POST 16 Starting Point and Target Grade 2019-20			
IGCSE Grade	Post 16 Starting Point	AS Level Minimum Target Grade	A Level Minimum Target Grade
Mainly A & A*	A	a	A/A*
Mainly As	B	b	A
Mainly As few Bs	B	b	B
Mainly As & Bs	C	b/c	B
Mainly Bs & few As	C	c	B/C
Just over all Bs	C	c/d	B/C
Mainly Bs few Cs	D	c/d	C
Mainly Cs few Bs	D	d	C
Mainly Cs	D	d	C/D
D/Es with 4 Cs	D	d/e	C/D
Mainly 2/3 Cs	E	d/e	C/D

* *The Minimum Target Grade set is further moderated with reference to individual student's CAT4 Indicated Grade and Teacher Judgement to arrive at a Predicted Grade for each student.*

Progress in Lessons

Progress during the comprehensive 2-year program is measured in lessons to provide appropriate challenge and support and implement appropriate intervention strategies (AIM Program). This informative process results in arriving at a teacher validated predicted grade for each student.

The progress category for each student is arrived at by referring to the overall progress made during the year in comparison with the CAT4 indicated grade, predicted grade and/or the target set.

Progress Category Key:

Progress Category	Explanation
Higher Than Expected	Attainment matches or is higher than the targets set as per PPS Progress Target Grades.
Expected	Attainment matches the CAT4 indicated grade and/or teacher predicted grade.
Lower Than Expected	Attainment lower than the CAT4 indicated grade and teacher predicted grade.

Measuring Attainment at PPS
Early Years Foundation Stage

A variety of assessment methods are used to support an understanding of children's development as they move through their unique development pathway. Robust observation, with next step procedures, links all areas of learning and clearly identify starting points and progress children have made. This is used as a basis for future planning. Children are regularly provided with opportunities to revisit next steps and progress is documented.

✓ The EYFS Profile is a summative assessment of each child's achievement at the end of the Foundation Stage.

Key Stage 1 to 4						
PPS Attainment Level	Advanced	Exceeding	Secure+	Secure	Developing	Below Curriculum Standards
Grade	A*	A	B	C	D	U
Percentage	90 - 100	80 – 89	70 – 79	60-69	50- 59	Below 50

Key Stage 1 to 4

In all subject areas assessments are conducted on a continuous basis as the teaching and learning progresses. Attainment is tracked using the following curriculum standards.

Each Level of Attainment correlates to a set of skills based on the Curriculum Expectations
*End of Term Attainment Grade is combination of 40% from Continuous Assessments and 60% from the Exam.

Post- 16

In all subject areas assessments are conducted on a continuous basis as the teaching and learning progresses. Progress and Attainment is tracked using the following CAIE curriculum standards.

Post 16-AS Level						
PPS Attainment Level	Advanced		Secure		Developing	Below Curriculum Standards
Grade	A		B	C	D	E	U
Marks	75-100		65-74	55-64	45-54	40-44	Below 40
Post 16 -A Level						
PPS Attainment Level	Advanced		Secure		Developing	Below Curriculum Standards
Grade	A*	A	B	C	D	E	U
Marks	80-100	75-79	65-74	55-64	45-54	40-44	Below 40

Policy Details	Assessment Policy
Version Date	October 2019