

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.

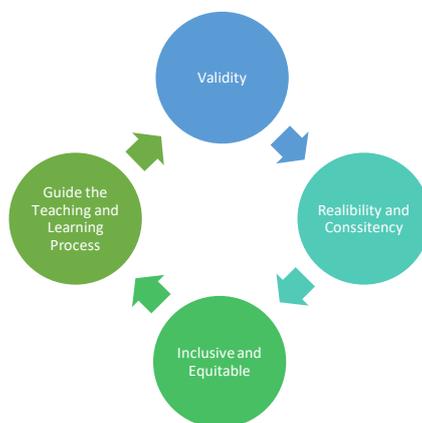
All assessment practices at PPS are underpinned by the following principles:

Assessments are Valid: Validity ensures that assessment tasks and associated criteria effectively measure student attainment of the intended learning outcomes at the appropriate level. We ensure that students are suitably challenged to fulfil their full potential.

Assessments are Reliable and Consistent: Reliability and Consistency in the assessment process for writing, marking, grading and moderation of assessments are maintained by all stakeholders.

Assessments are Inclusive and Equitable: Inclusive and Equitable assessment ensures that tasks and procedures do not disadvantage any group or individuals. Curriculum Modification and Access Arrangements are skilfully planned to meet the needs of specific students.

Assessments Support the Teaching and Learning Process: Assessment information is used effectively to ensure students have embedded the taught content and can use it with greater depth and that teachers can plan clear next steps of learning, ensuring adequate progress against starting points.



Assessment Structure:

A combination of the following assessment contributes to the assessment structure at PPS:

Assessment FOR Learning should –

- ✓ Inform teaching practice, highlighting areas for targeted teaching
- ✓ Provide students an opportunity to reflect on the feedback and set goals for achievement in the curriculum.
- ✓ Identify the need for curriculum and pedagogical review.

Assessment OF Learning should –

- ✓ Determine what students know and establish the progress made by students at the given level in the curriculum.
- ✓ Identity and place the students on a progress continuum in the curriculum with the relevant level or grade indicators.
- ✓ Inform the reporting process.

Assessment AS Learning should –

- ✓ Enable students to reflect on their learning and set goal for themselves.
- ✓ Provide opportunities for students to engage in self and peer assessments

Assessment FOR Learning - FORMATIVE

Assessment designed to identify the learning needs of students. Formative assessments become part of the learning process itself.

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

Assessment OF Learning - SUMMATIVE

Assessment designed to determine the level of achievement of a student, generally at the end of a course of study.

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. It informs long-term planning.

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

Assessment AS Learning

Students take responsibility for accelerating their progress through effectively deploying *Assessment AS Learning strategies*:

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' 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

Assessment Communicationsand Reporting

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 meeting is organised with parents to discuss specific areas of concern to ensure effective home-school partnership accelerates the progress of all students. Parents are also welcomed 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 assessment information to inform teaching and learning:

- ✓ Monitor each student's progress and support an effective formative assessment strategy in lessons through:
 - Knowing what students already know so that they can build on this
 - Using real-time assessments
 - Unpick student's misconceptions
 - Check learning within (as well as at the end of) lessons
 - Provide effective qualitative feedback to move learning forwards
- ✓ Incorporate both formative and summative assessment opportunities in medium and short-term planning, generally with a rule of 4:1.
- ✓ Write Summative Assessments using a range of approaches that enable students to demonstrate their acquired knowledge and skills from the taught content.
- ✓ 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 that all members of a faculty understand and commonly apply.
- ✓ Provide a wide range of learning opportunities and styles of learning, including ICT opportunities. Teach students how to set their own individual targets and raise achievement levels.

At PPS All Subject leaders

- ✓ Monitor planning to ensure effective opportunities for formative assessments are well structured in the lessons leading to deeper learning deploying a range of tools including technology.
- ✓ Identify and address teachers' misconceptions about formative assessment as they arise at department insets and observe formative assessment practices during routine visits to classrooms.
- ✓ 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.
- ✓ Moderate assessments using several 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.
- ✓ Analyse and triangulate data from all data points to make strategic and reflective decisions about curriculum mapping, teaching, and learning including intervention and challenge. The conclusions drawn leads to the actions defined in the action plan.
- ✓ Research and inspect evidence, to inform policies, practices, expectations, targets, and pedagogical review.

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 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

Attainment

Attainment is defined and understood as a point-in time measure that evaluates how well students perform against a given standard. Measure of attainment compares every child to a standardised expectation for his or her age level, regardless of individual starting points.

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.

Progress Trackers

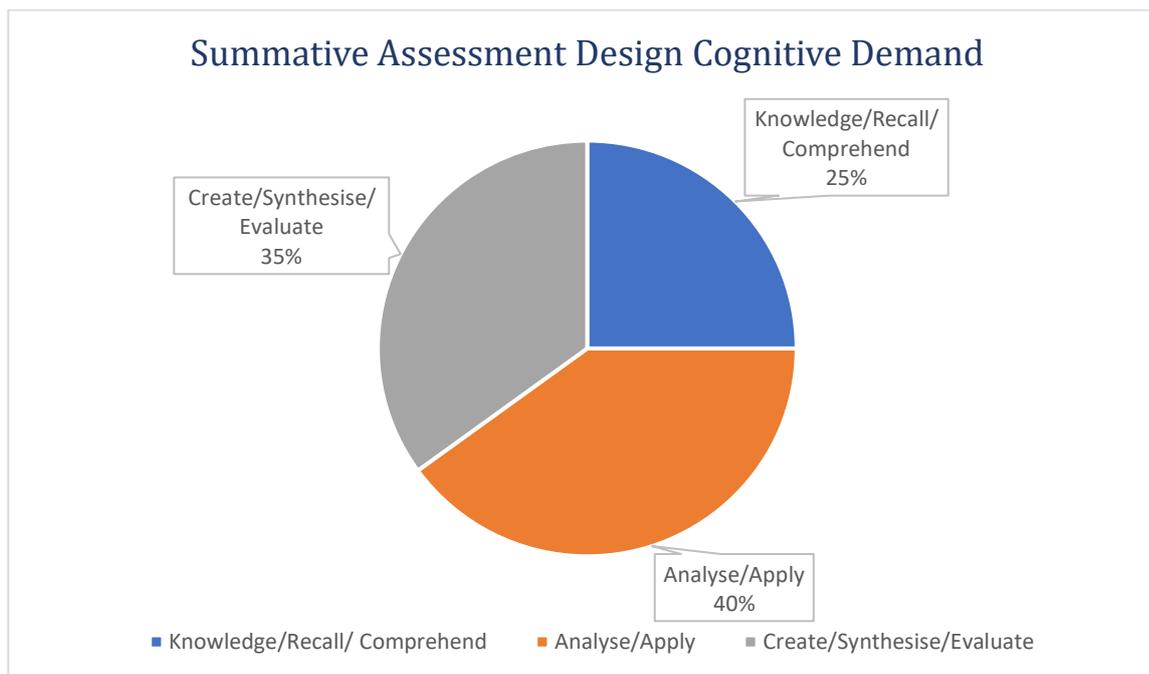
The progress trackers are summative assessments used to support an understanding of a child's progress through the development pathway. We assess children's progress by analysing observations. These judgements are linked to a thorough knowledge of the child, informed through a range of formative assessments.

- ✓ 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.

Key Stage 1 to 5

Attainment is measured by assessments against the standards set out in the curriculum at the end of each key stage.

Attainment for students is measured through planned summative assessments by teachers in a term and the termly examinations. These assessments are used to quantify achievement and to provide data for selection.



Designing assessments covering the full scope of skills, knowledge and understanding from the taught curriculum; accurately aligned to grade-appropriate curriculum standards, rigorous and balanced to provide all students with a suitable challenge ensures validity.

To ensure the reliability of summative assessments, a range of tools are used sufficiently to allow for skills, knowledge and understanding to be thoroughly tested, and administered under exam conditions. They are marked and moderated using accurate standardised marking schemes or rubrics. The following three steps further enhance the reliability of data outcomes enabling teachers at PPS to arrive at dependable and evidence – based decisions.

- ✓ **Collaboration** - all summative assessments and mark schemes are created through collaborative dialogue amongst all respective subject/year team members.
- ✓ **Calibration** – At the start of the marking process, calibration occurs between teachers within a subject/year level after they have each assessed 3 pieces of work of different levels to confirm all marking is in line with the marking scheme.
- ✓ **Confirmatory review:** Subject leader moderates randomly selected marked scripts to confirm if teachers have marked according to the mark schemes and previously agreed on judgements. Discussion is needed where the moderator cannot find the evidence to sustain the marker’s judgement.

Assessments Conducted

Phase	Standardised / External Assessments List and Schedule	Internal Exams Schedule
Foundation Stage	GL PT Series (English and Mathematics) May/ June	
Key Stage 1	GL PT Series (English and Mathematics) May/ June GL NGRT (New Group Reading Test) October, February, and May	Non-Exam Route for all subjects
Key Stage 2	GL PT Series (English Mathematics and Science) May/ June GL NGRT (New Group Reading Test) October, February, and May ACER IBT Arabic A and Arabic B Y4, Y5 and Y6 – November TIMSS and PIRLS Year 5 as Applicable CAT 4 – Each Student every 2 Years	December and June *Humanities, Computing, MfL, Art& Design and PE are non-exam route subjects at Y3 and Y4.
Key Stage 3	GL PT Series (English Mathematics and Science) May/ June GL NGRT (New Group Reading Test) October, February, and May ACER IBT Arabic A and Arabic B Y7 to Y10 – November CAIE Checkpoint Year 9 TIMSS Year 9 As Applicable PISA All 15-Year-Olds as Applicable CAT 4 Each Student every 2 Years	December and June *Art and PE are non-exam route.
Key Stage 4	Year 10: GL PT Series (English Mathematics and Science) May/ June GL NGRT (New Group Reading Test) October, February, and May ACER IBT Arabic A and Arabic B – November CAT 4 PISA All 15-Year-Olds as Applicable Year 11: CAIE IGCSE Exams CAT 4 Each Student every 2 Years	December and June *PE is non-exam route December and March
Key Stage 5	CEM ALIS (October) CAT 4 CAIE AS/ A Level Exams EmSAT – All AS/AL students who wish to continue higher education in institutions in the country.	December and March *PE is non-exam route

Assessment Grading:

The following grading criteria is used to track student attainment and report to all stakeholders.

PPS Attainment Level <i>Each Level of Attainment correlates to a set of skills based on the Curriculum Expectations</i>	Percentage	Grade	Key Stage	Curriculum Standard
Advanced	90 -100	A*	1 to 4	Above Curriculum Standard
Exceeding	80 -89	A	1 to 4	
Secure+	70-79	B	1 to 4	
Secure	60-69	C	1 to 4	
Developing	50-59	D	1 to 4	At Curriculum Standard
Beginning	40- 49	E	1 and 2	
Below Curriculum Standards	49 and below	U	3 and 4	

PPS Attainment Level <i>Each Level of Attainment correlates to a set of skills based on the Curriculum Expectations</i>	Percentage	Grade	Key Stage 5	Curriculum Standard
Advanced	80 -100	A*	Y13	Above Curriculum Standard
Advanced	75-79	A	Y13	
Advanced	75-100	A	Y12	
Secure	65-74	B	Y13/Y12	
	55-64	C	Y13/Y12	At Curriculum Standard
Developing	45-54	D	Y13/Y12	
	40-44	E	Y13/Y12	
Below Curriculum Standards	39 and below	U	Y13/Y12	

Grade Award

Key Stage	The Process
KS 1	<p>Students are assessed through continuous summative assessments to arrive at a Teacher Judgement for the Grade Attained at the end of each Term.</p> <p style="text-align: center;"><i>Final Year Grade is awarded is arrived at by calculating the average of the continuous assessment grades.</i></p>
KS 2	<p>Continuous Summative Assessments contributes to 40% towards the Grade award. End of Term Exams contributes 60% to the Grade Award at the end of each Term.</p> <p style="text-align: center;"><i>Final Year Grade is awarded by calculating the 40% of Continuous Summative Assessment and 60% Final Term Exams</i></p>
KS 3	<p>Continuous Summative Assessments contributes to 40% towards the Grade award End of Term Exams contributes 60% to the Grade Award at the end of each Term.</p> <p style="text-align: center;"><i>Final Year Grade is awarded by calculating the average of Term 1 and 2</i></p>
KS 4	<p>*Y10 Continuous Summative Assessments contributes to 40% towards the Grade award End of Term Exams contributes 60% to the Grade Award at the end of each Term.</p> <p style="text-align: center;"><i>Final Year Grade is awarded by calculating the average of Term 1 and 2</i></p> <p>*Y11 Continuous Summative Assessments contributes to 25% towards the Grade award End of Term Mock Exams contributes 75% to the Grade Award at the end of each Term.</p> <p style="text-align: center;"><i>External IGCSE Exam Results are the Final Results.</i></p> <p>BTEC Qualifications are assessed 100% on internal assignments according to syllabus specifications.</p>
KS 5	<p>Continuous Summative Assessments contributes to 25% towards the Grade award</p>

	<p>End of Term Mock Exams contributes 75% to the Grade Award at the end of each Term <i>External AS/AL Exam Results are the Final Results.</i></p> <p>BTEC Qualifications are assessed 100% on internal assignments according to syllabus specifications</p>
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Progress

Progress: This refers to how well students have progressed in their learning from their starting point.

- ✓ Progress against learning objectives/Curriculum Standards - changes in students' knowledge, skills, understanding and ability measured against a learning objective / curriculum standard over a period of time (such as a lesson/unit of work, term, year or phase of schooling)
- ✓ Progress from starting point – changes in students' knowledge, skills, understanding, and ability measured against a starting point
- ✓ Expected progress against curriculum standards – it is considered that the students made expected progress if over the given period students at least retain their level of achievement, defined by the given curriculum standard, or improved it.

Progress in lessons:

Teachers;

- ✓ **Set** individual and challenging learning targets against clearly defined curriculum objectives 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.
- ✓ **provide** constructive and accurate feedback emphasizing 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.
- ✓ **track** students' progress in relation to their individual starting points against appropriate learning objectives aligned with expected curriculum standards.

Progress Overtime:

Teachers;

- ✓ **use** information from internal, and external assessment to track students' progress over a period in relation to individual starting points and the curriculum standards using formative, summative and standardised assessment.
- ✓ **create** learner profiles on iSAMS 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.

Tracking Progress Exam Classes

Starting Points for Key Stage 4 and Post 16 Students are established by taking into consideration the previous academic year's assessment results and the CAT4 indicated grades (if challenged grades). Teachers carefully study this data and in dialogue with their subject leaders, arrive at a suitable starting point for each student. This is considered the minimum expected grade (MEG).

At Post 16, starting points are set using the CEM ALIS data and CAT 4 indicated grades. Intake profiles are generated for the subjects. Subject leaders and teachers use the chances graphs alongside the starting point and with their professional judgement consider factors such as previous performance in the subject and individual student's attitude to work. Based on the above, a reasonable target grade (MEG) is set. Target setting discussions with students allows them to aim for realistic and challenging targets.

A student would be seen to be making expected progress should they achieve their MEG. Importantly, it is expected that all PPS students aspire to excellence and the MEG is the grade upon which to build further. A student who continually improves beyond the average rate of progress will see their grades rise. Individual MEGs will be reviewed after the mock exams for the IGCSE and Post 16 students, based upon a range of assessment data to ensure that they are appropriate for each student. Subsequent MEG adjustment is considered following careful deliberation of evidence, context and current attainment of the individual, teacher, and subject leader feedback.

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.
- ✓ Individual, class and cohort targets for next term or academic year.
- ✓ Impact of intervention on progress

The Arabic Reading platform 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.

Policy Details: Assessment Policy	
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