

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:

1. 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.
2. 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.
3. 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 skillfully planned to meet the needs of specific students.
4. Use of Assessment information Influences the Teaching and Learning Process: Assessment information is used highly skillfully 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 rapid progress against starting points to meet the learning needs of all students.

Assessment Structure:

A combination of the following assessments 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.
- Identify 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. The 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 is 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 and 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 by 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 Communications and 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 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 assessment information to inform teaching and learning:

- Monitor each student's progress and support an effective formative assessment strategy in lessons through:
- Use a range of real-time assessments to unpick student's misconceptions and check learning within (as well as at the end of) lessons to optimise progress and move learning forward against the higher order objectives.
- Teachers make data-driven decisions to plan and deliver personalised, and adaptive lessons. Extension and challenge tasks further engage the more and exceptionally able students and support learning.
- Teachers build in depth and support the positive learning struggle in lessons to ensure rapid progress. Small group teaching to ensure all learners meet expectations.
- Provide highly effective qualitative feedback to move learning forward ensuring students make rapid progress. Fix it-move up' feedback is evident during the lesson to challenge misconceptions at origin and facilitate rapid progress.
- 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.

At PPS All Subject leaders

- Monitor planning to ensure effective opportunities for formative assessments are well structured in the lessons leading to deeper learning and 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 lead 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. A measure of attainment compares every child to a standardised expectation for his or her age level, regardless of individual starting points.

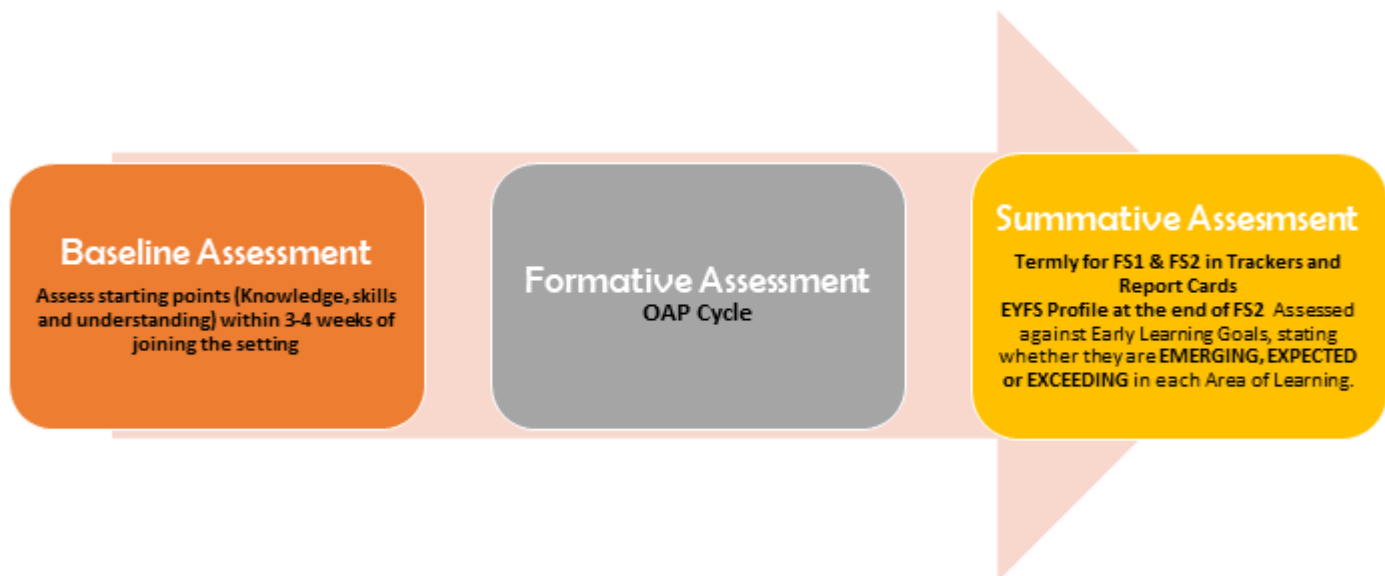
Early Years Foundation Stage

Effective practice at Pristine Early Years begins with observation, tuning into each child and building relationships. Professionally informed knowledge of child development then supports understanding children's interests, development and learning, leading to impactful planning for next steps.

When and how is assessment done?

Observational assessment is made possible through quality interactions whilst the children are engaged in play-based learning. Throughout the year, EYPs collect, track, and collate observational evidence of learning (planned and In the Moment assessment in the form of anecdotal notes, photographic and video evidence) and report on this information in the child's Learning Journey recorded on the Seesaw App, Progress Trackers, Termly Report Cards and the EYFS Profile.

Tracking Learning, Progress & Achievement



Baseline Assessments- Within 3-4 weeks of the children joining the setting. Starting points are observed and recorded in Progress Trackers for all children at the beginning of the year in line with the Development Matters (non-statutory guidance which outlines milestones within each area of learning in the EYFS).

2.Formative Assessment - Ongoing observations of the children are conducted throughout the year. OAP cycle describes what is frequently called assessment for learning, or formative assessment. These assessments inform teachers planning and specific interventions for individual children and will be used as evidence for our summative assessments.

3.Summative Data- EYPs are responsible for completing summative assessments for each child in their class in all areas of learning which will support end of term data. Progress tracker is summative assessments recording tool used to support an understanding of a child's progress through the development pathway.

FS-1 Progress Trackers: All children are assessed termly against the EYFS 3-4 Years Development Matters statements, stating whether they are BEGINNING, DEVELOPING or SECURE in each Area of Learning, four times in the year- (On entry September, December, March, June).

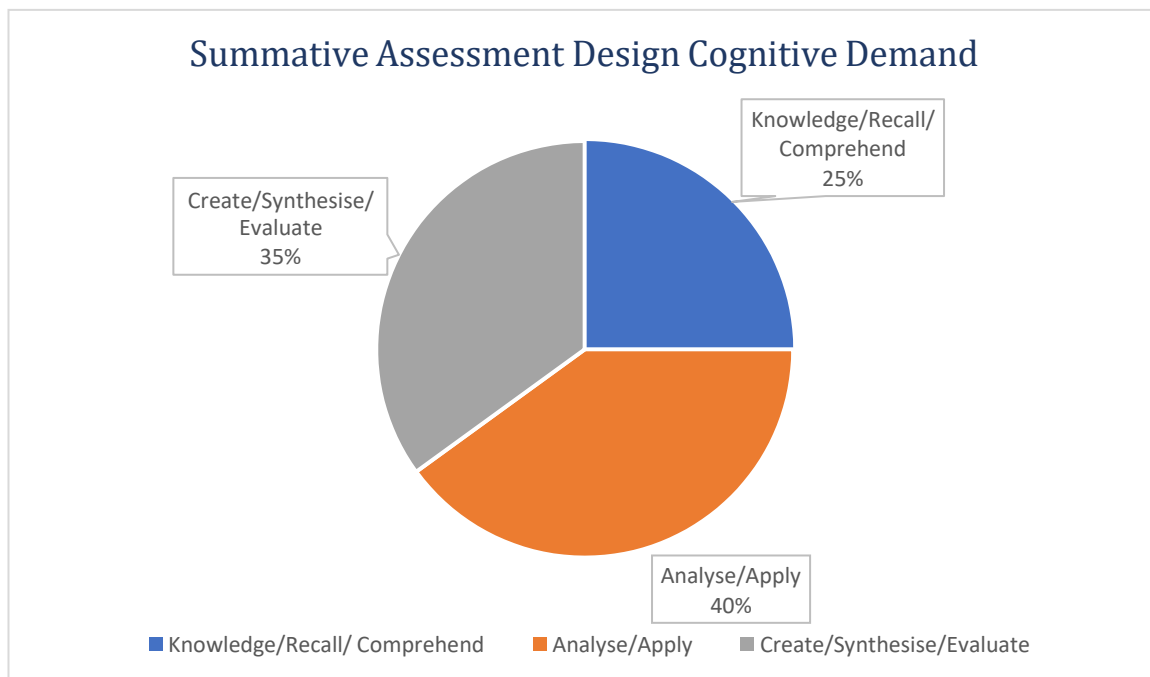
FS-2 Progress Trackers: All children are assessed termly against the EYFS Reception Development Matters statements, stating whether they are BEGINNING, DEVELOPING or SECURE in each Area of Learning (On entry September, December, March).

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 in each Area of Learning.

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 Y3 ,Y4, Y5 and Y6 – November TIMSS and PIRLS Year 5 as Applicable CAT 4 – Each Student every 2 Years	*December and June Y3 Non-Exam Route for all Subjects *History, Geography, MfL Art & Design and PE are non-exam route subjects at Y4 to Y6
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 / Pearson GCSE Edexcel Exams CAT 4 Each Student every 2 Years	December and June *PE is non-exam route December and March *PE is non-exam route
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

An Inclusive approach to Assessment

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children and young people's additional learning needs and any requirements for support and intervention.

These include:

- SENAT Screening tests
- Non-verbal reasoning assessments
- Assessments carried out by external agencies in support of the child
- Literacy and numeracy standardised assessments
- Reporting to parents

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	At Curriculum Standard
Developing	50-59	D	1 to 4	
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	At Curriculum Standard
	55-64	C	Y13/Y12	
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><i>Final Year Grade is awarded is arrived at by calculating the average of the summative assessment grades.</i></p>
KS 2	<p>Students are assessed through summative assessments to arrive at a Teacher Judgement for the Grade Attained at the end of each Term.</p> <p><i>Final Year Grade is awarded by calculating the 40% of Continuous Summative Assessment and 60% Final Term Exams</i></p>
KS 3	<p>Year 7 to 9 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><i>Final Year Grade is awarded by calculating the 40% of Continuous Summative Assessment and 60% Final Term Exams</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><i>Final Year Grade is awarded by calculating the 40% of Continuous Summative Assessment and 60% Final Term Exams</i></p> <p>*Y11 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><i>External IGCSE/GCSE 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>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><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>

Progress

- 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 the 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.
- Better than Expected progress against curriculum standards – it is considered that the students made better expected progress if over the given period students at least move up their level of achievement, defined by the given curriculum standard.

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 baseline, 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 assessments 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 personalise/ 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 allow 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 KS1 to KS4, the New Group Reading Test, NGRT, is used thrice a year to evaluating students' reading and comprehension skills, including phonics where necessary. The test is made up of two parts: sentence completion (which measures decoding with some element of comprehension); and passage comprehension (which measures a range of comprehension skills of increasing difficulty).

NGRT outcomes enable teachers to compare decoding skills and sentence completion against passage comprehension, helping to identify, for example, competent decoders with less proficient comprehension skills.

Teachers use the Standard Age Scores to introduce extra challenges or interventions to address any gaps before they impact performance. This information is used in planning curriculum content at the right levels and helps identify those with barriers to accessing the curriculum.

Data is effectively used to evaluate, reflect, and act upon to improve literacy across the school by:

- Identifying students who have a mismatch between their reading and comprehension skills
- Identifying which students may need additional testing or diagnosis for specific literacy difficulties
- Tracking and measuring progress year-on-year or within a school year
- Supporting personalised learning by setting targets and interventions
- Assess/measure the impact of intervention on progress

The Arabic Reading platform I READ ARABIC and I START ARABIC 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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