

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 should focus 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 should be a key skill for all educators:

We ensure that all staff are skilled in assessing student's learning, identifying the next steps and helping to move the students on.

Assessment should always be 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 in order to fulfil their full potential.

Assessment should 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:

External:

Phase 1:

- a) Reception Baseline (FS2) and Baseline Progress Assessments
- b) Progress in Reading Assessment- Reception Tests (PiRA)

Phase 2:

- a) Curriculum based Standardized Assessments- GL Progress Tests
- b) Progress in Reading Assessment (PiRA)
- c) CAT 4- Year 5

Phase 3:

- a) Curriculum based Standardized Assessments- GL Progress Tests Year 7 and 8
- b) Cambridge Secondary 1 Checkpoints —Year 9
- c) CIE – IGCSE
- d) CAT 4 Year - 7, 9 and 11

Phase 4:

- a) CIE – AS and A Level

National:

- a) TIMSS Year 5 and 9
- b) PIRLS Year 5
- c) OECD “PISA- Based tests for Schools” Year 11
- d) PISA (15 Year olds in Year 9, 10 and 11)

International Benchmarking:

- a) Benchmark Assessment ACER IBT Years 4 to 11

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 will:

- ✓ 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 objective 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.

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. 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
- Research based integrated projects

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 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 December 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.
- ✓ IEP progress meetings are also held for all students with SEND.

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

- ✓ Teaching Implications
- ✓ Learning Preferences
- ✓ Intervention Needs
- ✓ Opportunities for Challenge
- ✓ Future Targets
- ✓ Impact short and long term planning
- ✓ Measure progress

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

- ✓ Difference in performance of internal, external and benchmark data
- ✓ Trends in Attainment and Progress over Time
- ✓ Research and inspect evidence, to inform policies, practices, expectations, targets and teaching methods.

- ✓ 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.

✓

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 and fully operational and informing Teaching and Learning.
- ✓ 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 in terms of data analysis:

- ✓ Meeting National Agenda Registration Requirements
- ✓ Attainment Data demonstrates effective progress towards meeting the National Agenda Targets
- ✓ Accuracy of data analysis
- ✓ Timely reporting – November, March and August
- ✓ Analysis of targets met or otherwise
- ✓ Detailed Next Steps

Phase Specific Assessment

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.

Type of Assessment	Who is Assessed?	When?
GL Baseline Assessment Reception on Entry	Reception on Entry FS 2	September
GL Baseline Progress Assessment	FS 2	May/June
PiRA- Reception Tests	FS 2	March and June

Key Stage 1 to 3

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 curriculum standards.

PPS Attainment Level	Exceeding		Secure +	Secure	Emerging	Beginning
Grade	A*	A	B	C	D	E
Percentage	90-100	80-89	70-79	60-69	50-59	Below 50

Each Level of Attainment correlates to a set of skills based on the Curriculum Expectations.

Type of Assessment	Who is Assessed?	When?
Progress in Reading Assessment (PiRA)	Year 1 to Year 6	November, March and June
Progress Test in English, Math and Science	Year 1 to Year 8 *Year 1 and 2 PTE and PTM	May/June
*End of Term Exams	Year 4 to Year 9	December and June
Cambridge Secondary Checkpoint	Year 9	April
ACER IBT	Year 4 to Year 9	November
CAT 4	Year 5,7and 9	September
TIMSS	Year 5 and 9	2019
PIRLS	Year 5	2021

****End of Term Attainment Grade and Level is combination of 40% from Continuous Assessments and 60% from the Exam.***

Key Stage 4 and 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 CIE curriculum standards.

IGCSE							
Grade	A*	A	B	C	D	U	
Marks	90-100	80-89	70-79	60-69	50-59	Below 50	
AS Level							
Grade		A	B	C	D	E	U
Marks		75-100	65-74	55-64	45-54	40-44	Below 40
A Level							
Grade	A*	A	B	C	D	E	U
Marks	80-100	75-79	65-74	55-64	45-54	40-44	Below 40

Type of Assessment	Who is Assessed?	When?
ACER IBT	Year 10 and 11	November
*End of Term Exams	Year 10	December and June
Mock 1	Year 11, 12 and 13	December
Mock 2	Year 11,12 and 13	March
IGCSE CIE	Year 11	May - June
AS Level CIE	Year 12	May - June
A Level CIE	Year 13	May - June
OECD PISA based Tests	Year 11	As announced
PISA	All 15 year olds in Year 9,10 and 11	2018

****End of Term Attainment Grade is combination of 40% from Continuous Assessments and 60% from the Exam.***

Policy Details	Assessment Policy
Version Date	August 2016