

## Assessment and Reporting Policy

*Vision: Grow - Flourish - Achieve*

*Mission: Growing Flourishing Achievers through innovative and sustainable learning environment that fosters academic excellence with holistic development.*

**Last Amendment:** June 2024  
**Policy Review Date:** June 2025

### Introduction

At GEMS Founders School Masdar City, we believe that assessment and the recording of the data are a crucial and integral part of the teaching and learning process. We ensure that learning objectives are clearly identified in our short-term plans and that students are made aware of the learning objective and success criteria during each lesson. We give our students regular verbal feedback so that they understand what it is that they need to do to improve. We give regular feedback to parents so that teachers, students and parents are all working together to raise standards for all our students.

Quality assessment involves a range of practices as both formative and summative. The most effective is formative assessment that consists of assessment for learning and assessment as learning. Assessment of learning is summative. It consists the teacher's professional judgment about a student's attainment based on work in books and how the student generally performs in class. Formative assessment is an ongoing part of the everyday running of the classroom. Summative assessment takes place at the end of a unit or term and is a more formal test result. Test data will be recorded September/October (baseline/CAT4); December; March and June. Student progress is assessed continuously throughout the year (formative and summative).

### Aims and Objectives

Through our assessment policy, we aim to:

- Celebrate learning / Measure progress
- Provide teachers with information to direct the next steps in learning
- Enable students to demonstrate what they know, understand and can do
- Help students understand what they need to do next to improve their work
- Ensure continuity and progression
- Enable teachers to plan the curriculum and develop a variety of teaching and learning strategies
- Provide information for parents to enable them to support their child's learning
- Provide the Principal and members of the Executive team and school governors with information that allows them to make judgments about the effectiveness of the school
- Raise the awareness of expectations of students, teachers and parents in an effort to achieve the highest possible standards for each child

### Moderating Student Progress

We monitor student progress across the school by moderating a collection of students' work from all subjects. The work is moderated during staff meetings with samples retained by subject leaders in their subject file noting achievements and areas of development for all groups of students.

We use this process to enable us to:

1. Monitor student progress across the school
2. Share and compare successful planning and teaching strategies
3. Have a shared understanding of the yearly objectives and end of Key Stage descriptors for age related expectations

### **Assessing Students' Achievement**

All lessons have clear learning objectives. All set tasks should be appropriate for each student's level of ability. We share the focus of the lesson with the students and ensure that they understand what they have to do to make progress in the lesson. Throughout the lesson and especially during the lesson plenaries, we assess achievement matched to the learning intention and give appropriate feedback to the students. All teachers track the progress of students to ensure they are meeting curriculum expectations. This information is used to inform future planning.

Evidence of ongoing assessment can be found in:

1. Individual teacher trackers
2. Students' books
3. Student Profiles (FS1/2)
4. Test results
5. Projects
6. Internal Assessments
7. Digital learning platforms

### **Formative and Summative Assessment**

We believe that formative assessment raises standards and summative assessment provides data for comparison and measuring progress. We believe that for assessment to be formative, students must be given the opportunity to respond to the feedback given.

#### **Formative Assessment**

Formative assessment can occur through:

1. Regular low-stakes targeted skills checks.
2. Sharing and measuring progress against learning objectives.
3. Involving students in self-evaluation against learning objectives e.g. traffic lights in Maths
4. Focusing oral and written feedback around the learning objectives
5. Appropriate questioning
6. Marking work with next steps where appropriate
7. Listening to readers and giving advice on strategies
8. In (FS1/2) EYFS, observing children engaged in independent and self-directed activities and using this to guide children to develop their understanding.

#### **Summative Assessments**

Nationally standardised summative assessments include:

- ★ CAT 4 assessments from Years 8
- ★ NGRT Tests from Years 3-8
- ★ GL Progress tests in English, Maths and Science. Years 3-8.
- ★ End of unit/progress checks include: Maths, English, Science (in Primary), All subjects (Secondary), Arabic.

★ Mid-term and end of year assessments in all the MOE subjects.

**The following are part of the ADEK mandated National Agenda requirements and are taken from this document (English (ADEK.gov.ae)).**

Standardised Assessment	Description	Years Involved	Timeline
CAT 4	Cognitive Ability Test	Year 3, 5, 7 and 9 (and all new pupils)	September (or within the first month of joining the school)
GL Progress Tests (PTE, PTM, PTS)	GL Progress Test for English, mathematics and science	Years 3 – 8	May-June
GL NGRT	New Group Reading Test from GL	Years 3 - 8	Twice in an academic year
GL PASS	Pupil Attitudes to Self and School from GL	Year 3 upwards	Twice in an academic year
PISA	Programme for International Pupil Assessment	Selection of 15 year olds (Years 10 and 11- when applicable)	May (every four years)
PIRLS	Progress in International Reading Literacy Study	Year 5	Every five years
TIMSS	Trends in International Mathematics and Science Study	Selection of Year 5 and Year 9 (when applicable)	May (every four years)
ABT	Arabic	Year 4 – 8	Twice in an academic year

#### **Data Analysis and Curricular Adaptation:**

GFA ensures that data taken from national and international benchmarking tests (GLPT, TIMSS, PISA, PIRLS, NGRT) helps inform curriculum adaptation in order to close any gaps in pupil knowledge and/or skills.

#### **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. Parents are able to meet the class teacher every Tuesday to discuss their child's performance. We also hold termly parent/teacher meetings to discuss reports with targets for future learning. We

communicate with parents on a continuous basis regarding the progress of their children.

Parents are invited to attend formal meetings to discuss progress and targets with the class teacher. Termly reports are shared with parents at Academic Review days.

We feel it is vital to report a child's 'Attitude to Learning'; this is a good indication of future success and can also be an alert to parents to prompt further discussion with the class teacher about their child's approach to their learning.

The final report outlines a student's effort and achievement in the core and foundation subjects of the National Curriculum as well as the mandatory MOE subjects.

**Monitoring and review**

This policy will be reviewed and updated annually or as needed. Within school, the Senior Leadership team will report regularly to the Principal and LAB members concerning the effectiveness of the policy.



Signed ..... Date 10/06/24  
Principal/CEO

Next policy review date: 10 May 2025