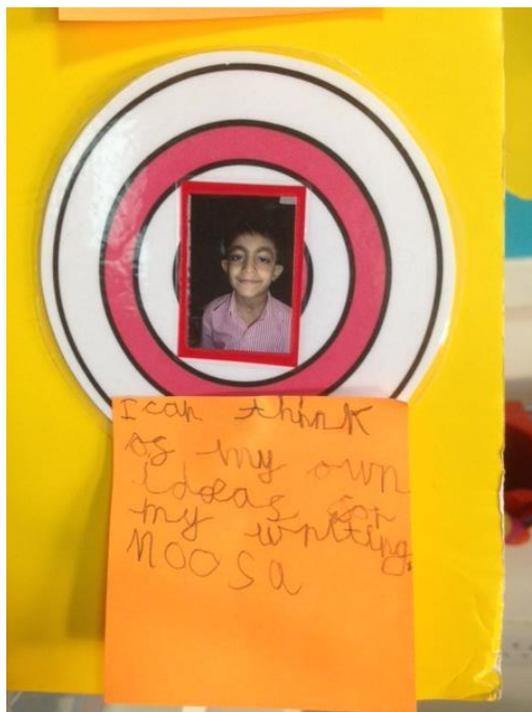




Home of Irresistible Learning

## Dubai English Speaking School

# Assessment and Reporting Policy



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<b>Approved by:</b>	C. Dando	<b>Next Review:</b>	September 2019

## Statement of Intent

The DESS Assessment Policy ensures that assessment is an integral part of learning and teaching and it is used effectively to inform all stakeholders. The policy ensures that a consistent, rigorous and meaningful assessment and reporting process is adhered to across the school.

## Aims

We strive to provide an assessment system that is effective and efficient; one which informs all stakeholders with the information they need to ensure the children at DESS gain outstanding learning experiences. We aim to nurture teachers who are experts in their roles as assessors, parents who are well informed and children who are actively engaged in their personalised learning experience.

## Assessment and Reporting System

At Dubai English Speaking School we believe assessment is about learning and we track the progress and attainment of this in 3 ways:

Formative Assessment: This is a continuous process used to inform progression through the learning journey. The outcomes of this are sometimes noted down, but it is not an expectation that it is. Teachers make personalised notes on planning documents to record this in a way that supports their teaching. This mode of assessment is carried out through planning and observations, marking and questioning as well as self and peer-assessment techniques.

In-School Summative Assessment: This is used to identify consolidated knowledge at the end of a period of learning and is used to inform unit planning, targets and is tracked on the tracking attainment and progress sheets. It can be carried out via observation, questioning, marking or unit tests.

External Summative Assessment: These are external, standardised, approved tests which are used to inform teachers, subject leaders and senior leaders. Senior leaders use this information to compare the school locally, nationally and internationally.

We use the following external assessments to assess our (English language) core subjects:

- GL Progress Test Maths (Y1-6)
- GL Progress Test English (Y1-6)
- GL Progress Test in Science (Y3-6)
- GL CAT4 (Year 4,5)
- Rising Stars for Science (Y1-6)
- EYFS Baseline and ELG)
- TIMSS (Year 4) 4 yearly
- PIRLS (Year 4) 5 yearly

Arabic, Islamic and our Foundation subjects are assessed using in-school teacher assessment trackers. These track the attainment and progress as dictated by the subject and our DESS+ curriculum.

## Information/Data, tracking and monitoring

At DESS we value the information provided by all our assessment systems. We employ a full time data manager. Data is analysed at every level and used to provide intervention:

- To identify year, group, class and individual needs
- To set personalised and group targets
- To inform subject leaders of whole school subject attainment
- To inform SLT of school strengths and areas for development
- To inform parents of individual needs
- To inform learning support and Child Development Plans

Data analysis is carried out by teachers, phase leader, subject leaders and SLT on a termly basis.

Data triangulation using the PT series, CAT 4, PASS and Teacher assessment is used to adapt teaching and create pupil profiles for learning.

### **Reporting Assessment Information**

Parents have 4 opportunities for formal feedback throughout the year: 2 parent/teacher interviews, 2 formal reports. Sample reports can be found in the appendices.

#### **List of Appendices:**

- Assessment and reporting timeline
- Writing assessment guidelines and tracker examples
- Maths assessment guidelines and tracker examples
- Science assessment guidelines and tracker examples
- Feedback policy
- Sample reports (mid-year and EOY)
- Data analysis timeline
- KS2 triangulation profile

#### **Parents are formally informed about:**

- Next steps in learning including MEP and Social studies (ongoing)
- CAT 4 results (at parent evening)
- PT series stanines (in report)
- PASS (at parent evening)
- Teacher Assessment (at parent evening and in report)
- TIMSS results (in newsletter and displays around school)

#### **Staff work towards the schools aims for assessment by:**

##### **The Governing Body**

- Ensures funding is in place
- Supports the school with its approach to assessment
- Monitors and track attainment and progress annually
- Familiarises themselves with the assessment and reporting systems used

##### **The Headteacher**

- Ensures resources are available to support the policy
- Appoints an assessment leader
- Allows time and funding for training and resourcing assessment

### **Assessment Leader**

- Leads the teachers on assessment
- Provides/arranges training where needed
- Provides assessment information and data to SLT and governors
- Communicates assessment aims and processes with parents
- Leads subject leaders, parents, teachers and children to fulfil their assessing and reporting responsibilities
- Ensures the National Agenda is adhered to within the policy
- Liaises with external assessment agencies
- Monitors and develop assessment to ensure the system is rigorous and informative
- Ensures reporting is effective and monitor
- Leads the school to assessing without NC levels

### **Subject Leaders**

- Have ownership of assessment within their subject areas
- Track attainment and progress across the school
- Support teachers and children with assessment processes; both formative and in school summative.
- Support teachers with marking and feedback and monitor this within their subject
- Lead on moderation of assessment within their subject area
- Keep accurate documentation as evidence of assessment, moderation and data analysis in their subject area
- Present on assessment within their subject to SLT, governors and inspectors
- Support the Assessment Leader and Teachers to ensure assessment systems accurately match the curriculum
- Provide training to staff on assessment systems where needed.

### **Teachers**

- Use assessment to inform learning and teaching
- Use assessment to feedback to parents, children and the school
- Carry out effective in-class AFL and use it to inform planning
- Set targets for children to ensure next steps
- Analyse data for individuals, groups, classes, year groups and phases where appropriate to track progress and attainment and identify trends
- Use assessment data to implement provision
- Report on assessment attainment and progress to parents and SLT
- Ensure assessment procedures as defined by the school area carried out accurately and in-line with the assessment timeline
- Present meaningful, accurate information on assessment
- Engage children in the assessment process
- Use a variety of assessment methods during lessons to allow all children to demonstrate their knowledge and skills
- Develop their own practice of AFL
- Keep accurate records of assessments as outlined in the policy and appendices as provided by subject leaders

### **Parents**

- Attend parent evenings and engage with formal reports
- Support children with achieving their targets
- Support children with the home learning
- Seek advice from teachers where needed

### **Children**

- Respond to feedback from teachers and parents
- Engage with target setting and work hard to achieve these
- Have high expectations of themselves
- Have an awareness of their progress
- Engage in learning and take responsibility for independent learning

### **Monitoring of this policy**

The Senior Leadership Team and Subject leader will monitor the application and effectiveness of this policy. It will be regularly reviewed and updated as a working document.