

Nurture ~ Believe ~ Discover ~ Achieve

Safa Vision

At SCS we aim to enable our learners to have success for today and to be prepared for tomorrow.

نحن في مدرسة الصفا كوميونيتي نسعى الى تأهيل طلابنا للنجاح اليوم وتحضيرهم لمواجهة المستقبل

Secondary Assessment Policy 2023-2024

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Safa Community School

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1. Rationale

Student's attainment and progress is closely monitored at Safa Community School in order to provide the best possible opportunities and highest levels of support for all children. All assessment activities aim to ensure that learners are able to make better than expected progress in their learning whilst taking into account the needs of individual children.

2. Aim of Assessment at SCS

- Provide baseline information for all students
- Identify specific strengths and areas for improvement for all of our students for all of their subjects
- Assist with target setting
- Monitor the academic performance of students as they move through the school
- Develop the use of assessment as a tool in students' learning
- Encourage students' to become more independent learners through their ability to use peer and self-assessment
- Ensure all departments are consistent and measuring assessment outcomes in line with curriculum expectations
- Data and assessment information is used to inform teachers' planning so that it responds to the needs of the students

3. Aim of the new National Curriculum 2014

Following the announcement, by the Department for Education, of the removal of levels for the attainment and progress of children (2013) and the relaxation of restrictions on centrally led reporting requirements (Department for Education and Gibb, 2015 and Ofsted, 2015), schools have now been given the opportunity to conduct more '*assessment of the right kind*', to offer task specific, personalised feedback and to become '*Assessment Professionals*' by creating an assessment system that supports the learning of the individual children in their school. (Tim Oates, Chair of the expert panel for NC review).

Ofsted has stated the following:

- Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.
- Ofsted does not expect performance - and pupil-tracking data to be presented in a particular format. Such data should be provided to inspectors in the format that the

school would ordinarily use to track and monitor the progress of pupils in that school (Ofsted inspections – clarification for schools, March 2015, No. 140169)

4. SCS Alignment with the UAE National Agenda Parameter

KHDA introduced the UAE National Agenda Parameter in 2015-16 as a method for measuring and monitoring Dubai's private schools' improvement towards achieving their individual National Agenda targets. All schools are required to use the parameter as an internal and external benchmarking assessment on an annual basis (other than TIMSS and PISA), and use it to monitor progress in meeting their targets. In general, it is advisable to test students' cognitive development every two to three years.

The UAE National Agenda requirements for the Academic Year 2022 -23 include three mandatory components including a measure of cognitive ability, a measure of attainment and progress (English Language, Arabic Language (A and B), Science and Mathematics) and reading literacy. To ensure the most effective preparation for TIMSS and PISA tests and for consistency of data analysis, the UAE National Agenda Parameter covers Years 7 to 10.

5. Assessment at Safa Community School

Assessment is the opportunity for students to demonstrate knowledge, skills and abilities. Therefore, any opportunity that students have to demonstrate their learning is used as an assessment, whereby a students' level of understanding can be judged. Classroom assessment is central to the teaching and learning process. It must therefore be collaborative in nature. At SCS, assessment is an interactive process where teachers identify strengths and challenges and can adapt their work to meet the individual needs of students.

Assessment is the process through which all stakeholders (students, teachers, parents and the board of directors) are able to make judgments that allow them to monitor progress and evaluate learning experiences. This allows them to improve planning, diagnose difficulty, identify progression and assist with the personalisation of learning.

Two key strands of assessment are used throughout the Secondary Phase at SCS:

Summative assessment - often referred to as assessment of learning. This covers those assessment events that aim to provide information about how much a student has actually learned at the end of a particular cycle or unit of work. End-of-year exams are summative assessments.

Formative assessment - often referred to as assessment for learning (AfL). It is often viewed as more of a natural part of the teaching and learning process. It can include strategies such as

observations, having students read out loud, questioning in class, as well as the use of different digital platforms. Formative assessment is at the heart of effective teaching.

6. Key Stage 3 (KS3) Target Setting

The skills and knowledge which students require for success at A Level and life beyond school begins in KS3. As such, SCS ensures that the assessment, curriculum and reporting system is focused on the key skills and knowledge that students are developing, rather than giving a numerical level at KS3.

At KS3 student targets are linked to the curriculum expectations of each subject. Students receive a **Minimum Expected Target Grade** ('Meeting Expectations') at the beginning of each year in Key Stage 3 (KS3). Using the KS3 CAT4 outcomes, all students have a 'projected target' that they should be aiming for during each academic year, based upon their CAT4 'if challenged' outcomes. Staff will use the 'projected target' as a guide to see how students are progressing across the academic year in line with curriculum expectations.

At each reporting cycle, students will be awarded one of the following grades for each subject, in relation to their current working grade linked to the subject's curriculum expectations: Working Towards Expectations, Meeting Expectations, Above Expectations, Well Above Expectations.

7. Key Stage 4 (KS4) & Key Stage 5 (KS5) Target Setting

Students receive a GCSE Target Grade (9-1) or BTEC Target Grade (Pass-Distinction*) for all core options subjects (English, Maths, Science) and their chosen option pathway at the start of Key Stage 4, based upon the CAT4 'if challenged' outcome.

At each reporting cycle, students will be awarded a GCSE grade, 9-1, or BTEC grade, Pass-Distinction*, based upon their current working grade in each subject linked to the GCSE assessment objectives.

Students receive an A-Level Target Grade (A*-E) or BTEC Target Grade (Pass-Distinction) at the start of Key Stage 5. This is based upon the combination of CAT4 and ALPS to set student target grades. Targets may be adjusted at Key Stage 5 based upon AS Examination results sat in Year 12.

At each reporting cycle, students will be awarded an A-Level grade, A*-E, or BTEC grade, Pass-Distinction*, based upon their current working grade in each subject linked to the A-Level assessment objectives.

8. Record Keeping

Effective record-keeping is ongoing, cumulative, accessible, informative, easy to interpret and evidence based. It is accessible to line-managers upon request. Teachers at SCS will use the iTrack platform and their own internal markbooks for record keeping and reporting.

Departmental records are the responsibility of individual teachers and departments. They must follow the following principles:

- Enable departments to be aware of students' progress
- Enable HODs to identify patterns and trends of individuals and groups
- For use in formative assessment and to assist with future planning
- To be able to pass on information to other staff, parents and the student
- To assist with target setting

9. Reporting

The school provides regular updates to parents on the progress of students. Within the first half-term of the academic year, all parents will receive an Attitude to learning (Settling In) grade for their child. As part of the settling in process at the start of the academic year, Year 11 and Year 13 students also receive a 'Settling In Working Grade'. This takes into consideration how students have settled back into the second year of their courses, focusing on their current academic performance, in line with the course expectations.

There then follows three grade cards and one full report per year for Year 7-13. Mock exam results are also communicated to parents through a mock results day and statements of results. The grade cards contains the following information:

- Target Grade (TG)
- Current Working Grade (CWG)
- Progress Indicator (PI)
- Attitude to Learning Grade (AtL)

All reports are sent to parents via the school's internal portal, using the key information that has been inputted into iTrack. This is to make the reports more personalised and a point of contact within the school to discuss student attainment and progress across the academic year.

9.1. Current Working Grade

The attainment grade given in each reporting cycle (Assessment Point 1-3) is based upon a range of student work that has been taken into account by subject teachers in order to provide a reflective and holistic grade. The evidence considered at each reporting cycle will be a cumulative outcome from the start of the academic year to the given reporting point. e.g. the grade given in the Term 2 reporting cycle will consider a range of evidence from the start of the academic year up until the point of reporting in Term 2.

Each department will have agreed pieces of evidence to support and inform the attainment grade for Term 1, Term 2 and Term 3. The number of pieces of evidence used by each department to inform their grading will vary based on the amount of contact time they have with students. Assessments will not be conducted simply for reporting purposes and the attainment grade on student reports will not be the result of a single piece of assessed work. Teachers' professional judgement will be used to holistically assign an attainment grade in line with the curriculum expectations (KS3) or GCSE/A-Level specifications (KS4-5) for each subject.

It is also important to state that student performance is not a linear process; it is absolutely normal to see grades fluctuate at each reporting cycle, based on the range of content taught and the application of knowledge and skills across the curriculum. Should grades change significantly, the school will make contact with parents to ensure the necessary support is provided to students to get them back on track.

9.2 Progress Indicator

The **Progress Indicator (PI)** is an assessment of how students are performing at each reporting cycle in relation to their **Target Grade (TG)**. The table below provides a summary of the progress grading system.

Table - Progress Grading

Progress Grade	Description
Working Towards Expected	Student is working 1 or more grades lower than their Target Grade

Expected Progress	Student is working at their current Target Grade
Above Expected Progress	Student is working 1 grade above their Target Grade
Exceptional Progress	Student is working 2 or more grades above their Target Grade

9.3 Attitude to Learning Grade

Students receive an **Attitude to Learning Grade from 1-4** for each subject. This grade is an indication of their current level of focus, application, effort and behaviour in lessons, in line with each subject's curriculum expectations and school's behavioural expectations. Students receive a '**Settling In AtL**' in the first half-term, focused on how they have started the new academic year, and an '**AtL**' at each Assessment Point. The table provides a description of each of the AtL grades.

Table - Attitude to Learning Grade Descriptors

AtL Grade	Description
1	Outstanding focus, application and effort in subject, going above and beyond the expected curriculum expectations, with exemplary behaviour
2	Very Good focus, application and effort in subject, sometimes going above and beyond the expected curriculum expectations and always meeting behaviour standards
3	Satisfactory focus, application and effort, meeting some of the expected curriculum expectations, alongside inconsistent behaviour standards
4	Unsatisfactory focus, application and effort, failing to meet the expected curriculum expectations and behaviour standards

10. Inclusion

Safa Community is an inclusive school and we ensure we meet the needs of all students through the triangulation of data and high quality learning and teaching. Class teachers are responsible and accountable for the progress and development of all students in their class and all additional support is deployed effectively. Where a child is not making the expected progress the class teacher will work alongside the *Inclusion Leader*, parents and external agencies (where appropriate) to plan tailored support. We follow the 'Assess, Plan, Do, Review' cycle to ensure

all children are monitored closely and make progress. We use Individual Learning plans, where appropriate, which are reviewed with the child and parents termly. Nadine Hutchinson, Inclusion Leader, is available to provide advice to staff and families. We also maintain a list of focus children who we monitor closely. We do not label any child by so-called 'ability'.

11. Responsibilities and Roles

The Assistant Principal overseeing Secondary Assessment will work in conjunction with the Head of Secondary, Deputy Headteachers, Heads of Key Stages, Heads of Department and Heads of Year to ensure assessment is timely, robust and meaningful.

Key responsibilities of this role are:

- To organise and lead CPD opportunities on the implementation of the assessment policy and practice throughout the school
- To review data for the whole of secondary and analyse data at a student, cohort and whole school level
- To analyse and interpret relevant national, local and school assessment data, plus research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods.
- To assist the Head of Secondary in monitoring and evaluating how the school assessment data compares to comparator schools
- To assist the Head of Secondary in reviewing, implementing and drafting the School Development Plan
- To monitor student progress regularly and implement intervention strategies
- To assist the Head of Secondary in providing short, medium and long term plans for the development and resourcing of individual, cohort and whole school level