**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

Primary Assessment Policy 2024 - 2026

**Assessment Policy 2024 - 2026**

**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. Aims:

- To enable our learners to demonstrate what they know, understand and what they can do in their work

- To allow teaching teams to plan work that accurately reflects the needs of each child
- To help our learners understand what next steps they need to take improve their work
- To report regular information to parents that enables them to support their child's learning
- To contribute towards accountability data

## 3. Aims 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 UAE, UK National and International Standards

The KHDA introduced the UAE National Agenda Parameter in 2015-16 to measure and monitor Dubai's private schools' improvement towards achieving their individual National Agenda targets. All schools are required to use the parameter as an international and external benchmarking assessment on an annual basis (other than TIMSS, PIRLS and PISA) and monitor progress in meeting their targets.

The UAE National Agenda requirements for the Academic Year 2024 -25 include three mandatory components (Year 4-6): a measure of cognitive ability (CAT4), a measure of attainment and progress (English Language, Arabic Language (A and B), Science and Mathematics), and reading literacy (NGRT).

External benchmark assessments are used to enable school leaders to monitor the performance of student cohorts. Results of these assessments are used to measure how students are performing in comparison to UK and international benchmark standards.

In the Foundation Stage, through data analysis, comparisons to the UK benchmarks for GLD (Good Level of Development) at the end of FS2 (equivalent to UK Reception). Each child's level of development is assessed against 17 early learning goals (ELGs) across all seven areas of learning across the EYFS. All children in Year 1 complete the National Curriculum Phonics screening check. This is designed to confirm whether pupils have learnt phonic decoding to an appropriate standard against UK benchmarks.


### 5. Assessment at Safa Community School

Staff at Safa Community School have worked together to develop an assessment system that takes into account the criteria of the new National Curriculum, whilst providing a greater focus on mastery. Assessment takes into account children's strengths as well as areas where they need support. It consists mainly of formative strategies and a range recording methods, as detailed below. A triangulation of data is used in order to reach teacher judgments at 3 points of the year.


### 6. Foundation Stage Learning Journeys

Seesaw is used as a formative assessment tool in EYFS, in order to track and monitor through observations of the children in all areas of the Early Years curriculum. Parents have access to their child's Seesaw journal which provides an insight into each child's progress and learning journey. Summative data is collected 3 times a year and entered into our data tracking system, iTrack. This information is based on three categories - emerging, developing or secure within the

appropriate *'Age and Stage'* band for each individual child which is inline with the new Early Years Foundations Stage Curriculum.

**7.   Year 1 Phonics Check**

All children in Year 1 will participate in a National Curriculum Phonics screening check. This is designed to confirm whether pupils have learnt phonic decoding to an appropriate standard against UK benchmarks. It will identify pupils who need extra help to improve their decoding skills. The check consists of 20 real words and 20 pseudo-words that a pupil reads aloud to the teacher. This assessment will be administered by the Year 1 teacher.

**8.   Feedback and Assessment**

We aim to provide valuable feedback to children through marking so that they have specific advice about improvements to their work. Children are given Directed Independent Reflection Time (DIRT) to read and review their work following marking and reflect regularly on their learning. Children are encouraged to self and peer assess their work and to identify next steps in their learning. See separate Feedback Policy for more information.

**9.   Formative Assessment**

We believe that all children should be given the opportunity to achieve mastery in the curriculum objectives we have designed for our school (based on the National Curriculum 2014). **Formative assessment** - often referred to as assessment for learning (AfL) -  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, and the use of different digital platforms. Formative assessment is at the heart of effective teaching.

Solo Taxonomy is used with the primary phase as a formative assessment tool. SOLO, which stands for the **S**tructure of the **O**bserved **L**earning **O**utcome, is a means of classifying learning outcomes in terms of their complexity. This enables us to assess students' work in terms of its quality rather than quantity.

- It allows students to self assess their learning.
- Helps to identify each level of attainment within each lesson.
- Helps to structure the lesson, through progressive Success Criteria so that the lesson gets progressively more challenging.
- Gives all students the opportunity to progress quickly and reach the mastery level.

**Century Tech**

Century Tech is used in KS2 as a formative assessment tool. This is a platform that provides short lessons (nuggets) on all of the National Curriculum objectives, as well as short assessments. This AI tool is used to create a personalised pathway for individual students based on their strengths and developmental areas. Analytics are provided for individual students, classes, demographics groups and year groups in order to extend, challenge and move learning forward. This tool supports the identification of curriculum modifications and targeted interventions. Diagnostics are regularly completed at the start of each unit in order to measure progress and each student's individual starting point.

### 10. Summative Assessment

**10.1 Moderation Grids:**
Teachers complete moderation grids for core subjects by inputting the children assessment results against a scale that is inline with the school's six point scale. The teachers then make a moderated teacher judgement using a triangulation of evidence for maths, reading, writing, science and Moral, Social and Cultural Studies (MSCS).

**10.2 iTrack:**
iTrack is used as a summative assessment tool to collect data at 3 different entry points: baseline, mid-year and end of Term 3.

After using the moderation grids the teachers then enter their moderated judgement for each subject against our six point scale which changes depending on the assessment point of the year. See below:
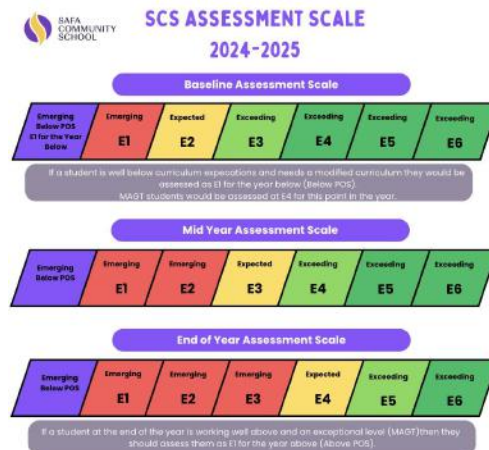
The data is then analysed at all levels, from individual students, demographics groups, year groups and phases against our 6 point scale, which is categorised as Emerging, Expected and Exceeding for the point of year the children are being assessed. This information is then used to inform planning, curriculum modifications and interventions. Pupil progress meetings are conducted as part of the performance management cycle on a termly basis.

Within Safa Community School we report assessments to *governors* at the end of every term.

**10.3 Pupil Engagement**

Our approach is to ensure that our pupils are able to articulate what they were 'learning' and not just what they were 'doing'. Effective and purposeful feedback allows students to recognise their successes, as well as move learning forward. Students are encouraged to complete regular peer and self assessment, in order to understand their own achievements and articulate their own progress, as well as areas for development. Purple polish is embedded to provide students with the opportunity to assess and uplevel their learning via instant and live feedback, in order to demonstrate progress within each lesson.

**10.4 Parental Engagement & Support**

Parents get a deep insight into their students' academic strengths and areas of development through access to online tools such as Seesaw, where they can track their child's learning journey. Parents have access to their child's formative assessment tools such as Century Tech where a parent log in provides access to their child's scores and areas of strength, development and areas where they can be challenged further.

Student books are sent home on a termly basis in order for students to be able to celebrate and share their learning journey with their families. Books are also accessible during parent teacher meetings where progress is discussed across all subjects.

Parents are provided with assessment webinars throughout the academic year which explain how we assess our students here at SCS. This provides information of how data is used to inform planning and targeted interventions.

## 11. Parental Engagement/Parent Teacher Meetings

Parents have three 'planned' for parent teacher meetings where they meet to discuss their child's progress and attainment. However, due to SCS open door policies, meetings can be arranged at any time throughout the year.

The school constantly works on improving communication and building a partnership, so regular parental engagement activities take place throughout the school year. 'My Learning, My School' provides an opportunity for parents to attend sessions in the classroom, alongside their child, providing  the opportunity to observe their child's learning, engage in activities with them, and explore the resources they use daily. This initiative fosters strong connections between home and school, enhancing a parents' understanding of their child's education.

## 12. Reporting to Parents

Parents receive two formal school reports, at the end of Term 1, and the end of the Academic Year in Term 3. These reports share attainment levels with families and the scores of any external assessments (Years 4 - 6).

## 13. Inclusion

Safa Community is an inclusive school and we work hard to meet the needs of all our children. Class teachers are responsible and accountable for the progress and development of all pupils in their class. Quality first teaching is provided to all students, including those with additional needs. We work hard as a school to ensure that all additional support in the classroom is deployed effectively. Where a child is not making the expected progress, the class teacher will work alongside the *Inclusion Team*, 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, Assistant Principal of Inclusion, is available to provide advice to staff and families. We also maintain a list of focus children who we monitor closely following any issues or concerns alerted by staff or parents. We do not label any child by so-called 'ability'. All children are encouraged to achieve their best and become confident individuals living fulfilling lives.  See separate SEND policy for more information.

**14. Responsibilities and Roles**

**Who is responsible for Assessment?**

The Deputy Head of Curriculum and Assessment with the support of the Head of Primary and School Principal.

**Key responsibilities of this role are:**

- To organise and co-lead training, support and advice on the management and implementation of the assessment policy and practice throughout the school.

- To review assessment data for the whole of primary, analyse data at pupil, cohort and whole school level to identify, where necessary, plans to put in place individual pupil programmes.

- 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 Primary in monitoring and evaluating how the school compares with other schools.

- To assist the Head of Primary in reviewing, implementing and drafting the School Development Plan focusing on issues identified when evaluating the school's data.

- To monitor pupil progress on a termly basis from teachers' on going assessments against key learning objectives and provide the Head of Primary with summary information.

- To assist the Head of Primary in providing short, medium and long term plans for the development and resourcing of individual, cohort and whole school level.


**Review Date: September 2025**