

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 2024-2025

Secondary Assessment Policy 2024-2025

Safa Community School

Contents

- 1. Rationale**
- 2. Aims of Assessment at SCS**
- 3. SCS Alignment with UAE, UK National and International Standards**
- 4. Assessment at Safa Community School**
- 5. Marking & Feedback**
- 6. Key Stage 3 (KS3) Target Setting**
- 7. Key Stage 4 (KS4) & Key Stage 5 (KS5) Target Setting**
- 8. Record Keeping**
- 9. Reporting**
 - **9.1. Current Working Grade**
 - **9.2 Attitude to Learning Grade**
- 10. Inclusion**
- 11. Roles and Responsibilities**

1. Rationale

Student attainment and progress are closely monitored at Safa Community School to provide the best possible opportunities and the 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 our students in all 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. 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 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 7-10): 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 (CAT4, GL Progress Tests, NGRT) 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. GCSE (Key Stage 4) and A-Level (Key Stage 5) qualifications are delivered in line with the standards set by Ofqual and the UK Department for Education, ensuring consistency with UK standards. International GCSE and A-Level subjects are not formally regulated by Ofqual and the

UK Department for Education, however, are developed with the aim of maintaining UK and international standards. SCS compares its results with national UK, international and KHDA standards by analysing student performance and subject outcomes, benchmarking against UK and international school averages to ensure academic achievements are aligned with the highest educational standards. This comparison helps SCS identify areas for development and ensures continuous improvement.

4. 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 student's 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 students' individual needs.

Assessment is the process through which all stakeholders (students, teachers, parents, and the board of directors) can 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, and the use of different digital platforms. Formative assessment is at the heart of effective teaching.

5. Marking & Feedback

In line with the Secondary Feedback Policy, effective feedback is given to pupils through marking and reviewing work, providing clear and constructive steps for every pupil to ensure they are able to make progress. Our learners are reflective and are consistently guided to maximise their full potential.

Acknowledgement Marking students' books is a professional duty. Routinely reading, checking and monitoring students' books helps to ensure that they care about the work they produce. It shows students that we value their work and provides us with crucial on-going information

about how well they are learning. It also enables us to monitor the completion of class-based and home learning tasks. This kind of routine light marking should be regular, timely and manageable.

Focused Marking provides the learner with specific feedback about their performance relative to learning goals. It should aim to (and be capable of) producing improvement in students' learning. It should be specific, accurate, clear and actionable. When focus marking, teachers will complete a 'SID' sheet for the pupil's work on yellow paper and comment with green pen.

- **S - STRENGTH:** Strength from the work in relation to the learning intentions/success criteria.
- **I - IMPROVEMENT:** Improvement from the work in relation to the learning intentions/success criteria.
- **D - DEVELOPMENT:** Pupils respond to the feedback with a purple pen and work on the targets set by the teacher.

6. Key Stage 3 (KS3) Target Setting

The skills and knowledge that students require for success at A Level and life beyond school begin in KS3. As such, SCS ensures that the assessment, curriculum, and reporting system are 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. By the end of each academic year in Key Stage 3 (Year 7-9), we aim for all our students to meet curriculum expectations across all subject curriculum areas. For each subject, students are set an '**If Challenged' Target** that takes into consideration a number of indicators, including GL CAT4 (Cognitive Abilities Test) and subject teachers' professional judgement. Staff will use the '**If Challenged' 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 their CAT4 'if challenged' outcome.

At each reporting cycle, students will be awarded a GCSE grade, 9-1, or BTEC grade, Pass-Distinction*, based on their current working grade in each subject linked to the GCSE assessment objectives. Targets may be adjusted in Year 11 based on outcomes in Year 10.

Students receive an AS/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 on 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.

For Arabic and Islamic Studies, as with Key Stage 3, students will be awarded one of the following grades at each reporting cycle:

- Working Towards Expectations
- Meeting Expectations
- Above Expectations
- Well Above Expectations

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, from 1-4, 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, which is in line with the course expectations.

This is followed by three grade cards and one full report per year for Years 7-13. Mock exam results are also communicated to parents through a mock results day and statements of results. The grade cards contain the following information:

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

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

9.1. Current Working Grade (CWG)

The attainment grade given in each reporting cycle (Assessment Points 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.

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 assign an attainment grade in line with the curriculum expectations (KS3) or GCSE/A-Level assessment objectives (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 Attitude to Learning Grade (AtL)

Students receive an **Attitude to Learning Grade from 1-4** for each subject. This grade is an indication of their current attitude, effort and application towards their studies, alongside their behaviour and preparation for learning. Students receive a '**Settling In AtL**' in the first half-term,

focused on how they have started the new academic year, as well as an 'AtL' at each Assessment Point.

Table - Attitude to Learning Grade Descriptors

AtL Grade	Description
1	Outstanding attitude, effort and application towards their studies, with exemplary behaviour and/or preparation for learning.
2	Very Good attitude, effort and application towards their studies, with consistent behaviour and/or preparation for learning
3	Acceptable attitude, effort and application towards their studies, alongside some inconsistent behaviour and/or preparation for learning
4	Unsatisfactory attitude, effort and application towards their studies, with consistently poor behaviour and/or preparation for learning.

10. Inclusion

Safa Community is an inclusive school, and we ensure we meet all students' needs through data triangulation 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 termly with the child and parents. Mrs. 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

Review Date: September 2025