

Rationale

We believe assessment is an integral and important component of assessing and tracking student progress. As our aim is to maximise the impact of teaching and learning, we believe in achieving an optimal balance between time taken to assess students and to maximise teaching and learning. All feedback is in line with our Feedback Policy.

We aim to ensure that all formative and summative assessment enables teaching staff to identify gaps in learning and to understand their next learning steps. Whilst we believe this is an ongoing process, the school recognizes the importance of ring-fencing time for key assessments to take place throughout the year via its Academic Monitoring Assessment and Reporting (AMAR) calendar. This enables cadence in the process to ensure appropriate balance and time management for student preparation.

Consistent with the school's communication policy, we recognise the importance of parental engagement in maximising students' progress. Parents should be proactively engaged in their child's learning and understanding their child's strengths and areas for development. We believe in keeping parents informed of their child's progress, any required intervention and ensuring 'there are no surprises'.

Our philosophy and use of each method of assessment is as follows:

- 1: Where am I now? (Baseline): CAT4
- 2: How well am I doing? (Progress): CAT4 and GL Progress Tests
- 3: How well did I do? (Attainment): Key Assessments, End of Year Exams; GL Progress Test Series, IGCSE, AS/A-Level

Annual Attainment Grade / Current Working Grades (Primary)

A student's annual grade is computed as follows: information to be updated by the primary team

- 50% Three Key Assessments (December, March, June)
- 50 % Ongoing Teacher Assessment (Learning Ladders)

Annual Attainment Grade / Current Working Grades (Secondary)

A student's annual grade is computed as follows:

- 40%: two exams (December and May) – 20% weighting for each
- 40%: Three Key Assessments (October, February and April) – 13.3% weighting each
- 20%: Ongoing assessment over the first two terms – 20% weighting each term as determined by each department.

Types of Assessments

Key Assessments: Three times a year - bitesize summative assessment opportunities that measure attainment against annual curriculum objectives as appropriate and commensurate with the timing of KAs in all key subjects. They are used to track attainment and progress across the school by teachers and CLT. All Key Assessments are followed by Family Consultation Days and/or Mid-Term Reports.

Exams: End of Term Exams provide twice yearly substantial summative assessment opportunities that measure attainment against appropriate end of term curriculum objectives in all key subjects

Attainment Grades: Attainment Grades (Grade 1-9) issued to students after each Key Assessment and End of Autumn and Summer Term exams.

Phonics: There is an initial phonic screening check on entry at the start of the academic year. This is used to group students and stream across the year group. Although there is continuous teacher assessment throughout the lessons, in line with recommendations, students are assessed every 6 weeks. This is analysed and enables a revisit of the streamed groups, ensuring all students are in the correct groups to be challenged and master their phonetic knowledge and application. A Summative assessment at the end of Year 1 is completed in line with the UK assessment and reporting guidelines.

Teacher Guidance: teacher guidance assessment grades will be taken from the ongoing teacher assessment taking place throughout the year in the lessons that are occurring. These will be based on how well the teacher assesses the student is performing towards these learning objectives in class and outside of the Key Assessments and End-of-Term exams.

Annual Assessment & Reporting Schedule

	Secondary Years 7 – 13	Upper Primary Years 3 - 6	Lower Primary Years 1 – 2	Early Years FS1 - FS2
ATLs (Attitude to Learning)	Yes All subjects	Yes All subjects	Yes All subjects	No - Smiley faces replace ATLs (7 learning areas)
Baseline Assessment CAT4	Informs student progress, planning, MTGs and ATGs	Informs student progress, planning, MTGs and ATGs	Informs student progress, planning,	Informs planning
Attainment Grades	Yes Issued after KAs & Exams	Yes Issued after KAs & Exams (Core + Arabic/Islamic)	Yes Issued after KAs (Core + Arabic/Islamic)	No
ATGs and MTGs	Yes All subjects	Yes Core, Arabic/Islamic & Global Perp	Yes Core, Arabic/Islamic & Global Perp	No
	Yes *All subjects 1 x Termly	Yes *Core, Arabic/Islamic, Phonics 1 x Termly	Yes *Core, Arabic/Islamic, Phonics 1 x Termly	Yes *Phonics
Exams	Yes All subjects 2 x Yearly	Yes - Core, Arabic/Islamic 2 x Yearly	No	No
Reports	Four Per Year 2x Half Termly & 2x End of Term	Four Per Year 2x Half Termly & 2x End of Term	Four Per Year 2x Half Termly & 2x End of Term	Four Per Year 2x Half Termly & 2x End of Term
Family Consultation Days	X5 per year X3 following KAs (invitation basis) X2 following exams (for all)	X5 per year X3 following KAs (invitation basis) X2 following exams (for all)	X5 per year X3 following KAs (invitation basis) X2 following exams (for all)	X5 per year X3 following KAs (invitation basis) X2 following exams (for all)

Definitions

AMAR: Will continue to determine the quantity and timing of Key Assessments, End of Term Examinations and Family Consultation Days each year. Further details can be found on the AMAR calendar produced for each year.

ATLs: The foundation of our philosophy and school mission to ensure students are aiming to work as hard as they possibly can. (See end of document for ATL Rubric).

Starting Point: the starting point at the start of the academic year will be the final grade taken from the end of the previous academic year. Where this data is not available, CAT4, GL progress test or internal assessment data will be used instead

Baseline assessments: CAT4 is the school's chosen baseline to be used to (i) inform lesson planning (ii) set Minimum Target Grades (MTGs) and Aspirational Target Grades (ATGs). When a student is new to the school and limited, or no, student attainment data is available, CAT4 data will be used to determine target grades and starting points

MTGs: The minimum grade a student should achieve based assuming they are an Effort Grade 3 student i.e. they do everything expected of them but no more

***ATGs:** The aspirational grades that students should achieve, assuming a combination of good teaching and students achieving ATLs 4s or 5s

***CWG:** The current working grade is a cumulative attainment grade based on the school's weighted average of key assessments, exam and teacher assessments.

***Reporting Note:** Report cards show CWG V ATGs and a statement of progress i.e. working towards, working at or working above determined by a student's Stanine

Progress: students are considered to have made progress over time, if their level of attainment is maintained or improved during that time. This assumes that the assessments are designed to test increasingly demanding conceptual **knowledge, skills** and **understanding** throughout the year and from one year to the next.

Expected progress: the attainment level remains the same over a full academic year (eg: Grade B to Grade B; WE to WE)

Better than expected progress: the attainment level increases over a full academic year (eg: Grade B to Grade A; WT to WE). *Exception: a student who achieves the maximum possible grade and maintains this would also be classed as making better than expected progress (eg: Grade 9 to Grade 9)*

Exceptional Cases

Some students requiring additional support (for example from SEN) may be working towards expectations of a lower year group. If this is the case, they will be assessed against that year group's statements. In very

unusual cases, a student may be working towards expectations for a higher year group. Given the focus on developing a 'greater depth of understanding' within their own year group's skills -this should only be for extremely academically gifted students. In any such cases, students would be provided with an individualised Education Plan (IEP) to support either their SEN needs or to support their high academic levels within their current year group.

Reporting on Attainment and Progress

The attainment level we would expect a student to demonstrate their performance in the learning objectives covered at various points of the year. Throughout the year, we will judge students in relation to the standard at which they have covered the content covered. Their attainment grade is therefore indicative of their performance in the learning objectives covered and a projection of what they are expected to achieve in external benchmarks, should they continue this same trajectory.

The table below shows the alignment between the commonly used forms of internal and external assessment that is used to benchmark our students to national and international standards.

Primary & EYFS (internal use only)	Emerging			Working Towards			Working A	Working Above			Working Above	
Attainment & Reporting (Y1-13)	U	1	2	3		4	5	6	7		8	9
GL Stanine (Progress Tests)	n/a	1		2	3	4	5	6	7	8	9	
SAS (CAT4 & Progress Tests)	n/a	<73		74-81	82-88	89-96	97-103	104-110	112-118	119-127	Above 127	
A Level & IGCSE Grades	U	F-G	E	D			C	B			A	A*
BTEC	n/a	Below Pass		Pass			Merit	Distinction			Distinction*	
EK Grade / Recommend Prom	N/A No	N/A Yes		PASS Yes			PASS Yes	PASS Yes			PASS Yes	

Leading teaching and Learning

In Secondary, the leadership team will collate and analyse each term: % students on track, above and below for attainment in all subjects and % students achieving expected, above and below progress in all subjects using the student data tracker. At the end of each term when the data is collated and analysed, Heads of Department will then give feedback to their teams and the leadership team on what actions and interventions have or will take place based on this data.

In Primary, the leadership team will collate and analyse each term: % students on track, above and below for attainment in all subjects and % students achieving expected, above and below progress in all subjects using the student data tracker. At the end of each checkpoint, YL will analyse the data and provide feedback to Subject Leaders and then their own team as to gap analysis which will inform planning, and intervention together with SEN/EAL concerns. At the end of each Key Assessment when the data is collated and analysed by the Subject Leaders, identifying the gap analysis and informing planning needs

and resources/ CPD opportunities. Deputy Heads oversee all assessments and data collection and analysis.

The results of this analysis will be:

- Discussed in students' progress meetings (Teachers, HoDs)
- Used to identify academically vulnerable students and intervention support in place as required (Teachers, SENCO, HoDs, DH Academic)
- Used as evidence in the SEF and SDP (CLT, DH Academic, HoDs)
- Used to drive CPD and further school improvement by identifying areas of development (CLT & ELT)

Report Templates

At Reach British School, parents receive information in the school report in two forms.

1: Mid Term Reports: Shares information in line with the above assessment and reporting schedule as follows: **ATLs, Attendance; Punctuality;** a written comment from the Class Teacher (primary) and a student reflection comment (secondary). These will be issued in October and March.

2: End of Term Reports: As per Mid-term reports plus attainment grades, MTGs, ATGs, CWG and student reflection comments (Secondary). In Primary, both summative and formative assessment grades will be included as well as a target for the student to work towards and a general comment from the teacher.

Calculation of End of Year Grades in Arabic

Given the difference in curriculum and benchmark assessment criteria, slight alterations have been made when calculating the end of year assessment grades in Arabic, in line with MOE guidelines.

Each term an end of term assessment will take place and an overall grade calculated based on:

- Listening Skills - contributes to 10% of termly grade
- Speaking Skills - contributes to 10% of termly grade
- Reading Skills - contributes to 50% of termly grade
- Writing Skills - contributes to 30% of termly grade

At the end of the year, the overall end of year grade is the calculation of each term's grade with this figure divided by three eg: T1 = 85%; T2 = 90%; T3 = 80% = Overall Grade 85%.

Attitude to Learning (ATLs)

A - Outstanding: Always goes "above and beyond" the teacher's requirements and expectations; a self-starter with exemplary attitude – always concentrates and participates eagerly in activities to the very best of their ability.

B Very Good: Often goes "above and beyond" the teacher's requirements and expectations; a very good attitude towards learning, concentrates in lessons and participates well in lessons.

C Good: Meets the minimum expectations and completes all tasks that are asked of them but does not go “above and beyond” the teacher’s requirements and expectations; generally positive attitude and concentration.

D Requires improvement: Quite often does not complete the tasks asked of them, not meeting the teacher’s requirement and expectations; tends to lack self-motivation and concentration, only participates with encouragement.

E Poor: Consistently falls significantly short of the teacher's requirements and expectations; regularly completing little to no work; negative attitude to any task set, unwilling to participate, often distracted or distracting others in lessons.

Approval and Review.

Reviewed by: Head of Primary, Andrew Du Lieu / Date: 21.08.24

Confirmed by: Principal / Date: 21.08.24