



مدرسة جيمس متروبول الواحة
GEMS Metropole School
AL WAHA

Assessment

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| Approved by: | Jeremy Hallum (Principal) |
| Last reviewed on: | August 2023 |
| Next review due by: | August 2026 |

MISSION

Lead, nurture and succeed.

VISION

A sustainable and inclusive community hub, nurturing future leaders.

Nurturing
LEADERSHIP



Objectives

GEMS Metropole School Al Waha (MTW), ensures that the progress of every student and group of students is regularly assessed, analysed and benchmarked against the others of similar age and ability within the school and across the GEMS network and beyond. We believe that accurate assessment and analysis is the starting point for effective teaching and learning, to inform planning for the future and to enable our school to communicate accurate information about the student to the student him/herself, other teachers, parents and, where required, other schools. To do this in our school we undertake two different but complementary types of assessment: assessment for learning and assessment of learning.

Assessment for Learning

Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise student achievement. It is based on the idea that students will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge). Students make greater progress if teachers use formative assessment to modify their own practice based on the students' learning needs within the class. To ensure assessment for learning is seen as a collaborative process there is a consistent approach in planning and teaching through consistent agreed expectations across each phase of MTW.

Assessment of Learning

Assessment of learning (summative assessment) involves judging students' performance against National Curriculum standards, MOE outcomes or EYFS. Teachers may make these judgements at the end of a unit of work, of a year, or of a key stage. Test results, too, describe student performance, in terms of levels, grades and age-related expectations. Specific expectations of summative assessment including details of what to assess and when to assess it, are clearly stated in each of the *Assessment Calendar*. We give students regular feedback on their learning so that they understand what it is that they need to do better (refer to *Marking & Feedback* policy).

MTW places a great deal of importance on effective communication with stakeholders. Parents and students are given informative and helpful feedback via the school's Go4Schools platform and parents' meetings so they know how their child is progressing. We:

- Enable students to be successful in assessments and examinations within a broad, balanced and enriched curriculum
- Enable students to assess their own learning and set themselves challenging targets
- Measure students' progress
- Ensure that there is a comprehensive and coherent system of formative assessment in place
- Provide students with regular, accurate and helpful marking and feedback
- Provide parents with regular, meaningful reports
- Enable parents to access their child's recorded assessments and reports

Roles and Responsibilities

The SLT is responsible for the implementation of the assessment policy and for the communication of clear procedures for ensuring the progress of all students is monitored, recorded and communicated to appropriate stakeholders.



Teaching staff and the Senior Leadership Team (SLT) are responsible for ensuring the policy and procedures are followed in the school. Where appropriate it is the responsibility of the children to prepare to the best of their ability for each assessment and apply themselves fully.

Aims and Objectives

The underlying philosophy that each student is an individual will run through all aspects of the school's functioning; from planning to teaching; from assessment to achievement. Students are baseline-assessed at the start of the academic year. These assessments along with other data (i.e. internal assessments, CAT4 tests and PTs) determine particular strengths and needs of the student and to plan for personalisation. The objectives of assessment in our school are:

1. To enable our students to demonstrate what they know, understand and can do in their work
2. To help our students recognise the standards to aim for, and to understand what they need to do next to improve their work
3. To use a range of assessment strategies to assess such as oral, interaction, questioning, observing, discussion, peer and self-assessment
4. To allow teachers to plan work that accurately reflects the needs of each child
5. Use assessment data as a stimulus for professional development and to provide support by the teaching and learning coaches
6. To provide information for parents that enables them to support their child's learning
7. To provide the Senior Leadership Team and other leaders with information that allows them to make judgements about the effectiveness of the school.

Planning for Assessment

We use our school's curriculum plan to guide our teaching. Methods of formative assessment are used within each lesson and, within curriculum plans; we identify opportunities for summative assessment within each unit of work.

Target-setting

Students are given the opportunity to set achievable, but challenging targets, which are regularly reviewed. Regular feedback will provide students with the information necessary to be successful.

Reporting to Parents

We have a range of strategies that keep parents informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work. Each term we offer parents the opportunity to meet their child's teachers. Parents receive a formal report at the end of each term and can access their child's data via Go4Schools at any time. Primary and secondary students' parents get three written reports of their child's progress and achievements during the year. In FS1 & 2 we provide parents with a summary of their child's Learning Profile on which Early Learning Goals have been achieved with the teacher. We offer "Book Looks" or showcasing of work including Arabic and Islamic, where parents are invited to visit the class one afternoon.

Feedback

Feedback is very important and a two-way process, as it gives information on progress and next steps for learning for both the students and staff. This feedback may be verbal or written and is age appropriate. We support students in becoming reflective learners, to enable them to identify their own strengths and areas for development within all aspects of their learning and school life (refer to the *Marking and Feedback policy*).



External Assessments

Students sit the following external assessments:

- IBT
- Etqaan
- PASS
- CAT4
- NGRT Form A
- NGRT Form B
- NGRT Form C
- Progress Tests in English, Maths and Science

Internal Assessment

- Students receive ongoing formative assessment during lessons
- Students sit a summative assessment during a two-week window towards the latter part of each term

Software used to support assessment

- Century Tech
- Sparx Maths
- TT Rockstars
- ReadingWise
- White Rose Maths

Monitoring

- Assessment is monitored by leaders at all levels to ensure accuracy and consistency.
- Quality Assurance forms an integral part of regular departmental meetings, with routine dialogue with subject SLT links.
- There is a large focus on the moderation of work and assessments. Following the marking and summative grading of work, departments cross-moderate to ensure the accuracy of grading. Departments engage in internal and external moderation
- Other quality assurance includes:
 - Lesson observations
 - Book looks
 - Lesson dips
 - Data meetings and Go4Schools checks
 - Triangulation of data

Inclusion

MTW is committed to inclusive assessment practices that ensure all students can demonstrate their knowledge, skills and understanding fairly during normal school-based assessments. Decisions regarding access arrangements, assessment adjustments or exemptions are informed by professional judgement and are based on the identified impact of a student's barrier to learning and wellbeing, rather than diagnosis alone. Where appropriate, these decisions are made in collaboration with parents, ensuring a shared understanding of the rationale and intended outcomes.

Assessment decisions are informed through triangulation of evidence, including:

- Teacher assessment and professional judgement
- Formative and summative classroom assessment



- Work scrutiny and curriculum-based evidence
- Standardised assessments, where appropriate, to supplement school-based assessment and provide additional insight into underlying ability and progress

Where participation in a normal assessment is likely to cause significant distress or negatively impact a student's emotional wellbeing, an exemption may be applied with parental consultation and agreement. In such cases, alternative evidence of learning is used to inform teacher judgements, ensuring the integrity and validity of assessment outcomes are maintained.

Access arrangements and exemptions are:

- Applied proportionately and on an individual basis
- Agreed through professional discussion and parental collaboration
- Recorded appropriately and reviewed regularly to reflect student progress, wellbeing and developing independence

This approach ensures assessment practices remain equitable, inclusive and responsive, enabling students to demonstrate progress while safeguarding wellbeing and strengthening home-school partnership.

Primary

In Key Stage 1 and 2, students have their attainment measured through a five-point scale using the following vocabulary; working below, working towards, working at, working above and significantly above expected curriculum standards. Progress is measured through a three-point scale using the following vocabulary; less than expected progress, expected progress and better than expected progress against their individual starting points.

In Key Stage 1 and 2, target setting is driven through structured Student Progress Meetings, where assessment data and pupils' work in books are analysed to ensure targets are specific, personalised and appropriately challenging. Targets reflect each student's individual learning pathway and areas for development. These targets are recorded in the front of students' books and are regularly referenced by both teachers and students during verbal feedback. Students are able to articulate their targets clearly and discuss their progress towards them with teachers and parents during Student-Led Conferences.

Secondary

In Key Stage 3, students have their CAT4 'if challenged' grade as their target. This is adjusted to reflect the school's 1-7 assessment scale. Assessments are marked against the 1-7 scale for working 'towards', 'at' and 'above' expectations.

In Key Stage 4, 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 are awarded a GCSE grade, 9-1, or BTEC grade: Pass-Distinction*, based on their current attainment in each subject.

Arabic and Islamic

Assessment is an integral part of teaching and learning, and it is inextricably linked to our curriculum. Our assessment systems consider the criteria of the UAE National Curriculum and Ministry of Education, whilst providing a greater focus on mastery. Assessment considers student's strengths as well as areas where they need support. At MTW, an assessment schedule is drawn up which includes the arrangements for assessment. We use four overarching forms of assessment:

- day-to-day in-school formative assessment.
- in-school summative assessment



- External Benchmark Assessments (Islamic benchmark test/ Itqan)
- International Benchmark assessments (Arabic IBT)

For Arabic, Social Studies and Islamic Studies, students will be assessed for progress and attainment in the same manner as primary and secondary school (see above).

Please refer to the separate MoE Assessment Policy for further details.

Review

This policy will be reviewed every three years, or sooner if required.