

# AWFAZ GLOBAL SCHOOL

## ASSESSMENT POLICY AND STRUCTURE 2018-19

**Version: 7**

**Last Updated: December 24, 2018**

**Date of Review: September 19, 2017**

### **Vision**

Awfaz Global School (AGS) aims to provide the highest standard of within a child centered environment. We aspire to foster a passion for learning which extends beyond a students' academic journey and prepares them to make a meaningful global contribution.

### **Mission**

Our mission is to provide a stimulating learning experience which considers the holistic development of students. As such we nurture creative approaches and independent thinking within a resolute moral and ethical framework. Students at AGS should find their education compatible with the Qatari, Arabian, Islamic society in which they live.

### **Assessment and Introduction**

The key aim of assessment at AGS is to support learning and progress for all. We acknowledge that "The process of seeking and interpreting evidence for use by learners and their teachers enables us to decide where the learners are in their learning, where they need to go and how best to get there."

(*Assessment for Learning: Assessment Reform Group 2000*). We believe that in order to facilitate this journey, a comprehensive assessment strategy is essential.

### **The Principles of Assessment**

- Ensuring early and accurate identification of individual needs.
- Monitoring pupils' progress, by using set criteria to determine what a child can/cannot do in order to plan future support.
- Involving pupils and parents in the assessment process.
- Setting individual pupil targets which are SMART: (Specific, Measurable, Achievable, Realistic and Time-bound)
- Using systematically integrated cycles of assessment in line with the curriculum fill any gaps in knowledge and understanding and provide appropriate challenge.
- Guaranteeing transparent monitored records of progress as evidence of learning that is valid, current and authentic
- Sharing information with students and parents giving guidance on how to improve
- Celebrating achievements
- Identifying areas of development and supporting learning for a range of abilities.
- Guiding planning, teaching that complies with international standards

## **The Process: An Overview**

- We begin with the Early Years Foundation stage employing programs of study which utilize the British curriculum standards
- In all Key Stages programs of study are organized into curriculum components
- Components of the curriculum are delivered through learning objectives
- Student's starting points are identified through robust baseline testing
- Pupils end of year targets are identified in line with national standards
- Assessment is of two main types formative (continuous) and summative at key points in the assessment calendar according to age related expectations
- Quality assured external tests are used at key points between KS2 – KS4
- The results of assessment inform the school regarding effective teaching strategies and enable the school to report/ review progress made

## **Key Features of Assessment at AGS include**

### **AFL**

Day to day Assessment for Learning (AFL) which focuses on how children learn is central to classroom practice and planning. Learning outcomes are shared with pupils and teachers foster a dialogue with students around how learning outcomes can be achieved. Peer and self-assessment supplement teacher assessment as integral features of teaching and learning.

### **Periodic Assessment**

Periodic assessment is conducted to give a detailed view of progress for the teacher and learner using international standards and expectations. Periodic assessments can occur at the end of each phase, unit, term or year.

### **Transitional Assessment**

Age related transitional assessment is the formal recognition of achievement at Key stages. It is a primary component in the process of transition planning between Early years educational phases into the Primary school and then on to Secondary education. At AGS a clear framework exists through which information is gathered to guide the progression of a students.

While the transition assessments can include formative internal summative and external l assessments, they can also include parental interviews and in class observations. The school collates organized information regarding the student's skills, strengths, and areas of need. This process begins early and quite broad in its scope during the Earl Years and Key stage 1, but becomes increasingly more specific as the student moves closer to external testing.

## **Context**

The process of assessment is central to monitoring pupil progress. All assessment frameworks are in line with the new national curriculum, which was introduced in September 2014. We set high expectations and support teachers to provide a structure which ensures that learning objectives can be set and used to inform lesson planning, resources, and outcomes.

Our schemes of assessment are rigorous and quality assured, integrated methodologically into teaching strategies and used to inform whole school objectives and training. Assessment outcomes enable progress to be monitored and highlight barriers to learning at pupil, group, class or whole school level.

The assessment process is reviewed regularly and adaptations are communicated and actioned at all levels. Our chosen assessment systems are free from bias, stereotyping and generalization in relation to gender, class and race. Our assessment procedures are compliant with national standards. Results data is used to inform teaching strategies and monitor student progress in seeking to enhance the learning experience.

## **Types of assessment**

### **Base Line / Diagnostic assessment**

This assessment is used to identify and recognize prior learning Base line testing also highlights difficulties students may be experiencing and underpin the identification of more able learners. These assessments are typically held within two weeks of the start of the new academic year. Reinforce

### **Formative Assessment**

This is used by teachers to assess pupils' understanding of specific learning objectives and identify where there are gaps. This tells the teacher what to focus on in future lessons and prompts them to adapt their teaching approach to improve pupils' understanding.

Strategies used vary according to the subject and learning goals – these include:

- ✓ Research projects
- ✓ Use of rich question and answer sessions to evaluate pupil understanding and identify gaps or misconceptions.
- ✓ Exit slips to determine understanding at regular intervals.
- ✓ Quick re-cap quizzes or recall of facts.
- ✓ Group work/Projects
- ✓ Observational assessment.
- ✓ 1:1, group or class discussions.

### **Summative assessment**

This is used to evaluate how much a pupil has learned at the end of a teaching period (end of a unit/topic, term or academic year), evaluating overall competence. These tests give a good

indication of whether pupils are working below, towards, meeting or exceeding expectations. (Emerging Expected Exceeding – see appendix 1).

Assessment information is used to plan teaching and learning strategies, including the identification of pupils who are working below their target stage, falling behind in their learning or who need additional support/challenge, enabling pupils to make required progress and achieve well.

Strategies used will vary according to the subject and learning objective taught – these include:

- ✓ Class Tests
- ✓ Investigations
- ✓ Essays
- ✓ Formal written and oral exams
- ✓ Presentations

### External Examinations

These exams provide information on how pupils are performing in comparison to pupils nationally/Internationally. The exams are externally set and assessed.

GL Assessments Progression Tests (Online) (Yr. 3 to Yr. 9)

CAT4 (Online) ( Yr. 3 to Yr. 9)

Edexcel Exams ( Yr. 11)

### **Internal assessment tools include**

#### Mastery Learning (Key Stage 1 and 2) (KS3)

At AGS an overall of 5% of the score is allocated to the mastery level. Any pupil scoring more than 92% is given an opportunity *to demonstrate mastery of the learning of units taught in the term, with the assumption that many pupils will achieve this level of mastery if they are appropriately supported.*

#### Student Portfolios (Learning Journey)

Every teacher maintains an individual student portfolio which archives various activities done in class, samples of work etc. It includes class tests and examinations and evidence of all formative and summative test scores.

#### Whole-School Assessment Program and achievement indicators

At AGS, assessment takes place at every grade level on a continuous basis matched against achievement levels.

**Achievement levels** give **meaning** and context to scores through the use of descriptors which define the knowledge and skills students must demonstrate to achieve each **level**. These

descriptors are closely aligned to the new national curriculum throughout the Key Stages and specifically the Edexcel Programs of Study at Key Stage 4.

### **Using standardized descriptors**

The descriptors used to inform teacher assessment at the end of each term, year and Key Stage set out the characteristics of pupil's attainment in relation to the curriculum of study. They have been drafted to match the paradigms of published external tests in frameworks and language. Teachers will be expected to make their professional judgements, being familiar with the descriptors and, using British curriculum exemplification to arrive at judgements. AGS provides professional development in all aspects of our assessment and monitoring, both formative and summative to facilitate student learning and self-regulation, which allows for a detailed analysis of results. Descriptors embedded in the British curriculum are used to identify pupil's overall attainment. Pupils must demonstrate the majority of the elements described. Teachers should refer to a range of evidence drawn from classwork and independent work, including the outcomes of standardized tests, where available, at the end of each year and Key Stage.

**Any pupils considered to have attained the 'Mastery standard' are expected to explore the curriculum in greater depth and build on the breadth of their knowledge and skills within that Year group/Key stage.**

### **Lower attaining pupils**

Teachers work closely with the Special Needs Coordinator to determine students' needs. Where relevant, pupils with special educational needs are assessed against the P-scales and Sconelle's assessment tools with relevant specific descriptors. This should be based on which one most closely matches the pupil's overall attainment at the end of the key stage for each subject.

### **More able students**

AGS defines highly able pupils as those who are working or have the potential to work ahead of their age related peers. It assumes that the term includes pupils who are highly able across the curriculum as well as those who are highly able in one or more particular areas. Leaders utilise accurate transition assessment data, credible ongoing assessment and teacher feedback to ensure sophisticated analyses in order to facilitate more able learners with the right level of challenge.

We set high standards for what pupils should be able to achieve at the end of each Key Stage in designing and delivering assessment. Pivotal points are

- Early years KG1 and KG2
- KS1
- KS2
- KS3
- KS4

Note

Pupils usually make their IGCSE - option choices in Y9 following assessment feedback, extensive consultation with the school and parents. AGS Pupils embark on a two-year IGCSE program of study and are offered a broad choice of subjects including: English, Mathematics, Science (biology, chemistry, and physics - a combination of one, two or all three in a guise of single awards, ICT and Business studies.

### **Reporting Performance**

Assessment is formally reported to parents at the end of each term (as scheduled). Assessment tasks in core subjects are carried out during each cycle, according to cognitive levels based on the subject's taxonomy. A record of each student's attainment is recorded as a percentage and grade. This is an indication of the level achieved by our students as a representation of the level which has been attained.

All reports will be sent home in a report folder/sealed envelope at the end of each term. (Typically handed over to the parent on the evening of the parent teacher conference/ evening).

Parent/Teacher Conference/ Evenings are arranged termly a year. At such an events, parents are invited to meet with individual teachers to discuss their child's performance and progress. Parents may also request individual meetings with a teacher if they are concerned about their child's progress. These meetings are held by appointment and focus on a student's performance and progress. Meetings are facilitated by the homeroom/subject teacher and may be sometimes co held with the Principal or SEN

### **Describing Performance**

#### **Early Years Foundation Stage (EYFS)**

The EYFS curriculum is designed around the 'Early Years Development Matters' guidelines which supports practitioners in the implementation implementing and tracking of requirements at this stage. Age related markers are used to identify progress, however, assessment is discreet.

Goals are used for the assessment of learning and development.

There are seven areas of learning and development that shape educational programmes in early years settings. These are broken down into three Prime areas: communication and language; physical development; and personal, social and emotional development there are a further four specific areas, through which the three prime areas are strengthened and applied. The specific areas are: literacy; mathematics; understanding the world and expressive arts and design.

#### **A. Primary , Key Stage 1 and Key Stage 2 (Year 1-Year 6)**

As the curriculum sets out content in terms of year groups – **new curriculum is about mastering key concepts**, we will use the approach based on **phases** for assessment and tracking progress. We have therefore adopted the following, within which there are several **steps**.

Phase A relates to children working within the typical expectations of KS1 (Years 1& 2).  
Phase B relates to children working within the typical expectations of lower KS2 (Y3&4).  
Phase C relates to children working within the typical expectations of upper KS2 (Y5&6).  
Phase D relates to pupils working within the typical expectations of KS3 (Yrs 7-9)

	<b>Phase Level</b>	<b>Grade</b>	<b>%</b>		<b>Phase Level</b>	<b>Grade</b>	<b>%</b>
	P-Scale	F	49% and below		B5	F	49% and below
<b>Year 1</b>	A0	D	50% -59%	<b>Year 5</b>	B6	D	50% -59%
	A1	C	60%-69%		C1	C	60%-69%
	A2	B	70%-84%		C2	B	70%-84%
	A3	A	85%-94%		C3	A	85%-94%
	A+	A+	95% above		C+	A+	95% above
	<b>Phase Level</b>	<b>Grade</b>	<b>%</b>		<b>Phase Level</b>	<b>Grade</b>	<b>%</b>
	A2	F	49% and below		C2	F	49% and below
<b>Year 2</b>	A3	D	50% -59%	<b>Year 6</b>	C3	D	50% -59%
	A4	C	60%-69%		C4	C	60%-69%
	A5	B	70%-84%		C5	B	70%-84%
	A6	A	85%-94%		C6	A	85%-94%
	A+	A+	95% above		C+	A+	95% above
	<b>Phase Level</b>	<b>Grade</b>	<b>%</b>				
	A5	F	49% and below				
<b>Year 3</b>	A6	D	50% -59%				
	B1	C	60%-69%				
	B2	B	70%-84%				
	B3	A	85%-94%				
	B+	A+	95% above				
	<b>Phase Level</b>	<b>Grade</b>	<b>%</b>				
	B2	F	49% and below				
<b>Year 4</b>	B3	D	50% -59%				
	B4	C	60%-69%				
	B5	B	70%-84%				

	B6	A	85%-94%
	B+	A+	95% above

**Key Stage 1 (Year 1 & 2)**

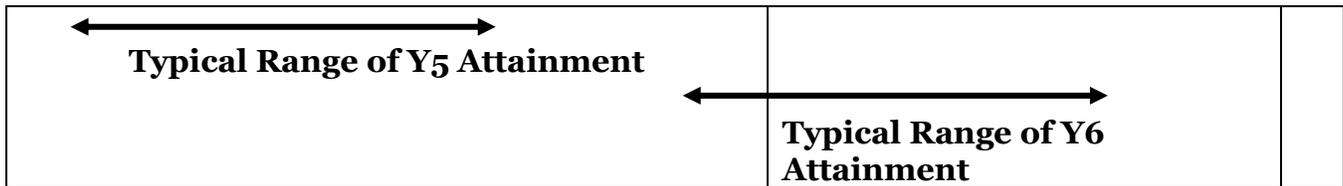
<b>A0 Emerging</b>	<b>A1 Expected</b>	<b>A2 Expected</b>	<b>A3 Exceeding (EmergingYr 2)</b>	<b>A4 Expected</b>	<b>A5 Expected</b>	<b>A6 Exceeding</b>	<b>Mastery A+</b>
 <b>Typical Range of Y1 Attainment</b>			 <b>Typical Range of Y2 Attainment</b>				

**Key Stage 2 Lower (Year 3 & 4)**

<b>A6 Emerging</b>	<b>B1 Expected</b>	<b>B2 Expected</b>	<b>B3 Exceeding (EmergingYr 4)</b>	<b>B4 Expected</b>	<b>B5 Expected</b>	<b>B6 Exceeding</b>	<b>Mastery B+</b>
 <b>Typical Range of Y3 Attainment</b>			 <b>Typical Range of Y4 Attainment</b>				

**Key Stage 2 Upper (Year 5 & 6)**

<b>B6 Emerging</b>	<b>C1 Expected</b>	<b>C2 Expected</b>	<b>C3 Exceeding (EmergingYr 4)</b>	<b>C4 Expected</b>	<b>C5 Expected</b>	<b>C6 Exceeding</b>	<b>Mastery C+</b>
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Grading Key:	Mastery	A+ 95% and above
	Exceeding	A- 85-94%
	Expected	B- 70- 84%
	Expected	C- 60 -69%
	Emerging	D-50% -59%

**Revised- Failed F - 49% and Below**

**Fail and Retest Policy (Second Amendment September 2018)**

- ✓ Pupils scoring F grade with a yearly average of 49% or less will be required to sit a retest at the end of the academic year.
- ✓ After the retest, if the pupil scores 49% or less he/she is deemed to be failed and shall repeat the current year level.
- ✓ After the retest, if the pupil secures 50% or more, he/she will be termed as pass and shall be promoted to the next grade in the new academic year.
- ✓ Pupils who score an F grade with a yearly average of 49% or less in more than 3 subjects will be termed as failed for the current Academic Year and shall repeat the year in the same grade in the New Academic Year.

Primary Continuous Assessment Grading breakdown is as follows:

**KS1**

**Formative Assessments 40%**     **5 Formative Assessments:** Classwork, participation, pop quizzes, discussions KWL, group discussions.

**Summative Assessment 40%**   **5 Summative Assessments:** End of topic/unit tests.

**Assignments 5%**   **2 Per term:** Rubrics focus: -assignment accuracy, assignment completion, independent work, presentation, preparation for class based projects.

**Class participation 10%** (Level of engagement in class, listening skills, behavior.)

**Mastery 5%** : If the student scores 92% or higher they are given a mastery test/ project offering appropriate challenge to facilitate a higher percentage score which will demonstrate their application and logical thinking skills.

## KS2

**Formative Assessments 30%** 4 -5 **Formative Assessments:** classwork, participation, pop quizzes, discussions KWL, group discussions.

**Summative Assessment 30%** 4 -5 **Summative Assessments:** End of topic/unit tests

**End of Term Progression Summative 20%**

**Assignments 5%** 2-3 **Per /Term Rubric focus:- average** homework score of the term, assignment accuracy, assignment completion, independence, presentation, preparation.

**Class participation 10%:-** Level of engagement in class, listening skills, behavior.

**Mastery 5%:-** If the student scores 92% or higher they are given a mastery test/ project offering appropriate challenge to facilitate a higher percentage score which will demonstrate their application and logical thinking skills

**Starting Academic Yr 3 to Yr 9 will sit the GL Assessment Progress Test:** - Teachers will maintain a separate excel sheet to collate test results to give an average score out of 20 **which will reflect in the end of term progression summative ( 20%)**

### Modifications Introduced in January 2017

- ✓ No end of the Term Exams .( Will be replaced by Summative Progression Tests for primary grades)
- ✓ All Summative tests and end of term Progression Tests will be generated by the curriculum coordinator in collaboration with the head of section and principal
- ✓ Teachers to select a specific day to conduct Summative tests for core subjects.
- ✓ All mastery projects / Tests will be generated by the teacher and need to be approved (no exceptions).
- ✓ Evidence for All Formative and Summative tests to be maintained/recorded in student learning folders.
- ✓ Assessment Rubrics to be followed to provide transparency and legitimacy.
- ✓ Introduction of the Assignment Rubric.
- ✓ Introduction of the Class Participation Rubric.
- ✓ Parents are to be notified about the summative assessments and progression assessments in the weekly newsletter along with pointers (just concepts) and day of test. A note in class dojo is recommended.
- ✓ Evidences for every Formative and summative tests to be filed for every pupil in their Individual learning folders. .
- ✓ Teachers to follow the rubrics to help in grading.
- ✓ Concepts covered for the week in all lesson plan annotations to be specific and clear to support summative assessments.

**B. Secondary , Key Stage 3 and Key Stage 4 ( Year 7 to 10)**  
**Key Stage 3**

<b>Supported C4-C5</b>	<b>C6 Emerging</b>	<b>D1 Expected</b>	<b>D2 Expected</b>	<b>D3 Exceeding Emerging (Yr. 8)</b>	<b>D4 Expected</b>	<b>D5 Expected</b>	<b>D6 Exceeding</b>	<b>Mastery D6+</b>
	 <b>Typical Range of Y7 &amp; 8 Attainment</b>				 <b>Typical Range of Y9 Attainment</b>			

<b>Grade</b>	<b>Percentage</b>	<b>Performance Indicator</b>
<b>A+</b>	95%and above	Higher able
<b>A</b>	84%-94%	Excellent
<b>B</b>	73%-83%	Very good
<b>C</b>	59%-72%	Good
<b>D</b>	50%-58%	Satisfactory
<b>F</b>	49% and below	Failed (Below expectations )

## **Fail and Retest Policy ( Second Amendment September 2018)**

- ✓ Pupils scoring an F grade with a yearly average of 49% or less **MUST** sit a retest at the end of the academic year.
- ✓ After the retest, if the pupil scores 49% or less he/she is deemed to be failed and shall repeat the year.
- ✓ After the retest, if the pupil secures 50% or more, he/she will be termed as passed and shall be promoted to the next grade in the new academic year.
- ✓ Pupils who score F grade with a yearly average of 49% or less in **more than 3 subjects** will be termed as failed for the current academic year and shall repeat the year in the same grade in the new academic year. **The retest clause does not apply to these pupils**

## **Assessment Breakdown**

### **KS3 and KS4**

**Formative Assessments 40%** - **Formative Assessments: minimum of 3 per term:-** Classwork, Presentations, pop quizzes , discussions.

**Summative End of term 50 %:** End of topic or end unit tests, in-class timed assignments, end of term exam.

**Homework/ Projects 5%**

**Class participation 5%** readiness to learn i.e. equipment etc, Assignment Accuracy, Presentation

**All pupils will sit the GL Assessments- Progression Tests at the end of the year**

### **KS 4 tracking and reporting Yr.11**

**Formative Assessments 20%** - **Formative Assessments: 3 per term:- term**  
Classwork, Presentations Assignments all aligned with IGCSE examination foci

**Summative Mock examinations 50%**

**Summative Mid-term Assessment 25%:** End of topic or end unit tests, in-class timed assignments.

**Home work/ Class participation 5%** Assignment Accuracy, presentation, independence, level of engagement, listening skills, behavior.

❖ **End of Year External Edexcel Examinations**

## **Implementation of the Assessment Policy**

This Policy was written by the SMT but was reviewed and adapted by all teachers as part of a staff meeting to ensure effective buy-in and to help build strong links to teaching and learning.

A copy of this Policy is available on our school website. At the start of every academic year, teachers explain how pupils are assessed as a part of a Parents' Information Presentation.

All pupils are made aware of the curriculum objectives they are expected to achieve by the end of the year. Pupils are involved in self-assessing their learning, every lesson, and they are actively involved in the target setting process.

This Policy is updated (at least) annually based on school self-evaluation and updates to MOE recommendations.