



GEMS WELLINGTON INTERNATIONAL SCHOOL

Assessment Policy

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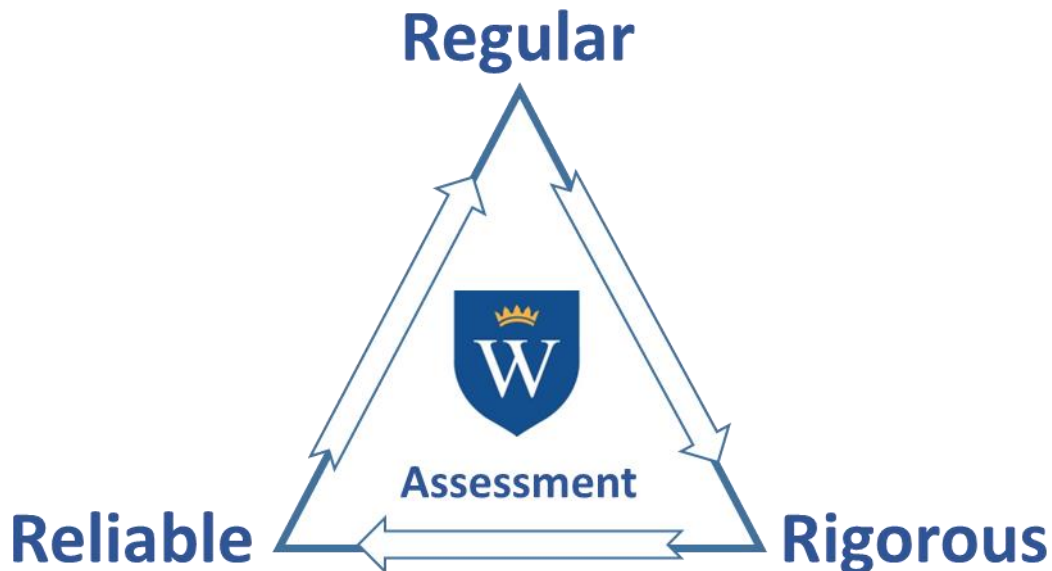
Date of review: June 2023

Next date of review: June 2024

Introduction: Assessment at GEMS Wellington International School

At GEMS Wellington International School, we are committed to ensuring all students have equal opportunities and a quality education, ensuring success within a truly inclusive landscape of mutual respect and equity for all. Our Assessment processes consider the needs of all students; ensuring that assessment material is appropriately selected, matches the curriculum content that has been taught and is implemented in a supportive manner with consideration given to the volume of assessments our students complete. The procedures laid out in this policy apply to all students and take into account individual needs and abilities.

At GEMS Wellington International School, assessment practice revolves around three key terms which form the basis of our philosophy for assessment design and implementation.



1. **Regular** – Both formative and summative assessments occur regularly enough to provide all stakeholders with valuable information regarding student learning, progress and attainment at key points during the academic year.
2. **Rigorous** – Assessments have purpose and are thorough. They are authentic tasks designed to prepare students for future learning and the ‘end goal’.
3. **Reliable** – All assessments designed and implemented are valid, in that they measure what they are intended to measure and produce results that are a realistic reflection or indicative of pupil attainment.

Assessment will take two forms, **Summative** and **Formative**.

Summative assessment is often referred to as the assessment **of** learning and will take place roughly every 6 weeks according to a department's curriculum map. Assessments of this nature are pre-planned and are designed to assess a student's current level of attainment against recognised criteria. Summative assessments will commonly require students to demonstrate and apply their understanding of knowledge acquired over a set period of time. Grades are awarded for such assessments, which are recorded on the School Information Management System (SIMS). This assessment data is then used and conduct internal analysis and to report student progress to stakeholders.

Formative assessment can be referred to as the assessment **for** learning, often used before or during instruction to enable teachers to make informed decisions regarding starting points and student progress. Formative assessment will not be graded in the same way as summative assessment, but is instead used to guide future learning or address potential 'stumbling blocks'.

1. Roles and Responsibilities: Analysis of Assessment Data

It is expected that staff will meet all deadlines as featured on the WIS assessment calendar relating to data entry. Assessment should aim to motivate by involving students in the learning process through self-assessment and dialogue with the teacher, recording positive achievement, ensuring students are fully aware of the criteria for success and establishing clear, achievable targets every member of staff has the responsibility of delivering this policy but for guidance the responsibilities for specific groups can be clustered as follows:

Senior Leaders will:

- Create an annual assessment calendar detailing data collection points and key assessment information such as recommended assessment windows.
- Set realistic and timely deadlines to ensure regular data collection.
- Support curriculum leaders in standardisation and organising the logistics for departmental moderation.
- Perform whole school data analysis, including gap analysis across subjects, year groups, departments and student cohorts.
- Coordinate the logistics for reporting assessment information and results to parents.
- Hold meetings with Curriculum Leaders following data collection periods, holding leaders to account for student performance within their subject area.
- Quality assure student reports prior to them being published to parents.
- Review assessment and reporting processes with evidence-based research and consultation with stakeholders.

Curriculum Leaders/Directors will:

- Ensure assessments are set in line with curriculum maps and the whole school assessment calendar.
- Organise and oversee the standardisation and moderation of assessments used within their department.

- Ensure assessment information and expectations are clearly communicated to all department members, including key dates and deadlines.
- Have direct responsibility for the quality of assessment used across all groups, ensuring they meet the criteria (depending on Key Stage) mentioned earlier in this policy.
- Regularly meet with members of their department team to discuss student data, potential underperformance and strategies to raise achievement.
- Organise and oversee a report checking procedure within the department prior to the report writing deadlines.
- Ensure sufficient quality assurance of data has taken place, ensuring reliable and accurate data

Year Leaders and Heads of Year will:

- Analyse assessment data at year group level, working with Curriculum Leaders to identify cases of underperformance across a number of areas.
- Compare assessment data to Attitude to Learning (ATL) grades to identify students with engagement or behavioural issues and plan appropriate strategic action.
- Support students through their year group who may suffer from anxiety when faced with formal examinations.
- Attend intervention meetings organised by members of the C&A team and support with parental meetings and specific intervention where required for students or groups of students who are unable to access the curriculum

Subject Teachers will:

- Meet all data related deadlines as featured in the school's assessment calendar.
- Analyse their class data to identify specific trends relating to the assessment, for example common errors and misconceptions.
- Ensure students are aware of their assessment grades, clearly identifying areas of weakness and how these may be addressed.
- Plan lessons post-assessment that aims to address common weaknesses to ensure specific skills and knowledge are mastered before moving on to new material.
- Quality assure data to ensure it is accurate and reliable
- Work with the Curriculum leader/Director to meet deadlines for marking, moderation and standardisation.
- Communicate effectively with parents where student attainment/progress is flagged as a concern

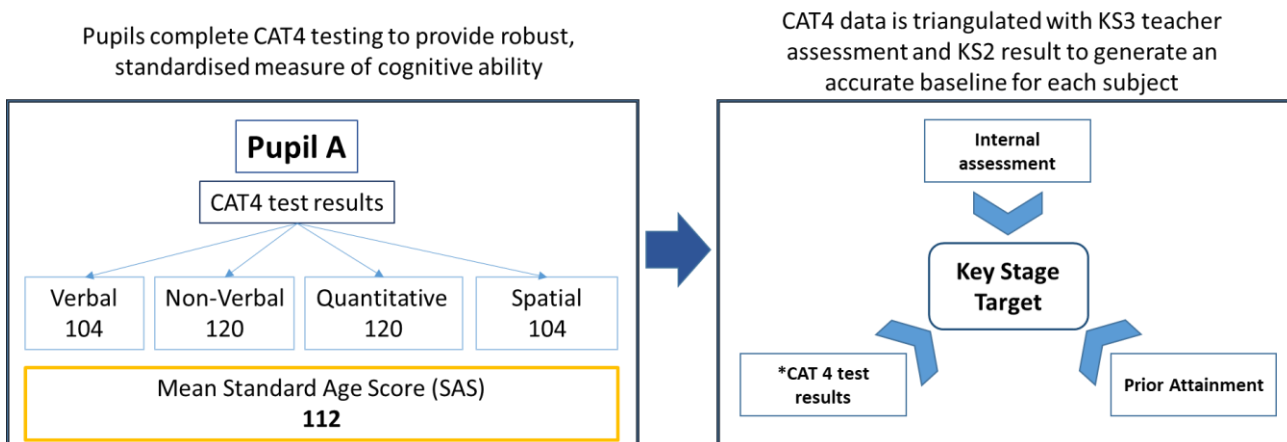
2. Assessment Model at WIS

Year Group	Assessment Model
EYFS	- By the end of FS2, students are expected to meet the ELG. Throughout the two years in EYFS, students are assessed at Millstone Checkpoints to gauge whether they are 'on track' to meet the ELG. - EYFS is report using the Emerging, Developing, Secure, Secure + and Mastery Model - in line with the Lower and Middle School.
Y1 - Y9	- Emerging, Developing, Secure, Secure+ and Mastery - Y9 Maths & Science is reported in GCSE Grades due to students beginning the GCSE course
Y10 & Y11	GCSE Grades 9-1/A*-G
Y12 & Y13	IB Grades 1-7 & IB Points

3. Application of Assessment Data: Target Setting

Key Stage 2, 3 and 4.

As stated above, all students will sit *National Agenda Parameter* (N.A.P) tests whilst at WIS. One example of such testing is the CAT4 assessments, from which student targets are generated for the end of Key Stage 2 (KS2), Key Stage 3 (KS3) and Key Stage 4 (KS4). Results from CAT4 form the basis of our target setting procedure; however, both internal assessment (often in the form of a baseline) and prior assessment results are also taken into consideration, as demonstrated below:



As highlighted above, internal assessments and prior attainment can be used to recommend an increase to the target suggested by CAT4 results. In such cases, student targets can be raised if

significant evidence is provided, however targets must never be lowered to grades that are less than what is suggested by CAT4 predictions.

For Key stage 2, 3 and 4 the *End of Key Stage* target and *End of Year* targets are generated to provide milestones against which student progress can be measured. These targets are generated from flight paths on the CAT4 Assessments which outline Challenge Targets. As an outstanding school, with outstanding outcomes, we always strive for students to meet their Challenge Targets.

In Key Stage 2, targets set by CAT4 are in standardised score form for reading, maths and GPS, ranging anywhere between 60 and 140 (100 being the average). For writing, which is a teacher assessed subject, targets are in line with the UK curriculum standards - working towards the expected standard (WTS), working at the expected standard (EXS) and working at the Greater Depth Standard (GDS). For Science, the final teacher assessed subject, targets are also in line with the UK curriculum standards - has not met the expected standard (HNM) or working at the expected standard (EXS).

For year 1 and 2, targets are set from the End of Phase 1 (FS2) data which again, equates to the

TARGET	STANDARDISED SCORE	CURRICULUM STANDARD
Emerging	89 or less	
Developing	90-99	Working towards (WTS) / Has not met (HNM)
Secure	100 - 102	Working at the expected standard (EXS)
Secure +	103 - 109	
Mastery	110+	Working at the greater depth standard (GDS)

Working Towards the Expected Standard	Emerging with their understanding of the objectives and are still working on fundamental basics. Additional support will be put in place to help accelerate a child's progress.
On track to Meet the Expected Standard	Developing their understanding of the objectives and are beginning to secure those fundamental basics. Additional support will be put in place to help accelerate a child's progress.
On track to Exceed the Expected Standard	Secure with their understanding of the objectives and fundamental basics that have been taught and can use them independently.
On track to be Working at Greater Depth	Secure+ with their understanding of the objectives and fundamental basics and therefore beginning to show their advanced knowledge, in a variety of ways across the curriculum, whilst working more independently.
	Mastered the objectives and are applying them across the curriculum, in a range of ways, confidently and imaginatively. Children work independently and can clearly reason, justify and explain their thinking.

grading system we use. This allows for aspirational targets to be set for new curriculum.

In EYFS, targets are set following Baseline Assessments completed in the first few weeks of Term 1.

Although we appreciate that progress may not always follow a linear path, the use of the flightpath for secondary and the target setting system for primary is effective for monitoring student progress and identifying any potential underachievement or barriers to learning. This will enable us to address any specific need which may require intervention and/or additional support.

4. Principles of Assessment at GEMS Wellington International School

3.1 Assessment Types

National Agenda Parameter Testing - KHDA Mandatory Requirements

Students at GEMS Wellington International School are required to sit a number of international and external assessments annually to assess the progress we are making towards the aspiration of the UAE vision. The UAE National Agenda Parameter requires all schools to participate in external benchmarking assessments annually. The benchmarking assessments used to measure ability and attainment are:

The National Agenda Parameter	Requirements	
	Target Grades	Number of Students
GL Cognitive Ability Test – CAT4	Year 2 - CAT4 X Years 3 to 11	Y2,3,4,6,8,10,12 - whole cohort Y5,7,9,11,13 - New students
GL Progress Test Series x 1 a year	Years 3 - 10	All students in targeted years
GL New Group Reading Test - x3 times a year, once per term.	Year 2 -10	All students in targeted years
International Benchmark Assessments		
TIMSS (Maths & Science)	Year 5 & Year 9	2 x classes from each year group
PISA (Reading, Maths & Science)	Year 10/11	Small selection
PIRLS (Reading	Year 5	Small selection

Summative Assessment – Assessment of Learning

- Will take place roughly every 6 weeks according to a department's curriculum map.
- Assessments of this nature are pre-planned and are designed to assess a student's current level of attainment against recognised criteria.
- Summative assessments will commonly require students to demonstrate and apply their understanding of knowledge acquired over a set period of time.

Formative Assessment – Assessment for Learning

- Often used before or during instruction to enable teachers to make informed decisions regarding starting points and student progress.
- Formative assessment will not be graded in the same way as summative assessment, but is instead used to guide future learning or address potential 'stumbling blocks'.

3.2 Assessment Design and Protocol

The design and purpose of internal assessments will differ according to the Key Stage.

Formal assessments in the Primary School (Y1 - 6) should:

- Mirror the testing requirements for the end of key stage (SATs) that are in place.
- Conduct formal assessments termly to support teacher assessment judgements.
- Complete in-depth test analysis so that gaps in learning are identified and catered for.
- Use formal, standardised testing materials that replicate the test style questions provided on the SATs - NFER assessments used for Reading, GPS and Maths.
- Outcomes and targets from the assessments should always be shared with the children so they know how to improve
- Provide students with the opportunity to demonstrate the application of key knowledge that is linked directly to curriculum standards and criteria.

Formal assessments in the Middle School (Key Stage 3) should:

- Provide students with the opportunity to demonstrate the application of key knowledge that is linked directly to curriculum standards and criteria.
- Apply skills and knowledge that have been taught over a series of lessons.
- Have a particular skills or content focus, directly linked to stages of the curriculum map and/or scheme of work.
- Be standardised prior to students completing the assessment and moderated once marked by the subject teacher.
- Marking criteria and expectations shared with students and parents in advance to allow for adequate preparation as part of the learning process/experience.
- Assessment week is conducted at the end of the year where students take formal assessments in test-style settings to develop GCSE exam skills

Formal assessments in Key Stage 4 & 5 should:

- Mirror the final GCSE exam experience.
- Be conducted under strict examination conditions, considering time and location, to ensure reliable results are produced.
- Include the use of past GCSE and IB papers and/or materials produced by reputable companies who have a working relationship with recognised exam boards.
- Use assessments and marking criteria that have been rigorously standardised.
- Be moderated to ensure consistency in marking before data entry and feedback being provided to students.

3.3 Standardisation and Moderation expectations

Standardisation is the process of standardising a team's approach to applying a mark-scheme and ensuring that everyone is marking at the same standard.

- All markers should have a common understanding of the mark-scheme.
- All potential issues in the marking of assessments should be discussed before the mark-scheme is applied.

- Staff should consider the marking time frame to coincide with whole-school deadlines. Deadlines for marking should be agreed by all team members to allow for moderation to take place prior to marks being entered and shared with students.

Moderation is the process of checking the application of the mark-scheme once marking has started, across all members of the team.

- Purpose is to check that all team members are applying the mark-scheme in the correct way, ensuring that everyone is within a level of tolerance.
- Allow for further revisions to be made to the mark-scheme as a result of potential issues and seeing pupils' responses.
- Any team members identified as marking outside of the tolerance will need to adapt their marking accordingly. Further checking may be required if discrepancies are significant.

Guidance relating to effective standardisation and moderation practice can be found in Appendix 2.

5. Reporting Assessment Information to Parents

Student assessment and progress information will be shared formally with parents at three points during the academic year. Parents of students across all year groups will receive 2 *Progressive Grade Cards* and 1 *Full Student Report* each year.

Progressive Grade Cards will include information relating to attendance, Attitude to Learning (ATL), current and anticipated grades for all subjects. They are progressive in that new data is simply added to the report card following each Data Collection to enable parents to easily track the progress of their child.

Full Reports will include all of the information found on the Progressive Report Card, as well as class teacher comments for every subject and a full tutor comment. Teacher comments are expected to make reference to the strengths and areas for development relating to the students learning and attitude within the subject. Guidelines for report writing are issued in advance and it is expected that all staff adhere to these guidelines to ensure consistency in the quality of the reports.