

Assessment, Reporting, Tracking and Monitoring Policy

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Introduction

At Downe House Riyadh we are committed to using assessment to inspire excellence, progression, and inclusion to fulfil potential in all our pupils. We acknowledge that assessment covers four key areas: attainment, progress, attitude and potential, and we use a range of methods to assess each of these at many

different points in a pupil's time with us. Any assessment activity will help learning if it provides information to be used as feedback, by teachers, and by their pupils, in assessing themselves and each other, to modify the teaching and learning activities in which they are engaged.

Aim

Assessment is the process by which pupils, teachers and parents are able to make judgements that allow them to monitor progress, evaluate the learning experience, improve planning, diagnose difficulty, identify progression, assist personalisation and improve the quality of teaching and learning. Teaching, learning and assessment of that learning are fundamentally interdependent. Assessment takes place to better inform our pupils, parents and teachers of our pupils' progress and achievement.

Why do we assess?

- To support pupil achievement and give accurate information about their progress.
- To provide feedback to pupils to enable them to understand what they need to do to reach end of lesson, year and key stage expectations.
- to gather quantitative data regularly so that evaluations can be made about pupil and cohort attainment back into the learning process
- to track progress throughout the year and from year to year
- to provide insight into the quality and effectiveness of teaching and learning
- to provide insight into the quality and effectiveness of assessment practices
- to communicate pupil progress and attainment to the relevant stakeholders

Objectives

- to ensure that assessment and reporting systems provide valuable, meaningful, appropriate and timely information
- to ensure that each Assessment Point is appropriate to the calendar year
- to embed the use of standardised data in assessment and reporting
- to ensure that tracking systems are robust and effective
- to ensure that data is used effectively to regularly review and improve teaching and learning to secure the best outcomes for pupils
- to ensure staff are appropriately skilled to analyse and evaluate data, and also to identify intervention needs
- to ensure that formative and summative assessment practices are built into planning and gather accurate and meaningful data
- to ensure that pupils have a range of opportunities to demonstrate progress and attainment through learning check-ins
- to ensure parents can understand and interpret data pertaining to their child

Types of Assessment

A range of assessment approaches can be used for different reasons at various stages in the learning sequence.

Formative assessment is a range of formal and informal assessment procedures to seek and interpret evidence for use by pupils and their teachers to decide where the pupils are in their learning. This approach to determine competence, gaps and progress informs planning, future learning strategies and interventions.

Any assessment can be used formatively and it's important to distinguish between the process of formative assessment and the actual assessments used by teachers. Making this distinction is crucial because a common misinterpretation of formative assessment is that a series of summative assessments constitutes formative assessment. This is very much not the case; what makes an assessment formative is what the teacher does with the information it generates. Unless the result of the assessment is used to change something in the teaching or learning, there is nothing formative taking place. It should be noted that assessments can often be used for both formative and summative purposes.

Formative and summative are not labels for different types or forms of assessment but describe how assessments are used. For example, a task or activity is not formative unless the information it provides is used to progress learning.

Summative assessment comes at the end of a learning sequence and is used to acknowledge, record and report on students' overall achievement at a given point. Formative approaches to assessment focus on improving learning while summative assessment captures a record of learning at the end of a period of study. However, formative, and summative assessments are not in opposition; they are interrelated and complementary. The information from formative assessment, supplemented by class tests or tasks, helps to ensure dependable summative assessment.

The quality of assessment is based on the teacher's professional ability to use a range of assessment methods that produce accurate results.

For internal assessments (non-standardised), the decision as to what constitutes 'exceeding', 'securing', 'developing' or 'emerging' will be decided by the school according to its own context. The corresponding percentage scale will also align with local ministry banding. The school will use this banding to compare with standardized data.

Standardised Data

Standardised Data is used to qualify setting, measure expected progress, develop curriculum and support pupils' individual learning needs including AG&T:

- GL Testing (CAT4, PTM, PTE, PTS, NGRT)
- CEM ALIS

Standardised Scores (SAS) are aligned to a 9-1 scale. This Standardised Data mean score becomes the Data Expected Outcome which is then employed as a benchmark (relative attainment) by which a student's attainment and progress can be tracked and measured.

This scale makes for a more 'granular' structure (i.e. for showing progress within a band) and aligns with GCSE grading (which also helps with predictions for end of year). Internal assessments may also have a 1-9 grading structure down to Y1 so school can track pupil progress across the school and compare these to standardised data.

Descriptor	SAS Score	Attainment Level
Exceeding	127 and above	9
	119-126	8
Securing	112-118	7
	104-111	6
Developing	97-103	5
	89-96	4
Emerging	82-88	3
	74-81	2
Well below	73 and below	1

CAT4 Scores between 89-111 are considered to be within the "average bracket". Scores of 112 and above are deemed above average and scores of 88 and below would be considered below average. SAS scores will range from 69 to 141.

Diagnostic Assessments

Diagnostic Assessments are used that to identify a pupil's strengths and weaknesses/profile and to inform next steps.

- Dyslexia Screening
- PASS (Wellbeing)

Assessment procedure

- we assess pupils against assessment criteria, which are short, discrete, qualitative, and concrete descriptions of what a pupil is expected to know and be able to do.

- assessment criteria are derived from curriculum content, standards previously achieved by pupils of a similar ability, and from syllabus details and specifications produced by examination boards.
- assessment criteria for periodic assessment are arranged into a hierarchy, setting out what pupils are normally expected to have achieved by key points of their education journey.
- the achievement of each pupil is assessed against all the relevant criteria at appropriate times of the academies' year. Termly assessment data is collected and recorded on iSAMs, but more regular assessment are recorded by the individual teacher, according to an agreed timescale, for department/subject monitoring and evaluation, and to provide timely information for teachers, pupils and parents (if requested);
- in Key Stage 1-4, each pupil is assessed at appropriate times throughout the year, largely in class, on occasions in a formal setting. Pupils receive qualitative feedback on what they have learnt and what they need to do to improve further.
- we use this information to provide work of appropriate challenge for pupils at each stage of their progress (emerging, developing, securing, or exceeding). Additional support is given where pupil is struggling to move beyond developing the basic expectations for their ability.
- in Key Stage 4 and 5 formal assessment is carried out using grades as prescribed by the relevant examination board and syllabus, at regular agreed points
- across Key Stage 4, pupils sit assessments in examination conditions at certain times of the year to gain experience of timed, formal assessments.
- assessment judgements are moderated by colleagues both within their department and across the school to make sure the assessments are fair, reliable, and valid.
- assessment will be either formative, or summative, or both. Formative assessment is diagnostic and is used to modify teaching and learning activities to improve pupil attainment. Summative assessment provides a snapshot of attainment at a particular time and should reflect what has already been learnt synoptically in the course / unit so far.
- teachers will also use Assessment for Learning (AfL) in their teaching, including building opportunities into lessons to assess how well pupils are meeting learning objectives, how well they are progressing in their learning, and to develop pupils' ability to self-assess and peer-assess work against prescribed criteria thus encouraging them to take responsibility for their own learning.

Assessment Cycle (see Appendix 1)

Use of assessment

- information from assessment is communicated to parents and pupils at regular times in a year. Parents receive quantitative profiles 5 times a year, a qualitative profile twice a year of what has been achieved, and indications of

what their child needs to do next.

- we celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, attitude to learning, homework and attendance.
- we use the indicators of potential CAT4 scores to set challenging targets for pupils and we review these targets regularly to ensure that they are consistent, achievable and provide a suitable goal for each pupil in each subject.
- although the rate of progress will vary from pupil, subject and year group, these estimates are essential in ensuring effective intervention can be provided where problems occur, and best practice can be identified and shared effectively.
- we use assessment of attainment over time to measure the progress that pupils are making in each year group, and to modify our support and teaching programmes as necessary.

Tracking of assessment

All teaching staff, and appropriate support staff are expected to be proficient in assessment in their own subject(s). This is essential to ensure that assessment is accurate, consistent over a range of pupils and over time, and applied. It is the responsibility of Heads of Department and Phase Leaders to ensure that there is appropriate training in assessment for all teaching staff in their area. This will be via online resources including exemplar materials, clear guidance for staff and pupils on how pieces of work are assessed, and assessment practices (including moderation) as a feature of CPD meetings.

Tracking will be centralised on iSAMs Gradebook. Here, it will be the responsibility of middle leaders to maintain tracking sheets and update them following assessment windows and end of topic tests. Senior Leaders will monitor these trackers through routinely investigating progress and quality assuring the data and outcomes of all pupils, groups of pupils and cohorts.

Roles & Responsibilities

The Principal will ensure:

- all policies are kept up to date and adhered to across the school.

Senior leaders will ensure that:

- subject heads and Phase leaders always adhere to the policy.

All teachers/staff will:

- follow the policy and adhere to the Teachers Standards. The following guidelines on assessment are contained
- within the standards, which state that a teacher must promote good progress and outcomes by pupils and make accurate and productive use of

assessment.

Standards by which the success of this policy can be evaluated

- DfE Teachers Standards introduced on 1 September 2011. The following guidelines on assessment are contained within the standards, which state that a teacher must;

Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress, and outcomes.
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.
- guide pupils to reflect on the progress they have made and their emerging needs.
- demonstrate knowledge and understanding of how pupils learn and how this impact on their teaching.
- encourage pupils to take responsibility and conscientious attitude to their own work and study.

Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure pupils' progress.
- Use relevant data to monitor progress, set targets and plan subsequent lessons.
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Parent Consultations

Pupils and parents are informed of the mark via parent teacher consultations and via the mid or end of term reports. Pupils who are performing at a significantly lower level than expected are identified and monitored closely by class / form tutors. If appropriate, tutors involve members of SLT or the SENCO for further action. There will be set times for parents to speak to teachers with regards to academic progress however, Downe House Riyadh operates an 'open door' policy and therefore parents can set up meetings at any mutually convenient time.

Reporting Schedule

Throughout any period of remote learning parents will receive termly written reports on the academic and social progress of their child. The table below outlines the yearly schedule.

Assessment Grades

At the end of each half / term all students will be graded on their online learning studies. All staff will be assessing the children over two areas:

Attainment - Teacher based assessment / grade on all work covered during the period of online learning.

Attitude to learning - Teacher based 'effort' grade on all work covered during the period of online learning.

Assessment grades should be recorded on the school's iSAMS Gradebook, set up by the department or year group. In turn, this data is to be pulled through to iSAMS Tracking Manager along with all standardised data so that Heads of Departments/Years can see the data for each pupil/cohort over time and analyse this. The school will also be required to submit their standardised data to Edureach at given times for analysis.

The 1-9 grade scale is to be used for internal attainment tracking with a corresponding percentage scale for internal assessments, decided by the school that aligns with the respective local ministry banding. This will allow internal comparison to the standardized data on the 1-9 scale. However, the school can decide when it appropriate to report the 1-9 grade to parents; the majority of pupils will receive the corresponding reporting descriptor exceeding/securing/developing/emerging year expected level.

SAS Score	Attainment Level	CAT4 SAS Score Interpretation	Internal Assessment Band*	Internal Tracking	Reporting Descriptor
127 and above	9	Above average	90-100%	9	Exceeding
119-126	8		80-89%	8	
112-118	7		70-79%	7	Securing
104-111	6	Average	60-69%	6	
97-103	5		50-59%	5	Developing
89-96	4		40-49%	4	
82-88	3	Below Average	30-39%	3	Emerging
74-81	2		20-29%	2	
73 and below	1		0-19%	1	Well below

- To be decided by the school

Policy History

Date of adoption of this policy	August 2022
Date of last review of this policy	August 2022
Date for next review of this policy	April 2023
Policy owner (SMT)	Director of Studies
Policy owner (Chair of the Board)	Board

Appendix 1 **Assessment Cycle**

Key: black = teacher assessments
(tracked using agreed Edureach scale)

blue = standardised assessments

	Start of Year	Internal assessments tracking	End of Year
CM KG1 KCD Pre-school KCR Pre-school DHR Pre-school	Teacher Baseline assessment using teacher observations by end of week 6 (earlier if possible)	- Record of Development (incorporating Tapestry) - Early Years Foundation Stage Profile (incorporating Tapestry)	Final assessment for tracking, reporting and transition
CM KG2 KCD Reception KCR Reception DHR Reception	Teacher Baseline assessment using teacher observations, by end of week 6 (earlier if possible) Writing, Phonics and Maths assessment	- Record of Development (incorporating Tapestry) - Early Years Foundation Stage Profile (incorporating Tapestry) - Teacher assessments in Reading and phonics. - Teacher assessment in Maths - Writing assessment each term (at least one, unaided and assessed, using Ros Wilson criteria) and writing kept in individual portfolio to be presented at end of Year 6 - Other teacher assessments as appropriate for each school.	Final assessment for tracking, reporting and transition
CM Grade 1 KCD Year 1 KCR Year 1 DHR Year 1	CEM InCAS adaptive computer tests in Reading, Spelling, Mathematics, Mental Arithmetic and Developed Ability (by 30th September)	- NRT Reading Assessment termly (by 30th November, 28th February, 31st May) - Teacher assessments in Phonics. - Teacher assessment in Maths - Writing assessment each term (at least one, unaided and assessed, using Ros Wilson criteria) and writing kept in individual portfolio to be presented at end of Year 6 - Other teacher assessments as appropriate for each school.	Final assessment for tracking, reporting and transition
CM Grade 2 KCD Year 2	CEM InCAS adaptive computer tests in Reading, Spelling,	- NRT Reading Assessment termly (by 30th November, 28th February, 31st May) - Teacher assessments in Phonics. - Teacher assessment in Maths	Assessment of English (Reading, Writing, Spelling,) and

KCR Year 2 DHR Year 2	Mathematics, Mental Arithmetic and Developed Ability (by 30th September)	• Writing assessment each term (at least one, unaided and assessed, using Ros Wilson criteria) and writing kept in individual portfolio to be presented at end of Year 6 • Other teacher assessments as appropriate for each school.	Maths (Number; Shape and Space; Measurement; Data Handling; and Algebra) • Two assessment weeks for pupils to complete extended tasks, which are moderated internally and assessed against the NC standards and standardised data, where available. These are not formal exams.
CM Grade 3 KCD Year 3 KCR Year 3 DHR Year 3	CAT4 Assessment (by 30th September)	• PASS (Social and Emotional Wellbeing) in January • NGRT Reading Assessment termly (by 30th November, 28th February, 31st May) • Teacher assessments in Phonics (if required). • Teacher assessment in Maths • Writing assessment each term (at least one, unaided and assessed, using Ros Wilson criteria) and writing kept in individual portfolio to be presented at end of Year 6 • Other teacher assessments as appropriate for each school. • Local Ministry assessments as appropriate	• Assessment of English (Reading, Writing, Spelling,) and Maths (Number; Shape and Space; Measurement; Data Handling; and Algebra) • Two assessment weeks for pupils to complete extended tasks, which are moderated internally and

			assessed against the NC standards and standardised data, where available. These are not formal exams. • GL Progress Tests in English and Maths (by end of first week in June)
CM Grade 4 KCD Year 4 KCR Year 4 DHR Year 4		• PASS (Social and Emotional Wellbeing) in January • NGRT Reading Assessment termly (by 30th November, 28th February, 31st May) • Teacher assessments in Phonics (if required). • Teacher assessment in Maths • Writing assessment each term (at least one, unaided and assessed, using Ros Wilson criteria) and writing kept in individual portfolio to be presented at end of Year 6 • Other teacher assessments as appropriate for each school. • Local Ministry assessments as appropriate	• Assessment of English (Reading, Writing, Spelling,) and Maths (Number; Shape and Space; Measurement; Data Handling; and Algebra) • Two assessment weeks for pupils to complete extended tasks, which are moderated internally and assessed against the NC standards and standardised data, where available. These are not formal exams. • GL Progress Tests in English and

			Maths (by end of first week in June)
CM Grade 5 KCD Year 5 KCR Year 5 DHR Year 5	CAT4 Assessment (by 30th September) LUCID Dyslexia Screening for all pupils (tool can be used for individual pupils in earlier/later years by SEN department if needed) (by 30th September)	• PASS (Social and Emotional Wellbeing) in January • NGRT Reading Assessment (if required) • Formative and summative assessment are ongoing throughout the year. This is led and overseen by the academic HoDs, in discussion with the HoYs. Includes Writing assessment each term (at least one, unaided and assessed, using Ros Wilson criteria) and writing kept in individual portfolio to be presented at end of Year 6 • Other teacher assessments as appropriate for each school. Attainment grade based on the work that the student has completed across that half -term. It should reflect the pupil's work and the formative and summative assessments that have taken place since the previous AP. It is not to be based on one standalone piece of work or assessment. The grade will be given according to the department descriptors. The subject content covered over the course of the term will be included in the report and this will be what is reported on for both attainment and effort. • Local Ministry assessments as appropriate	• Exams in each subject covering the whole year but an emphasis on more recent work and a guide which earlier topics most important to revise • GL Progress Tests in English, Maths and Science (by end of first week in June)
CM Grade 6 KCD Year 6 KCR Year 6 DHR Year 6		• PASS (Social and Emotional Wellbeing) in January • NGRT Reading Assessment (if required) • Formative and summative assessment are ongoing throughout the year. This is led and overseen by the academic HoDs, in discussion with the HoYs. Includes Writing assessment each term (at least one, unaided and assessed, using Ros Wilson criteria) and writing kept in individual portfolio to be presented at end of Year 6	• Exams in each subject covering the whole year but an emphasis on more recent work and a guide which earlier topics most important to revise

		- Other teacher assessments as appropriate for each school. Attainment grade based on the work that the student has completed across that half -term. It should reflect the pupil's work and the formative and summative assessments that have taken place since the previous AP. It is not to be based on one standalone piece of work or assessment. The grade will be given according to the department descriptors. The subject content covered over the course of the term will be included in the report and this will be what is reported on for both attainment and effort. - Local Ministry assessments as appropriate	GL Progress Tests in English, Maths and Science (by end of first week in June)
CM Grade 7 KCD Year 7 KCR Year 7 DHR Year 7	CAT4 Assessment (by 30th September)	- PASS (Social and Emotional Wellbeing) in January - NGRT Reading Assessment (if required) - Formative and summative assessment are ongoing throughout the year. This is led and overseen by the academic HoDs, in discussion with the HoYs. - Other teacher assessments as appropriate for each school. Attainment grade based on the work that the student has completed across that half -term. It should reflect the pupil's work and the formative and summative assessments that have taken place since the previous AP. It is not to be based on one standalone piece of work or assessment. The grade will be given according to the department descriptors. The subject content covered over the course of the term will be included in the report and this will be what is reported on for both attainment and effort. - Local Ministry assessments as appropriate	- Exams in each subject covering the whole year but an emphasis on more recent work and a guide which earlier topics most important to revise - GL Progress Tests in English, Maths and Science (by end of first week in June)
CM Grade 8 KCD Year 8		- PASS (Social and Emotional Wellbeing) in January - Formative and summative assessment are ongoing throughout the year. This	Exams in each subject covering the whole year

KCR Year 8 DHR Year 8		is led and overseen by the academic HoDs, in discussion with the HoYs. - Other teacher assessments as appropriate for each school. Attainment grade based on the work that the student has completed across that half -term. It should reflect the pupil's work and the formative and summative assessments that have taken place since the previous AP. It is not to be based on one standalone piece of work or assessment. The grade will be given according to the department descriptors. The subject content covered over the course of the term will be included in the report and this will be what is reported on for both attainment and effort. - Local Ministry assessments as appropriate	but an emphasis on more recent work and a guide which earlier topics most important to revise GL Progress Tests in English, Maths and Science (by end of first week in June)
CM Grade 9 DHM Grade 8 KCD Year 9 KCR Year 9 DHR Year 9	CAT4 Assessment (by 30th September)	- PASS (Social and Emotional Wellbeing) in January Formative and summative assessment are ongoing throughout the year. This is led and overseen by the academic HoDs, in discussion with the HoYs. - Other teacher assessments as appropriate for each school. Attainment grade based on the work that the student has completed across that half -term. It should reflect the pupil's work and the formative and summative assessments that have taken place since the previous AP. It is not to be based on one standalone piece of work or assessment. The grade will be given according to the department descriptors. The subject content covered over the course of the term will be included in the report and this will be what is reported on for both attainment and effort. - Local Ministry assessments as appropriate	- Exams in each subject covering the whole year but an emphasis on more recent work and a guide which earlier topics most important to revise - GL Progress Tests in English, Maths and Science (by end of first week in June)
CM Grade 10a	CAT4 Assessment (by	PASS (Social and Emotional Wellbeing) in January Formative and summative assessment are ongoing throughout the year. This	Exams in each subject covering the whole year

DHM Grade 9 KCD Year 10 KCR Year 10 DHR Year 10	30th September)	is led and overseen by the academic HoDs, in discussion with the HoYs. • Other teacher assessments as appropriate for each school. Attainment grade based on the work that the student has completed across that half -term. It should reflect the pupil's work and the formative and summative assessments that have taken place since the previous AP. It is not to be based on one standalone piece of work or assessment. The grade will be given according to the department descriptors. The subject content covered over the course of the term will be included in the report and this will be what is reported on for both attainment and effort. • Local Ministry assessments as appropriate	but an emphasis on more recent work and a guide which earlier topics most important to revise • GL Progress Tests in English, Maths and Science (by end of first week in June)
CM Grade 10b DHM Grade 10 KCD Year 11 KCR Year 11 DHR Year 11	CAT4 Assessment (by 30th September)	• PASS (Social and Emotional Wellbeing) in January • Formative and summative assessment are ongoing throughout the year. This is led and overseen by the academic HoDs, in discussion with the HoYs. • Other teacher assessments as appropriate for each school. Attainment grade based on the work that the student has completed across that half -term. It should reflect the pupil's work and the formative and summative assessments that have taken place since the previous AP. It is not to be based on one standalone piece of work or assessment. The grade will be given according to the department descriptors. The subject content covered over the course of the term will be included in the report and this will be what is reported on for both attainment and effort. • Local Ministry assessments as appropriate	• iGCSE

CM Grade 11 DHM Grade 11 KCD Year 12 KCR Year 12 DHR Year 12	CEM Alis baseline for A level predictions (by 30th September)	• PASS (Social and Emotional Wellbeing) in January • Formative and summative assessment are ongoing throughout the year. This is led and overseen by the academic HoDs, in discussion with the HoYs. • Other teacher assessments as appropriate for each school. Attainment grade based on the work that the student has completed across that half -term. It should reflect the pupil's work and the formative and summative assessments that have taken place since the previous AP. It is not to be based on one standalone piece of work or assessment. The grade will be given according to the department descriptors. The subject content covered over the course of the term will be included in the report and this will be what is reported on for both attainment and effort. • Local Ministry assessments as appropriate	• AS levels
CM Grade 12 DHM Grade 12 KCD Year 13 KCR Year 13 DHR Year 13		• PASS (Social and Emotional Wellbeing) in January • Formative and summative assessment are ongoing throughout the year. This is led and overseen by the academic HoDs, in discussion with the HoYs. • Other teacher assessments as appropriate for each school. Attainment grade based on the work that the student has completed across that half -term. It should reflect the pupil's work and the formative and summative assessments that have taken place since the previous AP. It is not to be based on one standalone piece of work or assessment. The grade will be given according to the department descriptors. The subject content covered over the course of the term will be included in the report and	• A levels

		this will be what is reported on for both attainment and effort. • Local Ministry assessments as appropriate	
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Appendix 2 Admissions Assessments

Key: black = teacher assessments
(tracked using agreed Edureach scale)

blue = standardised assessments

	Admission
CM KG1 KCD Pre-school KCR Pre-school DHR Pre-school	Teacher assessments in small groups of 6
CM KG2 KCD Reception KCR Reception DHR Reception	Taster session in class of children the same age or assessment of reading/phonics/ Maths/writing as a written assessment if not possible
CM Grade 1 KCD Year 1 KCR Year 1 DHR Year 1	Taster session in class of children the same age or assessment of reading/phonics/ Maths/writing as a written assessment if not possible (TM Edureach)
CM Grade 2 KCD Year 2 KCR Year 2 DHR Year 2	Taster session in class of children the same age or assessment of reading/phonics/ Maths/writing as a written assessment if not possible (TM Edureach) Online Hodder assessment in English (PIRA) and Maths (PUMA) and a written Arabic assessment for local pupils
CM Grade 3 KCD Year 3 KCR Year 3	Taster session in class of children the same age or assessment of reading/phonics/ Maths/writing as a written assessment if not possible (TM Edureach) Online Hodder assessment in English (PIRA) and Maths (PUMA) and a written Arabic assessment for local pupils

DHR Year 3	
CM Grade 4 KCD Year 4 KCR Year 4 DHR Year 4	Taster session in class of children the same age or assessment of reading/phonics/ Maths/writing as a written assessment if not possible (TM Edureach) Online Hodder assessment in English (PIRA) and Maths (PUMA) and a written Arabic assessment for local pupils
CM Grade 5 KCD Year 5 KCR Year 5 DHR Year 5	CAT4 test and a written Arabic assessment for local pupils Written task
CM Grade 6 KCD Year 6 KCR Year 6 DHR Year 6	CAT4 test and a written Arabic assessment for local pupils Written task
CM Grade 7 KCD Year 7 KCR Year 7 DHR Year 7	CAT4 test and a written Arabic assessment for local pupils Written task
CM Grade 8 KCD Year 8 KCR Year 8 DHR Year 8	CAT4 test and a written Arabic assessment for local pupils Written task
CM Grade 9 DHM Grade 8	CAT4 test and a written Arabic assessment for local pupils Written task

KCD Year 9 KCR Year 9 DHR Year 9	
CM Grade 10 DHM Grade 9 KCD Year 10 KCR Year 10 DHR Year 10	CAT4 test and a written Arabic assessment for local pupils Written task
CM Grade 10b DHM Grade 10 KCD Year 11 KCR Year 11 DHR Year 11	CAT4 test and a written Arabic assessment for local pupils Written task
CM Grade 11 DHM Grade 11 KCD Year 12 KCR Year 12 DHR Year 12	CAT4 test and a written Arabic assessment for local pupils Written task
CM Grade 12 DHM Grade 12 KCD Year 13 KCR Year 13 DHR Year 13	CAT4 test and a written Arabic assessment for local pupils Written task

Appendix 3 Example of Key Stage 3 – Developing, Securing and Exceeding Assessment

MASTERING	A student who is MASTERING their learning in this year is consistently able to demonstrate the following skills / knowledge in this subject, and frequently goes beyond this. They can: Computing • Create my own code to solve a problem. • Explain the need for 3 major constructs of programming (Sequence, Selection (IF) and Iteration (LOOP)). Annotate code with justification of its use. • Explain the FEDEX Cycle and the effect this has on CPU performance • Justify the use of different secondary storage • Explain components used networking and justify the need for networking. Discuss threats to networks • Convert bytes between denary and binary. Explain why computers use binary. ICT & Digital Literacy • Confidently use applications to create digital products with purpose and audience. Evaluate these products against success criteria in detail. Independently export products in suitable file formats showing an awareness of their properties.
SECURE	A student who is SECURE in their learning is regularly able to demonstrate the following skills / knowledge in this subject: Computing • Change existing code to meet my needs. • Show an awareness of the use of 3 major constructs of programming (Sequence, Selection (IF) and Iteration (LOOP)). Label code with stating its use. • Explain the FEDEX Cycle • State different secondary storage and give features of their use. • State components used networking and give some reasons networking. Discuss threats to networks. • Convert nibbles between denary and binary. ICT & Digital Literacy • Use applications to create digital products with purpose and audience. Evaluate these products against success criteria. Export products in suitable file formats showing an awareness of their proprieties. To improve further they should act on teachers' feedback and guidance to make sure they demonstrate the skills/knowledge in the MASTERING section above.
DEVELOPING	A student who is DEVELOPING their learning is not yet able to regularly demonstrate the following skills / knowledge in this subject. They need to be able to: Computing • Use code to make things happen. • Label key parts of the code • State the FEDEX Cycle • State different secondary storage • State components used networking. Give threats to networks. • Convert nibbles between denary and binary with support. ICT & Digital Literacy • Use applications to create digital products with purpose. Evaluate these products. Export products in suitable file formats. • Know how to stay safe online and what makes a good password. To improve further they should act on teachers' feedback and guidance to make sure they demonstrate the skills/knowledge in the SECURE section above

Appendix 4 Examples of Formative Assessment

- Tools for Formative Assessment - - Techniques to Check for Understanding - - Processing Activities -	
1. Index Card Summaries/ Questions	Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.
2. Hand Signals	Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand _____ and can explain it (e.g., thumbs up). - I do not yet understand _____ (e.g., thumbs down). - I'm not completely sure about _____ (e.g., wave hand).
3. One Minute Essay	A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.
4. Analogy Prompt	Present students with an analogy prompt: (A designated concept, principle, or process) is like _____ because _____.
5. Web or Concept Map	Any of several forms of graphical organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts. http://www.graphic.org/concept.html
6. Misconception Check	Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.
7. Student Conference	One on one conversation with students to check their level of understanding.
8. 3-Minute Pause	The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification. • I changed my attitude about... • I became more aware of... • I was surprised about... • I felt... • I related to... • I empathized with...
9. Observation	Walk around the classroom and observe students as they work to check for learning. Strategies include: • Anecdotal Records • Conferences • Checklists
10. Self-Assessment	A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.
11. Exit Card	Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.
12. Portfolio Check	Check the progress of a student's portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student's achievement or growth in well-defined areas of performance, such as reading, writing, math, etc. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities.
13. Quiz	Quizzes assess students for factual information, concepts and discrete skill. There is usually a single best answer. Some quiz examples are: • Multiple Choice

	• True/False • Short Answer • Paper and Pencil • Matching • Extended Response
14. Journal Entry	Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, lesson or concept that was taught.
15. Choral Response	In response to a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.
16. A-B-C Summaries	Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.
17. Debriefing	A form of reflection immediately following an activity.
18. Idea Spinner	The teacher creates a spinner marked into 4 quadrants and labeled "Predict, Explain, Summarize, Evaluate." After new material is presented, the teacher spins the spinner and asks students to answer a question based on the location of the spinner. For example, if the spinner lands in the "Summarize" quadrant, the teacher might say, "List the key concepts just presented."
19. Inside-Outside Circle	Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new pairs. Repeat.
20. Reader's Theater	From an assigned text have students create a script and perform it.
21. One Sentence Summary	Students are asked to write a summary sentence that answers the "who, what where, when, why, how" questions about the topic.
22. Summary Frames	<u>Description:</u> A _____ is a kind of _____ that ... <u>Compare/Contrast:</u> _____ and _____ are similar in that they both.... but _____, while _____. <u>Problem/Solution:</u> _____ wanted....., but, so <u>Cause/Effect:</u> _____ happens because
23. One Word Summary	Select (or invent) one word which best summarizes a topic.
24. Think-Pair- Share/ Turn to Your Partner	Teacher gives direction to students. Students formulate individual response, and then turn to a partner to share their answers. Teacher calls on several random pairs to share their answers with the class.
25. Think-Write-Pair-Share	Students think individually, write their thinking, pair and discuss with partner, then share with the class.
26. Talk a Mile a Minute	Partner up – giver and receiver... Kind of like "Password" or "Pyramid." Both know the category, but the receiver has his back to the board/screen. A set of terms will appear based on the category – giver gives clues, while receiver tries to guess the terms. First group done stands up
27. Oral Questioning	- How is _____ similar to/different from _____? - What are the characteristics/parts of _____? - In what other ways might we show show/illustrate _____? - What is the big idea, key concept, moral in _____? - How does _____ relate to _____? - What ideas/details can you add to _____? - Give an example of _____? - What is wrong with _____? - What might you infer from _____? - What conclusions might be drawn from _____? - What question are we trying to answer? What problem are we trying to solve?

	- What are you assuming about _____? - What might happen if _____? - What criteria would you use to judge/evaluate _____? - What evidence supports _____? - How might we prove/confirm _____? - How might this be viewed from the perspective of _____? - What alternatives should be considered _____? - What approach/strategy could you use to _____?
28. Tic-Tac-Toe/ Think-Tac-Toe	A collection of activities from which students can choose to do to demonstrate their understanding. It is presented in the form of a nine square grid similar to a tic-tac-toe board and students may be expected to complete from one to "three in a row". The activities vary in content, process, and product and can be tailored to address DOK levels.
29. Four Corners	Students choose a corner based on their level of expertise of a given subject. Based on your knowledge of _____, which corner would you choose? Corner 1: The Dirt Road –(There's so much dust, I can't see where I'm going! Help!!) Corner 2: The Paved Road (It's fairly smooth, but there are many potholes along the way.) Corner 3: The Highway (I feel fairly confident but have an occasional need to slowdown.) Corner 4: The Interstate (I'm traveling along and could easily give directions to someone else.) Once students are in their chosen corners, allow students to discuss their progress with others. Questions may be prompted by teacher. Corner One will pair with Corner Three; Corner Two will pair with Corner Four for peer tutoring.
30. Muddiest (or Clearest) Point	This is a variation on the one-minute paper, though you may wish to give students a slightly longer time period to answer the question. Here you ask (at the end of a class period, or at a natural break in the presentation), "What was the "muddiest point" in today's lecture?" or, perhaps, you might be more specific, asking, for example: "What (if anything) do you find unclear about the concept of 'personal identity' ('inertia', 'natural selection', etc.)?"
31. 3-2-1	3 things you found out 2 interesting things 1 question you still have 3 differences between ____ 2 effects of ____ on ____ 1 question you still have about the topic 3 important facts 2 interesting ideas 1 insight about yourself as a learner 3 key words 2 new ideas 1 thought to think about Write 3 questions about the text (unfamiliar words, confusing passages or ideas) Write 2 predictions based on the text (what will happen next based on the reading) Make one connection based on the text (connect to something you know or have experienced)
32. Cubing	Display 6 questions from the lesson Have students in groups of 4. Each group has 1 die. Each student rolls the die and answers the question with the corresponding number. If a number is rolled more than once the student may elaborate on the previous response or roll again. Responses may also be written.