



## Assessment and Reporting Policy

### Rationale

Assessment is a continuous process, which is integral to teaching and learning, allowing children to reach their true potential. It should be incorporated systematically into teaching strategies in order to promote progress for individuals, groups and cohorts. At The Arcadia School we use the Early Years Foundation Stage Framework and the new National Curriculum for England as starting points for the teaching and learning experiences that we provide for our children.

### Aims

- Monitor and record the attainment and progress of individuals, groups and cohorts
- Plan targeted intervention strategies based on information provided by assessment data
- Use attainment and progress information to guide teachers' planning, strategies and use of appropriate resources
- Inform parents about the progress of their child(ren) and next steps for learning
- Inform the School Board about progress and attainment for cohorts
- Ensure a consistent approach to measure progress towards and against UK National standards/International benchmarks

### Principles of Assessment

At Arcadia School, we have several different types of internal and external assessment within the school context. These are used to inform our internal work, inform KHDA of our progress and attainment remotely and feed directly into our regularly updated school evaluation and development plans.

Assessments are used to inform planning, make changes to lessons and medium term plans allowing progression within subjects and to report formally to governing bodies.

## Types of Assessment

### Formative

Ongoing, day-to-day assessment is carried out by teachers and is key to effective classroom practice. Learning outcomes are shared with pupils and play an important role through self-assessment of their own learning. Formative assessment is used by teachers to inform planning, resources and support in order for all children to progress and to support the learning of individual pupils. Details of this can also be found in the [Marking and Feedback Policy](#).



## Summative

Our students are assessed regularly and progress and attainment data is tracked internally. Progress tests (GL) are used to support teachers with making accurate teacher assessment judgments. These assessments are carried out towards the end of every year and are used to monitor the performance of individuals, groups and cohorts as well as identifying gaps and next steps for planning. In addition to this we have a range of summative assessments that we use throughout the year.

For our school, these are:

Year Group	External Summative Assessment	Internal Summative Assessment
FS1	N/A	N/A
FS2	Baseline Baseline Progress	N/A
Year 1	GL Progress Test English Level 6 GL Progress Test Maths Level 6 Renaissance Reading PASS 1	Writing Assessment Weeks White Rose Maths Tests Sigma Science Phonics Screening
Year 2	CAT4 X GL Progress Test English Level 7 GL Progress Test Maths Level 7 GL Progress Test Science Level 7 Renaissance Reading PASS 1	Writing Assessment Weeks White Rose Maths Tests Sigma Science Arabic (Internal) Islamic (Internal) Social Studies (Internal)
Year 3	CAT4 Pre-A GL Progress Test English Level 8 GL Progress Test Maths Level 8 GL Progress Test Science Level 8 Renaissance Reading PASS 2	Writing Assessment Weeks White Rose Maths Tests Sigma Science Arabic (Internal) Islamic (Internal) Social Studies (Internal)
Year 4	CAT4 A GL Progress Test English Level 9 GL Progress Test Maths Level 9 GL Progress Test Science Level 9 Renaissance Reading	Writing Assessment Weeks White Rose Maths Tests Sigma Science Arabic (Internal) Islamic (Internal)



	PASS 2	Social Studies (Internal)
Year 5	CAT4 B GL Progress Test English Level 10 GL Progress Test Maths Level 10 GL Progress Test Science Level 10 Renaissance Reading PASS 2	Writing Assessment Weeks White Rose Maths Tests Sigma Science Arabic (Internal) Islamic (Internal) Social Studies (Internal)
Year 6	CAT4 C GL Progress Test English Level 11 GL Progress Test Maths Level 11 GL Progress Test Science Level 11 Renaissance Reading PASS 2	Writing Assessment Weeks White Rose Maths Tests Sigma Science Arabic (Internal) Islamic (Internal) Social Studies (Internal)

The UAE National Agenda also targets Year 5 pupils (and Years 9 and 10) through participation in:

- Trends in International Mathematics and Science Study (**TIMMS**) tests
- The Programme for International Student Assessment (**PISA**)

The Arcadia School supports achievement towards the UAE National Agenda in education, through:

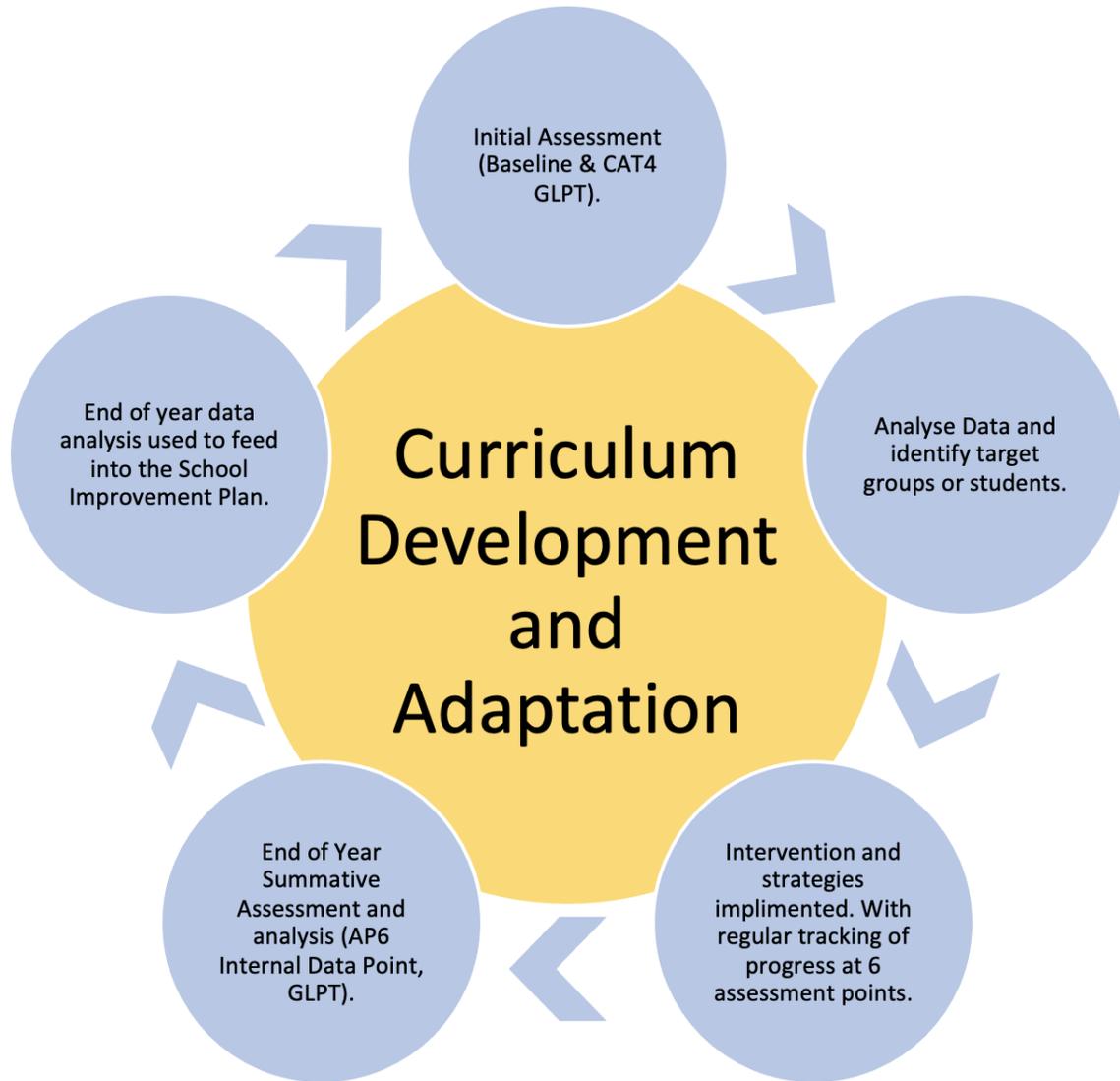
- ensuring children across several year levels undertake internationally benchmarked tests, every year
- Review and analysis of the data from these tests and identification of areas for further development and targeted teaching
- Reporting outcomes to the Board and parents

### Key Groups

All individuals and cohorts are tracked throughout the year through our trackers and support is targeted through identifying gaps in attainment of specific groups (Gap analysis).



## Arcadia Assessment Cycle





## Quality Assurance

Assessment practices are quality assured at several times throughout the year in order to ensure that our assessment judgements are accurate and in line with curriculum standards. Examples of this include:

- year group specific moderation of assessments
- whole school moderation of assessments
- student book looks
- use of classroom monitor expectations to ensure alignment with National Curriculum standards
- gap analysis of GL assessments with our internal assessment judgements

## Roles and Responsibilities

### *The Senior Leadership Team*

- monitor whole school attainment and progress data
- hold teaching staff to account for pupil attainment and progress through the monitoring of assessment data and related performance management targets
- use appropriate meetings and data analysis effectively to monitor the performance of individuals, groups and cohorts of pupils
- ensure teacher development supports improved pupil performance and outcomes
- quality assurance of assessment practices and utilisation of data

### **Teachers**

- carry out regular, accurate formative assessment of pupils, recording key milestones in learning and sharing these with parents on a regular basis
- provide high-quality feedback and use formative assessment information to inform planning to meet individual learner needs (Pupil Progress Meetings)
- Regularly review pupil attainment and progress and next steps in learning

### **Communication with Parents**

Children's attainment and progress will be discussed and shared at Parent Consultation Meetings, which take place twice throughout the school year, and through formal written reports which are provided to parents three times per year (once per term). Teachers are also available for appointments for:

- informal discussions with parents
- formal meetings to discuss the child's learning

Such meetings may be made at the request of parents or teachers.

Class teachers will also use Seesaw to share information about the child with parents, on a regular basis.



Written reports will comment on children's attainment and progress and key assessment data will be included in these reports. These reports can be translated into Arabic if required.

**Relevant Policies**

- Exceptional Learners Policy
- Inclusion Policy
- Curriculum Policy

Policy Implemented: August 2018

Policy Review Date: July 2021

Policy Responsibility: Assistant Headteacher

Board Review: July 2021

Version: 3