



مدرسة كامبردج الثانوية  
THE CAMBRIDGE HIGH SCHOOL, ABU DHABI

# Assessment & Reporting Policy

**Adopted: September 2021**  
**Review Period: Annually**

With reference to Policy 37: Guardians Reports  
Corresponding to Article (42) of the Organising Regulations

With reference to Policy 42: External Performance Assessment Tests  
Corresponding to Article (47) of the Organising Regulations

With reference to Policy 43: School Tests  
Corresponding to Article (48) of the Organising Regulations

## **AIMS**

This policy aims to:

- Provide clear guidelines on the approach at CHS to formative and summative assessment, as well as Termly reporting cycles that are aligned to eSIS Termly data entries (subject to review and change);
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents;
- Clearly set out how, and when, assessment practice will be monitored and evaluated.

## **DEFINITIONS**

From the [ADEK Private Schools Policy](#):

**Assessment** generally refers to the processes through which students' learning, abilities and skill levels are determined. For the purpose of this policy, external assessment refers to the methods used to determine students' learning, skill-levels and abilities in comparison to the class, grade level or age group - often in comparison to other students beyond the School or UAE - using reliable, reputable instruments obtained externally to the School itself.

**National and international external assessments** are standardised tests that enable students' results to be compared with other examinees and analysed to produce meaningful data. They include standardised questionnaires, interviews, or individually administered intelligence tests.

\* **Standardised tests** are given in a consistent manner in terms of rules, questions, administration procedures and scoring procedures. Such assessments are believed to be reliable, valid indicators of students' performance in comparison to their peers.

\* At CHS, we believe in fairness and equity when delivering assessments to ensure students are not at an unfair disadvantage completing any form of assessment outside of these conditions. As far as possible, we endeavor to ensure all formal and standardized tests are delivered under these conditions.

**Continuous assessments** (or frequent, formative assessment) use a variety of techniques to assess how well students are learning. Continuous assessments may include student assignments, research projects, presentations, reports, quizzes and practical activities. Continuous assessment activities measure student performance relative to established learning outcomes in the approved curriculum and provide teachers with data to guide their classroom instruction to best meet students' needs. These data are used along with summative assessments to determine student marks. Continuous assessments give both teacher and student interim feedback on how well the student is learning and provides indicators of strengths and areas requiring more attention. Continuous assessments lead to better-informed instruction.

**Summative assessments** include tests given at the end of a term as well as end-of-year examinations. Continuous and summative assessments contribute to marks or grades given to a student at the end of a term, and at the end of the school year. Diagnostic testing may be used to help identify specific learning deficits, differences or exceptional abilities in order to design student-specific instruction to meet individual needs.

## **LEGISLATION AND GUIDANCE:**

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment. As we are an International School following the NCfE, our assessment guidance comes from ADEK compliance regulations and the National Curriculum (NCfE).

This policy refers to the recommendations in the Levels. It also refers to statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule

1. (these are not statutory within the school's international context.)
2. In addition, this policy also deals with the compliance issues in relation to the National Agenda formal assessments that are necessary up to formal external examinations for the examination boards in place for each department.

3. Principles of Assessment at GEMS CHS - We have several different types of internal and external assessment within the school context. These are used to inform our internal work, inform ADEK of our progress and attainment remotely and feed directly into our regularly updated SEF 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.
4. Assessment approaches at GEMS CHS - We see assessment as an integral part of teaching and learning and it is inextricably linked to our curriculum. We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and external internationally standardised summative assessment.

### **IN-SCHOOL FORMATIVE ASSESSMENT:**

Effective in-school formative assessment enables:

- Teachers to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension;
- evaluate teaching and plan future lessons
- Final Report of the Commission on Assessment without Pupils to measure their knowledge and understanding against learning objectives and;
- identify areas in which they need to improve Parents to gain a broad picture of where their child's strengths and weaknesses lie and what they need to do to improve

We do this by:

- Using the school's feedback policy in lessons.
- Pupils self-assessing against success criteria
- Pupils being aware of their targets
- Gap Analysis and P4P documentation
- Moderation within year groups
- Observations recorded on Tapestry in the Foundation Stage

### **IN-SCHOOL SUMMATIVE ASSESSMENT:**

Effective in-school summative assessment enables:

- School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment;
- Teachers to evaluate learning at the end of a unit, or period, and the impact of their own teaching;
- Pupils to understand how well they have learned and understood a topic, or course of work, taught over a period of time.

It should be used to provide feedback on how they can improve. Parents to stay informed about the achievement, progress and wider outcomes of their child across a period of time.

GEMS CHS's summative assessments:

- Termly assessments (Years 1-13);
- International Bench mark test (PTE, PTM, PTS);
- CAT4 (Cognitive Abilities Test) cognitive assessment tests
- English national standardised summative assessment (Year 2 and 6 SATs)
- IGCSE mock examinations (Year 11)
- AS and A-Level mock examinations (Year 12 and 13)
- Regular phonic assessments
- End of year assessments, mock examinations and formal external examinations
- PASS (Year 2-13)
- STAR Reader
- Accelerated Reader

## **NATIONALLY STANDARDISED SUMMATIVE ASSESSMENT:**

Nationally standardised summative assessment enables:

- School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- Teachers to understand national expectations and assess students' own performance in the broader national context
- Pupils and parents to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of FS2 Phonics screening check in Year 1
- National Curriculum tests and teacher assessments at the end of Key Stage 1 and 2 (Year 2 and 6) • CAT 4 assessments from Year 2 to Year 6
- GL Progress tests in English, Maths and Science. Years 2-10 complete tests in English and Maths with Years 3-6, 8, 9, 10 completing an additional test in Science.
- IGCSE examinations (Year 11)
- AS examinations (Year 12)
- A-Level examinations (Year 13)

## **COLLECTING AND USING DATA:**

Data is collected continually, in Primary with teachers recording evidence on Learning Ladders or Tapestry, depending on the phase. It is the duty of each Phase Leader to ensure that their year group is up to date with the data entry. Data is regularly analysed by Phase Leader and SLT. Leaders ensure that there is adequate coverage throughout the school and that data entered is robust, through regular learning walks, book scrutiny's and lesson observations.

Data will be presented to the SLT i/c of Assessment at the end of every term, after assessment weeks (or when requested for specific reasons). The data will consider the necessary niche groups and will also look into separating learners into specific areas (i.e: Native English speakers, ELL etc.)

Data will be interrogated and used within Open House Meetings, with teachers identifying those children who appear to be making less than expected progress within their learning. Provision maps will be made for those groups of learners and these will be inspected within the time frames illustrated on the plans.

At the end of each term, data is entered into the school MIS (SIMS/Phoenix) to establish the progress made by students against the target grades determined by the CAT 4 prediction and/or the Teacher derived Target grade. Additionally, from this data entry a focus group of learners will be created for class teachers to ensure students make better progress in the time frame between each report cycle.

In Secondary, additional data is captured at regular intervals (data capture points) onto SIMS and/or Phoenix – for example Mock Examinations.

Secondary subject departments use bespoke data documentation to collect assessment information after each termly and end of term assessment. Teachers record their assessment scores to support this evidence and complete P4P sheets to aid forward planning and intervention. This is monitored by DoS's (Directors of Subjects) and Line Managers.

Data meetings will take place with DoS's and Secondary SLT after each assessment point. Data will be analysed and areas of concern highlighted so that planning can be adjusted to improve student outcomes.

## **REPORTING TO PARENTS:**

Parent engagement meetings, via Open House and/or *Pulse*, happen throughout the year and can be found on the school calendar.

In line with ADEK policy, we will report more than the required twice a year and will deliver the reports to the

Parents/Guardians of the students. Currently the school report every Term (3 in total) that is in synergy with eSIS reporting guidelines.

The schools 'Assessment & Reporting schedule' will publicise reporting dates, which will endeavor to be aligned to eSIS report deadlines, and timelines for staff to adhere to, which will also be publicized for parents and wider stakeholders to be aware of as well.

## **INCLUSION**

The principles of this assessment policy apply to all students, including those with special educational needs, disabilities or those categorized as Students of Determination. Assessment is used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention, which will include looking at student's CAT 4 scores.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account, alongside the nature of pupils' learning difficulties. Children/Students who achieve significantly below year expectations, will be highlighted and discussed with the appropriate IEAT member and a provision plan will be created to ensure that progress can be made.

## **TRAINING:**

Training on administering the assessments is provided by SLT, DoSs, Phase Leaders, Deputy-Phase Leaders and Exams Officers. Invigilation training is given by the Exams Officer and/or SLT i/c of Assessment/Exams

## **ROLES AND RESPONSIBILITIES:**

### **LAB:**

LAB Members are responsible for:

- Being familiar with statutory assessment and international benchmarking systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all children and students
- Holding school leaders to account for improving students and staff performance by rigorously analysing assessment data

### **Principal/CEO and/or SLT i/c of Assessment/Exams:**

The Principal/CEO and/or SLT i/c of Assessment/Exams is responsible for:

- Overseeing the Assessment Leaders' work;
- To use the data to inform the SEF and PIIP to present the data to the LAB, Assessment Leader/HODS;
- Ensuring that the policy is adhered to;
- Monitoring standards in core and foundation subjects;
- Analysing pupil progress and attainment, including individual pupils and specific groups prioritising key actions to address underachievement;
- Reporting to the LAB on all key aspects of students' progress and attainment, including current standards and trends over previous years.

### **Phase Leaders/Directors of Subject:**

Phase Leaders are responsible for:

- Collecting the data from their year group/subject area(s);
- To present the data, and analysis, to SLT;
- To use the analysis to inform the PLD requirements of their phase/subject area;
- To ensure that teachers in their teams adhere to timetables and assessment procedures.

### **Teachers:**

Teachers are responsible for:

- Following the assessment procedures outlined in this policy.
- Ensuring assessments are carried out and marked in line with the assessment & reporting schedule provide at the beginning of the Academic Year.

## **MONITORING**

This policy will be reviewed yearly by the SLT. At every review, the policy will be shared with the LAB. All teaching staff are expected to read and follow this policy. DoS and D-DoS responsible for ensuring that the policy is followed. The SLT i/c of Assessment, alongside the Phase Leaders, will monitor the effectiveness of assessment practices across the school, through:

- Moderation;
- Lesson observations;
- Book scrutiny's;
- Open House meetings;
- Data presentations;
- SEF updates and PLD sessions.

## **Assessment Schedule**

All Assessment dates and time-frames are aligned to the ADEK Assessment Policy, external benchmark providers and are reflected in the Assessment & reporting schedule provided at the beginning of the Academic Year.

### **Appendix I – Primary (FS2 – Year 6):**

<b>Year Groups</b>	<b>Assessment</b>	<b>Administered Date</b>	<b>Administered by</b>
<b>FS2</b>	Observational Assessment	Ongoing and/or before admission	Phase Leader/Dep. Phase Leader/Admissions team
	Phonics Screening	Ongoing	Class teachers
<b>Year 1</b>	Phonics Screening	Ongoing	Class teachers
	PTM, PTE (Paper based)	May/June	Class Teacher/Phase Leaders/Exams Officer/SLT
<b>Year 2</b>	CAT 4	September/October	Class Teacher/Phase Leaders/Exams Officer/SLT
	PTM, PTE	May/June	Class Teacher/Phase Leaders/Exams Officer/SLT
	PASS	June	Class Teacher/Phase Leaders
<b>Year 3</b>	*CAT 4	September/October	Class Teacher/Phase Leaders/Exams Officer/SLT
	PTM, PTE	May/June	Class Teacher/Phase Leaders/Exams Officer/SLT
	PASS	June	Class Teacher/Phase Leaders
<b>Year 4</b>	CAT 4	September/October	Class Teacher/Phase Leaders/Exams Officer/SLT
	PTM, PTE, PTS	May/June	Class Teacher/Phase Leaders/Exams Officer/SLT
	PASS	June	Class Teacher/Phase Leaders
<b>Year 5</b>	*CAT 4	September/October	Class Teacher/Phase Leaders/Exams Officer/SLT
	PTM, PTE, PTS	May/June	Class Teacher/Phase Leaders/Exams Officer/SLT
	PASS	June	Class Teacher/Phase Leaders
	PIRLS	TBC	Class Teachers/Phase Leaders/Exams Officer/SLT
	TIMMS	TBC	Class Teachers/Phase Leaders/Exams Officer/SLT
<b>Year 6</b>	CAT 4	September/October	Class Teacher/Phase Leaders/Exams Officer/SLT
	PTM, PTE, PTS	May/June	Class Teacher/Phase Leaders/Exams Officer/SLT
	PASS	June	Class Teacher/Phase Leaders

**Appendix 2 – Secondary (Year 7 – Year 13):**

<b>Year Groups</b>	<b>Assessment</b>	<b>Administered – Date</b>	<b>Administered by</b>
<b>Year 7</b>	CAT 4	September/October	Class Teacher/Phase Leaders/Exams Officer/SLT
	PTM, PTE	May/June	Class Teacher/Phase Leaders/DoS/Exams Officer/SLT
	PASS End of Term Assessments	June Ongoing	Class Teacher/Phase Leaders Class Teacher/DoSs
<b>Year 8</b>	*CAT 4	September/October	Class Teacher/Phase Leaders/Exams Officer/SLT
	PTM, PTE, PTS	May/June	Class Teacher/Phase Leaders/DoS/Exams Officer/SLT
	PASS	June	Class Teacher/Phase Leaders
	End of Term Assessments	Ongoing	Class Teacher/DoSs
<b>Year 9</b>	CAT 4	September/October	Class Teacher/Phase Leaders/Exams Officer/SLT
	PTM, PTE, PTS	May/June	Class Teacher/Phase Leaders/DoS/Exams Officer/SLT
	PASS	June	Class Teacher/Phase Leaders
	End of Term Assessments	Ongoing	Class Teacher/DoSs
	TIMMS	TBC	Class Teachers/Phase Leaders/Exams Officer/SLT
<b>Year 10</b>	*CAT 4	September/October	Class Teacher/Phase Leaders/Exams Officer/SLT
	PTM, PTE, PTS	May/June	Class Teacher/Phase Leaders/DoS/Exams Officer/SLT
	PASS	June	Class Teacher/Phase Leaders/Exams Officer/SLT
	End of Term Assessments	Ongoing	Class Teacher/DoSs
	IGCSEs	**October/June	Exams Officer/SLT
	PISA- 15-year olds only	TBC	Class Teachers/Phase Leaders/Exams Officer/SLT
<b>Year 11</b>	PASS	June	Class Teacher/Phase Leaders/Exams Officer/SLT
	End of Term Assessments	Ongoing	Class Teacher/DoSs
	Mock Exams	January/March (Subject to change)	Exams Officer/DoS/SLT
	IGCSEs	**October/June	Exams Officer/SLT
	PISA- 15-year olds only	TBC	Class Teachers/Phase Leaders/Exams Officer/SLT
<b>Year 12</b>	PASS	June	Class Teacher/Phase Leaders/Exams Officer/SLT
	End of Term Assessments	Ongoing	Class Teacher/DoSs
	Mock Exams	January/March (Subject to change)	Exams Officer/DoS/SLT
	AS-Levels	January/June	Exams Officer/SLT
<b>Year 13</b>	End of Term Assessments	Ongoing	Class Teacher/DoSs
	Mock Exams	January/March (Subject to change)	Exams Officer/DoS/SLT
	A-Levels	January/June	Exams Officer/SLT
	EmSAT Exams	TBC	Exams Officer/GRE

#### **CAT 4**

- Administered every 2-years
- Any new joiner to the school in these year groups, will undergo a CAT4 assessment before joining the school OR in the first term upon joining the school.

#### **IGCSEs**

**\*\*** Early entry for Year 10 and October entries **ONLY**.