AL BASMA BRITISH SCHOOL

Policy: Assessment Procedures

At Al Basma assessment is a continuous process which is at the heart of learning and teaching. It incorporates a range of methods to evaluate, measure, record and support the progress of our students.

Assessment allows us to:

- raise standards of learning by target setting
- differentiate work for individuals, groups and cohorts through identifying next steps in learning
- support progression in learning through planning
- share learning intentions with students
- enable students to understand what they have achieved
- help students know and recognise the standards they are aiming for
- identify students for intervention
- inform parents and other interested parties of the child's progress
- complete a critical self-evaluation of the school

The three aspects of assessment
- **Day-to-day assessment for learning**: this is formative assessment - an integral part of teaching and learning: the interactions between learners and teachers within lessons that shape the next steps for improvement

- **Periodic review: a profile of students' learning using assessment criteria**. This helps teachers to track students' progress, outside of lessons, by using precise criteria to discover the standards they are reaching and what needs to be planned for next to secure further improvement.

- **Summative assessment –** tests used to inform teacher judgements and also standardised assessments. This will also include external examinations where relevant.

Assessment for learning (AfL)
The features of assessment for learning are at the core of the pedagogic approach that has resulted in very high standards being achieved. In brief, the key elements of effective AfL are:

- assessment being done with students, rather than being done to them
- a clear, specific lesson intention being communicated to students
- the use of success criteria as a checklist, or aid memoire, to assist students to achieve the learning intention
- the teacher using effective questioning strategies, such as asking a significant number of open ended questions
- participatory learning, with students having frequent opportunities to speak and make sense of what they are learning

- 'dialogic talk' - this involves extended student talk, with the teacher asking probing, supplementary questions and *'the talk not always returning to the teacher'*. Instead, the student voice is prominent and there are opportunities for students to comment on the contributions of their peers. In this way the talk is 'more evenly distributed around the classroom'
- self-assessment and peer assessment against the success criteria established
- the teacher providing constant feedback on students' performance and how individuals can improve. This takes the form of in class oral feedback and diagnostic written feedback that acknowledges success whilst also pointing out the next steps a student needs to take to improve
- mid-session and end of lesson plenaries being used to review what has been learnt and develop students' understanding of the learning process and how it is possible for them to improve.

We will:

- evaluate students learning during and after each lesson to identify those students with particular needs (including those who are more able) so that future planning can reflect this
- ensure students are aware of the learning intention and encourage them to evaluate their progress so that they understand the next steps they need to make
- encourage students to evaluate their own work against success criteria based upon specific, key learning objectives
- provide constructive marking and feedback in line with school policy
- set individual, challenging targets in Maths and English on a regular basis and discuss these with the students so that they are involved in the process
- regularly share these targets with parents to include them in supporting their child's learning – this is through parent-teacher discussions and formal school reports
- Use a range of assessment techniques to identify progress towards specific assessment criteria leading to end of year expectations completing tracking digitally using Bronze, Silver and Gold system.
- Complete formal assessments according to the school schedule and store this digitally to track progress.

Assessment Tracking
Assessment tracking is a systematic part of our school's work which will be used to track each cohort and individuals in the school. The tracking system explicitly shows next steps in learning therefore identifying clearly the needs of every student. It is through an effective tracking system that the school develops a clear understanding of how to raise standards.

The discipline of regularly analysing students' attainment and achievement will ensure that every student has challenging and realistic targets set for them and that the path of reaching those targets is determined through effective classroom organisation; setting learning groups and careful planning.

We will:-
- follow the School Assessment schedule and update the data on a regular basis e.g. at least termly
- use and analyse information to identify attainment and progress within a class, groups and cohort at the end of each term
- analyse the data and review targets for individuals and use the information to identify intervention groups, including those students who are gifted and able and those with special educational needs
- moderate writing and identify end of year expectation examples
- pass cohort data and analysis to the next teacher

- Through student progress meetings highlight students who have made limited progress or are working below age expectations and discuss these students on a termly basis with teachers. Likewise identify next steps for students who are exceeding expectations.
- report to Board statutory test results and cohort data

Reporting

Reporting to parents provides the opportunity for communication about their child's achievements, abilities and future targets. Parent-teacher meetings are held in November, January and April. These meetings are focused on target setting and progress since previous meeting.

Written reports for Al Basma British School students are written at end of term 1 and term 2 (grade card) and at end of term 3 (full report).

Reports contain judgements on attainment, progress, effort and any barriers to learning. Parents will be informed of teacher assessment using the terms emerging, expected or exceeding to show current attainment against expectations. Progress and effort is judged using a 5 point scale ranging from Outstanding to Poor. Examples of reports are contained in Appendix 2.

At EYFS the reports are provided as a grade card at the end of term 1 and term 2 assessing against each of the areas of learning. In addition, Arabic attainment and progress is also reported. In June, FS2 parents will also receive a report on their child's EYFS profile.

Reports are written so that they have a positive effect on students' attitudes, motivation and self-esteem however honesty and integrity will also be maintained.

Moderation

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence available to justify judgements made.

We will:
- use guidance from STA for end of key stage expectations and assess against these standards
- meet regularly to moderate writing
- moderate work through planning and book scrutiny, feeding findings back to members of staff

Standardised Assessment - MOE

ABT Standardised Assessments

Standardised assessments using ABT will be completed in Arabic, Islamic and Social Studies in Term 3 annually.

These will be completed for Arabs and Non Arabs from Year 2 to Year 12 for Arabic and Islamic and from Year 2 to Year 10.

Standardised Assessment - ENC

As per the new ADEK Standardised Assessment Policy 2020-21 the following international assessments will be conducted as per the table:

INTERNATIONAL STUDIES		REQUIREMENTS		
		FREQUENCY	TARGETED GRADES/YEARS	NO. OF STUDENTS
1	International Assessments • PISA • TIMSS • PIRLS	• 2018, 2021 (to be administered in 2022) • 2019, 2023 • 2016, 2021 (TBC)	• 15 year-olds • Grades 4 and 8 (Years 5 and 9) • Grade 4 (Year 5)	Sample (as informed by ADEK)
2	PISA Based Test for Schools (PBTS)	Annual (excluding years when PISA is administered)	Grade 10/Year 11	80 students per school

Standardardised Benchmark Assessments

GL Progress Tests must be administered in the assessment window during Term 3. English, Maths are administered to Year 4 to Year 10. Science is administered to Year 4 to Year 10, except Year 7.

Cognitive Abilities Assessments

All children from Year 4 and above will be tested using CAT4 on a bi-annual basis.

Appendix 1

Year 1
- Term 1 and 2 – track students on EYFS tracking grid as necessary – data collated at end of each term
- Assess phonics termly.
- Assess spelling of statutory words termly
- Assess each child, where appropriate, on band 1 (Y1) criteria using Bronze, Silver and Gold for English, Maths and Science at the end of each term.
- End of topic tests for Maths
- Termly end of term mental maths assessment – number bonds
- End of topic review for Topic and Science.
- 3 writing assessment opportunities to be used at end of term to formally assess writing.
- At end of term 3 complete Year 1 Phonics Check for all students as appropriate.
- Termly Bug Club reading assessment.

Year 2
- Assess phonics on a termly basis.
- Assess spelling of statutory words
- Assess each child, where appropriate, on band 1 (Y1) and Band 2 (Y2) criteria using Bronze, Silver and Gold for English, Maths and Science at the end of each term.
- Termly end of term mental maths assessment – number bonds/times tables
- End of topic tests for Maths
- End of term Maths assessment.
- End of topic review for Topic and Science.
- 3 writing assessment opportunities to be used at end of term to formally assess writing.
- At end of term 3 complete Year 1 Phonics Check for all students as appropriate.
- Termly Bug Club reading assessment.
- Termly Grammar assessment.

Year 3
- Assess phonics on a termly basis.
- Assess spelling of statutory words
- Assess each child, where appropriate, on band 1 (Y1), Band 2 (Y2) and Band 3 (Y3) criteria using Bronze, Silver and Gold for English, Maths and Science at the end of each term.
- Termly end of term mental maths assessment – times tables
- End of topic tests for Maths
- End of term Maths assessment
- End of topic review for Topic and Science.
- 3 writing assessment opportunities to be used at end of term to formally assess

writing.
- At end of term 3 complete Year 1 Phonics Check as appropriate.
- Termly Bug Club reading assessment.
- Termly Grammar assessment.

Year 4
- Assess each child, where appropriate, on Band 4 (Y4) criteria and any other relevant band below using Bronze, Silver and Gold for English, Maths and Science at the end of each term.
- Termly end of term mental maths assessment – times tables
- End of topic tests for Maths
- White Rose termly Maths assessment.
- End of topic review for Topic and Science.
- 3 writing assessment opportunities to be used at end of term to formally assess writing.
- At end of term 3 complete Year 1 Phonics Check as appropriate.
- Termly Bug Club reading assessment.
- Termly Grammar assessment.
- Assess phonics on a termly basis for appropriate students.
- Assess spelling of statutory words

Year 5
- Assess each child, where appropriate, on Band 5 (Y5) criteria and any other relevant band below using Bronze, Silver and Gold for English, Maths and Science at the end of each term.
- Termly end of term mental maths assessment – times tables
- End of topic tests for Maths
- White Rose termly Maths assessment.
- End of topic review for Topic and Science.
- 3 writing assessment opportunities to be used at end of term to formally assess writing.
- At end of term 3 complete Year 1 Phonics Check as appropriate.
- Termly Bug Club reading assessment.
- Termly Grammar assessment.
- Assess phonics on a termly basis for appropriate students.
- Assess spelling of statutory words

Year 6
- Assess each child, where appropriate, on Band 6 (Y6) criteria and any other relevant band below using Bronze, Silver and Gold for English, Maths and Science at the end of each term.
- Termly end of term mental maths assessment – times tables

- End of topic tests for Maths
- White Rose termly Maths assessment.
- End of topic review for Topic and Science.
- 3 writing assessment opportunities to be used at end of term to formally assess writing.
- At end of term 3 complete Year 1 Phonics Check as appropriate.
- Termly Bug Club reading assessment.
- Termly Grammar assessment.
- Assess phonics on a termly basis for appropriate students.
- Assess spelling of statutory words

Year 7 to 9

- Department assessments termly
- Formal assessments to be completed at end of term 3

Year 10 to 13
- Department assessments termly
- Formal assessments to be completed at end of term 3 – Year 10
- Mock examinations
- Formal international assessments

Appendix 2

Report Samples

Term 1 Report Card

2021-2022

AL BASMA BRITISH SCHOOL

Name:

Year: FS2   **Class:**   **Age in months:**

Homeroom Teacher:

Communication and Language	
Listening, Attention and Understanding	*Speaking*

Personal Social and Emotional Development		
Building Relationships	*Managing Self*	*Self Regulation*

Physical Development	
Fine Motor	*Gross Motor*

Literacy		
Comprehension	*Word Reading*	*Writing*

Mathematics	
Number	*Numerical Patterns*

Understanding the World		
People, Culture and Communities	*Natural World*	*Past and Present*

Expressive Arts and Design	
Creating with materials	*Being Imaginative and expressive*

Key:
Emerging – beginning to work within the age band given
Developing – becoming more secure within the age band given
Secure – secure within the age band given

Arabic	Attainment:	Progress:

Key
Attainment: Emerging (Em) → **Developing (Dev)** → Exceeding (Exc)
Progress: Outstanding, Good, **Satisfactory**, Improvement needed

Homeroom Teacher comment:

Principal's signature: **Homeroom teacher signature:**

Term 2 Report Card
2021-2022

Name

Year: **Class:**

Homeroom Teacher:

AL BASMA BRITISH SCHOOL

Subject	Attainment			Progress			Effort			Barriers to learning		
	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3
English												
Maths												
Moral Education												
Science												
Arabic A												
Arabic B												
Islamic A												
Islamic B												
Arabic SS A												
Arabic SS B												

Key

Attainment

Emerging (Em) → **Expected (Exp)** → Exceeding (Exc)

Effort & Progress

1 – Outstanding, 2 – Good, **3 – Satisfactory**, 4 – Improvement needed, 5 – Poor

Barriers to Learning

A – Attendance, P – Punctuality, H – Homework, O – Organisation, B – Behaviour

Below average will indicate a barrier to learning in any of the commented areas.

Homeroom Teacher comment:

Principal's signature: Homeroom Teacher's signature:

Term 2 Report Card 2021/2022

Name:	PUPIL
Homeroom Class:	8A
Homeroom Teacher:	Ms Michelle

Subject	Attainment		Effort		Progress		Barriers to Learning	
	T1	T2	T1	T2	T1	T2	T1	T2
Arabic	Exc	Exc	2	1	1	1		
Art	Exp	Exp	1	2	2	2		
Comp Sci/ICT	Exp	Exp	2	2	2	2		
Design Technology	Em	Exp	2	2	2	2		
Drama	Exp	Exp	1	1	2	2		
English	Em	Em	2	2	2	2		
French	Em	Exp	1	1	2	2		
Geography	Exp	Exp	1	1	2	2		
History	Exc	Exc	1	1	1	1		
Islamic	Exc	Exc	2	1	1	1		
Maths	Exp	Exp	2	2	1	1		
Moral Education	Exp	Exp	2	2	2	2		
Music	Exp	Exp	1	1	2	1		
PE	Exp	Exp	1	1	2	2		
Robotics	Em	Exp	1	1	1	2		
Science	Exp	Exp	1	2	1	2	0	
Social Studies	Exc	Exc	1	1	1	1		

Key

Attainment

Emerging (Em) --> Expected (Exp) --> Exceeding (Exc)

Effort & Progress

1 - Outstanding, 2 - Acceptable, 3 - Poor

Barriers to Learning

A - Attendance, P - Punctuality, H - Homework, O - Organisation, B – Behaviour

Below satisfactory will indicate a barrier to learning in any of the commented areas.

Homeroom Teacher Comment

PUPIL has settled in well to term 2. When I first met PUPIL coming into term 1 and entering a new school he seemed relatively shy. PUPIL has come out of his shell a lot this term and become far more confident. While PUPIL is still experience some issues with some of his classmates he has also made some really nice friends as well. PUPIL takes an activepart in form discussions in class and participates well. PUPIL has a good attitude to learning and works hard in art and moral education. An area of improvement would be to stick to the tasks given in art and to not stray away from them to allow him to finish good quality work.

Principal's Signature	Homeroom Teacher's Signature

AL BASMA BRITISH SCHOOL

Term 2 Report Card 2021/2022

Name:	PUPIL
Homeroom Class:	11D
Homeroom Teacher:	Ms Aishah

Subject	Target Grades	Attainment		Effort		Progress		Barriers to Learning	
		T1	T2	T1	T2	T1	T2	T1	T2
Arabic		Exc	Exc	1	1	1	1		
Biology	7,8,9	Exp	Exp	1	1	2	1		
Chemistry	7,8,9	Exp	Exc	1	1	1	1		
English Language	4,5,6	Exp	Exp	2	2	2	2		
English Literature	4,5,6	Exp	Exp	2	2	2	2		
Geography	7,8,9	Exc	Exc	1	1	1	1		
History	6,7,8	Exc	Exc	1	1	1	1		
Islamic		Exc	Exc	1	1	1	1		
Maths	8,9	Exc	Exc	1	1	1	1		
Moral Education		Exp	Exp	1	1	2	1		
PE		Exp	Exp	1	1	2	2		
Physics	7,8,9	Exp	Exc	1	1	1	1		

Key

Attainment
Emerging (Em) --> Expected(Exp) --> Exceeding(Exc)

Effort & Progress
1 - Outstanding, 2 - Acceptable, 3 - Poor

Barriers to Learning
A - Attendance, P - Punctuality, H - Homework, O - Organisation, B – Behaviour
Below satisfactory will indicate a barrier to learning in any of the commented areas.

Homeroom Teacher Comment
PUPIL is a conscientious student whose behaviour is always excellent. Her hard work is evident through her excellent results in recent assessments. If she continues to apply herself I have no doubt that she will be successful in her upcoming iGCSE examinations.

Principal's Signature

Homeroom Teacher's Signature

AL BASMA BRITISH SCHOOL

Term 2 Report Card 2021/2022		
Name:	PUPIL	
Homeroom Class:	12A	
Homeroom Teacher:	Ms Nashmia	

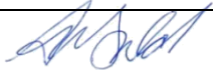| Subject	Target Grades	Attainment		Effort		Progress		Barriers to Learning	
		T1	T2	T1	T2	T1	T2	T1	T2
Arabic		Em	Exp	2	1	2	2		
Art	B,C,D	Exp	Exp	1	1	1	1		
Computer Science	B,C,D	Exp	Em	2	2	2	3		A
DT	B,C,D	Exp	Exp	2	2	2	2		
Islamic		Exp	Exp	2	2	2	2		
Moral Education		Exp	Exp	2	2	2	2		
PE		Exp	Exp	1	2	1	1		

Key

Attainment

Emerging (Em) --> Expected(Exp) --> Exceeding(Exc)

Effort & Progress

1 - Outstanding, 2 - Acceptable, 3 - Poor

Barriers to Learning

A - Attendance, P - Punctuality, H - Homework, O - Organisation, B – Behaviour

Below satisfactory will indicate a barrier to learning in any of the commented areas.

Homeroom Teacher Comment

PUPIL is polite and respectful student who has built positive relationships with his peers and staff. PUPIL conducts himself in a mature fashion and is a pleasure to teach. He actively engages and contributes during his moral education and form time lesson. I have noticed that PUPIL could be more productive with his time outside of his scheduled lesson time. With the end of the academic year fast approaching PUPIL should be making notes, reviewing his work and practising questions when not in class. This will in turn allow PUPIL to progress towards achieving his targets.

Principal's Signature	Homeroom Teacher's Signature

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Approved By Board of Governors:	**Approved**
Principal Approval:	
Review Date:	**01/09/2024**