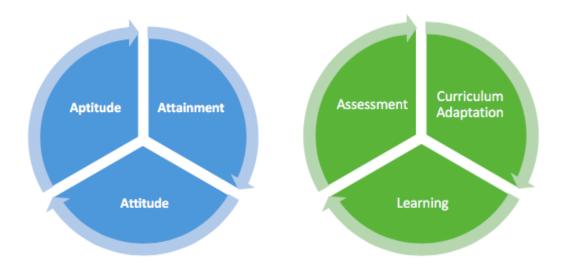# Dubai English Speaking School

Assessment and Reporting Policy

Written by:	Liz Miller	Reviewed:	September 2023
Approved by:	SLT	Next Review:	September 2024

Statement of intent

The DESS Assessment Policy ensures that assessment is an integral part of teaching and learning. Used effectively, high quality, child centred assessment ensures that all children have the opportunity to flourish. The policy ensures that a consistent, rigorous and meaningful assessment and reporting process is adhered to across the school.

Aims of Assessment and Reporting at DESS

At DESS we believe that assessment is about moving learning forwards. We use different methods of assessment; however, we will always rely most heavily on day-to-day formative assessment (AFL). Effective assessment should be an integral part of daily teaching and learning.

The aims of assessment at DESS are:

- To move learning forwards and enable all children to make progress
- To enable all children to demonstrate and be able to talk about what they know, can do and understand.
- To help our teachers to plan next steps for learning that are personalised for each child.
- To enable our children to understand where they are on their learning journey and their next steps.
- To engage parents in their child's learning.
- To enable school leaders to plan for school developments to enhance teaching and learning.

What does assessment look like at DESS?

Formative Assessment – Assessment for Learning

This is a continuous process used to inform progression through the learning journey. The outcomes of this are used to plan next steps both after and within the lesson and track each child's learning and progress on Learning Ladders. (Reference should also be made to the DESS feedback and Marking policy). All children should be given the opportunity to flourish through a range of different AFL approaches to suit all learners.

Some of the methods of formative assessment used at DESS are:

- Open ended questioning
- Observations
- Use of success criteria
- Peer and self-assessment
- Project based Learning
- Target setting
- Feedback and Marking
- Discussion
- Use of exemplars to demonstrate standards
- Presentations
- Conversations with children about their learning journey

Summative Assessment – Assessment of Learning

This is used to identify consolidated knowledge at the end of a period of learning. It can be carried out via observation, questioning, marking or unit tests. Summative data is always used alongside formative assessment data to develop a well-rounded picture of each child.

External Assessments

These are external, standardised, approved tests which are used to inform teachers, Subject Leaders and Senior Leaders. Senior Leaders use this information to compare the school locally, nationally and

internationally. Subject leaders and Year Leaders use the data to plan next steps for the children or their department.

We use the following external assessments to assess our (English language) core subjects (year groups tbc):

- GL Progress Test Maths
- GL Progress Test English
- GL Progress Test in Science
- GL NGRT reading test (3 times per year)
- GL CAT4
- PASS Test
- TIMSS (Year 5) 4 yearly
- PIRLS (Year 5) 5 yearly

External assessments may also be used to assess attainment and progress in Arabic and Islamic.

Baseline Assessment

At the beginning of the academic year all teachers use the first 2 weeks of term to ascertain the level at which each child is working for the core subject areas. This information is used as each individual child's starting point for the year from which progress can be measured and next steps can be planned. Information is gathered in a variety of ways:

- Previous reports and data
- Formative assessment including AFL and observations
- Conversations with parents and/or previous teachers

In some year groups a short internal test may be carried out, this information should be used in conjunction with the above.

Target Setting

All children from Years 1-6 will have individual targets. These are SMART targets that are reviewed regularly as part of each child's learning journey. Children from Years 2-6 also have targets for Arabic and Islamic.

Learning Ladders

Rationale for using Learning Ladders

Learning Ladders at DESS is used as a tool for teaching and learning. The system allows us to have a clear picture of every child's learning and next steps by collating and triangulating all assessment information. It outlines the curriculum objectives and provides the opportunity to bring the curriculum to life by building a bank of resources as well as create our own personalised curriculums. The use of learning ladders enables all stakeholders to be informed about each child's learning and progress

Expectations

At DESS we expect all teachers to update and engage with Learning Ladders on a weekly basis to ensure that information being recorded can be used to inform lesson planning. We believe there is no intrinsic value in storing formative assessments until the end of a half term/term/unit as this information cannot be used to inform daily planning.

Language and guidance

We use the same assessment language and guidance across all subjects to ensure consistency. Teachers should use the procedures outlined in this policy to inform their judgements, we value every teacher's professional judgement when updating Learning Ladders.

1. the pupil has been introduced to the skill/objective
2. the skill/objective has been achieved with support **(Emerging)**
3. the pupil has demonstrated the skill/objective independently within the lesson **(Expected)**
4. the pupil is working at greater depth, the skill/objective has been seen consistently, within another context and without adult support **(Exceeding)**

Learning Ladders is used for the following subjects:

- Literacy
- Maths
- Science
- Social Studies
- Moral Education
- Islamic

- Arabic
- French
- Computing
- PE (including swimming)
- Performing Arts
- EYFS

Diversity, Equity and Inclusion

DESS is committed to ensuring every child accesses learning and the curriculum equally, at a level that meets their individual needs, alongside peers of the appropriate age. As an inclusive school, we adapt our provision to meet individual needs, including the content of this policy.

Moderation

To enable all children to flourish, conversations about learning, progress and standards are vital.

At DESS, the minimum expectations for moderation within year groups are set out on the assessment timeline. However, there is an expectation that middle leaders will lead moderation activities/discussion whenever needed to ensure consistency in judgements, reliable data and most importantly conversations about learning.

Learning Ladders will be used as a tool to enable the collection and sharing of moderated exemplification materials.

Use of data

At DESS, we believe that assessment data should be used effectively by all to improve teaching and learning to ensure that all children flourish. We use Learning Ladders to ensure that all data is readily and easily accessible. All forms of data are used to plan next steps for individual children, teachers, departments, subjects and to inform the school development plan.

If a child is making insufficient progress, a triangulation of data will be used to plan appropriate interventions.

Reporting to parents

Parents have 4 opportunities for formal feedback throughout the year: 2 parent/teacher interviews, 2 formal reports.

Learning Ladders is used by giving parents access to Ladders at Home to provide meaningful 'live' assessment information.

Assessment during Distance Learning

During periods of Distance Learning, it is expected that teachers continue to follow this policy and make use of a range of assessment methods to understand each child's learning and progress.

Staff work towards the school aims for assessment by:

Teachers:

✓ Use data and assessment information effectively to ensure that all teaching and learning starts from what a child knows and can do.
✓ Use effective formative assessment to inform teaching and learning and ensure that all children flourish.
✓ Ensure that they continually develop their AFL practice to maintain high quality assessment practice in the classroom.
✓ Use Learning Ladders consistently as both a tool for assessment and for teaching and learning.
✓ Use data to ensure that **all** children reach their potential.
✓ Use assessment to feedback to parents, the children and colleagues.
✓ Ensure that all assessment procedures are carried out accurately and in-line with the assessment timeline.
✓ Engage all children in the assessment process, for example, through individual target setting and dialogue about their learning journey.
✓ Use their professional judgement alongside guidance provided by the school and moderation to ensure that the school has reliable data about every child's attainment and progress.

Middle Leaders (Year Leaders, Subject Leaders, Heads of Department)

✓ Have ownership of assessment within their department.
✓ Support teachers with their assessment practice and provide CPD opportunities where needed.
✓ Lead on the moderation of assessment judgements within their department/subject.
✓ Lead on developing their curriculum and exemplification materials on Learning Ladders.
✓ Through their regular monitoring, ensure that all teachers are following the expectations above.
✓ Support the Assessment Lead in the use of Learning Ladders and high-quality assessment practice.
✓ Track attainment and progress of all children in their department and ensure that next steps (for staff or children) are planned for to ensure that all children flourish.
✓ Present assessment data and next steps to SLT and inspectors.
✓ Liaise with Learning Zone and LSAs to ensure that appropriate interventions are put in place and regularly reviewed for impact.

Assessment Lead

✓ Leads the assessment vision and implementation of the policy.
✓ Provides teachers and middle leaders with an assessment timeline for the year.
✓ Provides/arranges training where needed.
✓ Provides assessment information to all stakeholders.
✓ Liaises with external agencies.
✓ Monitors and develops assessment practice and systems to ensure that they are effective, have an impact on learning and progress and support school improvement.
✓ Develops, monitors and takes the lead on meaningful systems for reporting to parents.
✓ Provides assessment information and data to SLT and trustees.
✓ Communicates any changes to this policy, for example during periods of Distance Learning.
✓ Ensures value for money.

Children

✓ Respond to feedback from teachers and parents.
✓ Engage with target setting and have high expectations for themselves.
✓ Engage in dialogue about their learning and next steps with their peers, teacher and parents.

✓ Take responsibility for their own learning.

Monitoring of this policy

The Senior Leadership Team and Middle Leaders will monitor the application and effectiveness of this policy through Quality Assurance, data analysis and meetings, appraisal meetings and feedback from staff and parents. It will be regularly reviewed and updated as a working document.