



مدرسة جيمس متروبول
GEMS Metropole School
MOTOR CITY

Assessment Policy

Signed:

Principal/CEO

Date: Sept 21

Policy Review Date: Jun 22





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1. Aims

This policy aims to:

Provide clear guidelines on the approach at MTS to formative and summative assessment

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

2. 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, our assessment guidance comes from KHDA compliance regulations and the National Curriculum. This policy refers to the recommendations in the Final Report of the Commission on Assessment without [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.)

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 Metropole, 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 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 (The LAB).

4. Assessment approaches

At GEMS Metropole 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.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

Teachers to identify how pupils are performing on a continuing basis and use this information to provide appropriate support or extension; evaluate teaching and plan future lessons



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

4.2 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 Metropole's summative assessments:

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

4.3 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 13
- GL Progress tests in English, Maths and Science. Years 2-10 complete tests in English and Maths with Years 3-6, 8-10 completing an additional test in Science.
- IGCSE/GCSE examinations (Year 11)
- IAS/AS examinations (Year 12)
- IA Level/A Level examinations (Year 13)

5. Collecting and using data

Data is collected continually, in Primary with teachers recording evidence on GEMS Classroom or Tapestry, depending on the phase.

It is the duty of each Head of Year to ensure that their year group is up to date with the data entry. Data is regularly analysed by HOY, HODs and SLT.

Leaders ensure that there is adequate coverage throughout the school and that data entered is robust, through regular learning walks, book trawls and lesson observations.



Data will be presented to the Assessment Leader and SLT at the end of every term, after assessment weeks (or when requested for specific reasons). The data will take into account 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 Pupil Progress 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, a focus group of learners will be created for class teachers to ensure make better progress in the time frame that is given.

In Secondary, data is captured at regular intervals (data capture points) onto Phoenix.

Secondary subject departments use bespoke data documentation to collect assessment information after each termly and end of term assessment. Teachers record their assessments in mark-books to support this evidence and complete P4P sheets to aid forward planning and intervention. This is monitored by HOD and Line Managers.

Data meetings will take place with HOD'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.

6. Reporting to parents

Parent engagement meetings happen throughout the year and can be found on the school calendar

7. Inclusion

The principles of this assessment policy apply to all students, including those with special educational needs or disabilities.

Assessment is used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention, this 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.

8. Training

Training on administering the assessments is provided by SLT, HODs, HOYS, HoS, DHoS, PLs and APLs. Invigilation training is given by the Exams Officer

9. Roles and responsibilities

9.1 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

9.2 Primary and Secondary Headteacher

The headteacher 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

9.3 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

9.4 Year group leaders

To collect the data from their year group

To present the data, and analysis, to the Assessment Leader

To use the analysis to inform the PD requirements of their year group/phases To ensure that teachers adhere to timetables and assessment procedures

9.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

10. 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. HoP and DHoP responsible for ensuring that the policy is followed.

The Assessment Leader, alongside the year group leaders, will monitor the effectiveness of assessment practices across the school, through: moderation, lesson observations, book scrutinies, pupil progress meetings, data presentations, SEF updates and PRD sessions.

11. Links with other policies

This assessment policy is linked to:

Curriculum policies for all Key Stages

Early Years Foundation Stage policy and procedures KHDA
inspection framework

BSID report

KHDA inspection Supplement for the relevant academic year.



Signed:

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Appendix 1

Assessments GEMS Metropole for the Academic Year 2018/2019

Year groups	Assessment	Administered	Administered by
FS 1 and 2	Observational Assessment	Ongoing	Class teachers
FS 2	BASELINE	September/June	Phase leaders
	PIRA	April June	Class teachers
	Phonics	6 weekly	Class teachers
	Take one book writing	Ongoing	Class teachers
Year 1	ELG assessment for new pupils	September	FS class teachers
	Phonics baseline	September	Class teachers
	Phonics	6 weekly	Class teachers
	Take one book writing	Ongoing	Class teachers
	Phonics screening	May	Class teachers
	NFER: Reading, Maths, GPS	May	Class teachers/PLs
Year 2	Phonics screening	May	Class teachers
	SAT/NFER, Reading, Maths, GPS,	May	Class teachers/PLs
	PTM, PTE	May	Class teachers/PLs
	PASS	January	Class teachers/PLs
	Take one book writing	Ongoing	Class teachers
	Baseline for Year 2 (NFER)	September	Class teachers
	Phonics baseline	September	Class teachers
Year 3	NFER, Reading, Maths, GPS,	May	Class teachers/PLs
	PTM, PTE, PTS	May	Class teachers/PLs
	PASS	January	Class teachers/PLs
	CAT4 pre A*	September	Phase leaders
	Take one book writing	Ongoing	Class teachers
Year 4	NFER, Reading, Maths, GPS,	May	Class teachers/PLs
	PTM, PTE, PTS	May	Class teachers/PLs
	PASS	January	Class teachers/PLs
	CAT4A*	September	Phase leaders
	Take one book writing	Ongoing	Class teachers
Year 5	NFER, Reading, Maths, GPS,	May	Class teachers/PLs
	PTM, PTE, PTS	May	Class teachers/PLs
	PASS	January	Class teachers/PLs
	CAT4B*	September	Phase leaders
	Take one book writing	Ongoing	Class teachers
Year 6	SATs, Reading, Maths, GPS,	May	Class teachers/PLs
	PTM, PTE, PTS	May	Class teachers/PLs
	PASS	January	Class teachers/PLs
Year 7	CAT 4	September	Class teacher/SLs
	PTM, PTE	May	Class teacher/SLs

	PASS	January	Class teacher/SLs
	End of Term assessments	Ongoing	Class teacher/HOD
	Accelerated Reader	Ongoing	English HOD/SLs
	NGRT		English HOD/SLs
Year 8	PTM, PTE, PTS	May	Class teacher/SLs
	PASS	January	Class teacher/SLs
	End of Term assessments	Ongoing	Class teacher/HOD
	Accelerated Reader	Ongoing	English HOD/SLs
	NGRT		English HOD/SLs
Year 9	CAT 4	September	Class teacher/SLs
	PTM, PTE, PTS	May	Class teacher/SLs
	PASS	January	Class teacher/SLs
	End of Term assessments	Ongoing	Class teacher/HOD
	Accelerated Reader	Ongoing	English HOD/SLs
	NGRT		English HOD/SLs
Year 10	PTM, PTE, PTS	May	Class teacher/SLs
	PASS	January	Class teacher/SLs
	End of Term assessments	Ongoing	Class teacher/HOD
	Mock Exams	June	Class teacher/HOD
	Accelerated Reader		English HOD/SLs
	NGRT		English HOD/SLs
Year 11	PASS	January	Class teacher/SLs
	End of Term assessments	Ongoing	Class teacher/HOD
	Mock Exams	Nov / Mar	Class teacher/HOD
	Accelerated Reader	Ongoing	English HOD/SLs
Year 12	PASS	January	Class teacher/SLs
	End of Term assessments	Ongoing	Class teacher/HOD
	Mock Exams	Nov / Mar	Class teacher/HOD
	AS	Jan/June	Exams Officer
Year 13	PASS	January	Class teacher/SLs
	End of Term assessments	Ongoing	Class teacher/HOD
	Mock Exams	Nov / Mar	Class teacher/HOD
	A-Level	Jan/June	Exams Officer



EDUCATION

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	CAT4C*		Phase leaders
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Reading is assessed continuously using the reading programmes: STAR reader, AR

*Any new joiner to the school in these year groups, will undergo a CAT4 assessment and the relevant PT before joining the class.