

# Assessment, Recording & Reporting (ARR) Policy

## 2023 – 2024



### POLICY INFORMATION

<b>Last review date:</b>	September 2023
<b>Reviewed by:</b>	Senior Leadership Team
<b>Next review date:</b>	September 2024
<b>Approved By:</b>	Principal: Daspo Yiappos



# 1. Rationale

At The Oxford School, we believe that all students should be given the chance to fulfil their full learning potential, which we aim to support by implementing effective assessment for learning strategies. For assessment to be effective, it should be an ongoing and collaborative process between all stakeholders, which ensures that evidence is collected, analysed, and then suitably applied to enable continued progress and development to be planned for and achieved.

# 2. Mission

At The Oxford School, we believe that every child is special. We strive to ensure that they can develop knowledge and skills, which will enable them to attain international qualifications and provide them with the best opportunities to have successful futures and careers.

# 3. Vision

Our Assessment, Recording and Reporting Policy, and the strategies outlined within, are designed to ensure that student attainment and progress is measured, tracked, and then applied to meet the needs of all groups and individuals, to achieve our vision.

# 4. Aim

The aim of the following policy is to provide clear guidelines on the approach of assessments at The Oxford school. We believe that:

- Every single child is an individual and the assessment practices should ensure each one makes to makes progress against the National Curriculum at an appropriate level.
- Various assessment tools should facilitate everyone to make academic progress both daily and over time and, also, to use to set learning targets to challenge, motivate and encourage the students to take the ownership of their learning.
- Assessment supports continuous progress in celebrating what students have done well and, also, to identify what they need to do next in their learning journey.
- Assessments are administered with an inclusive approach where additional support and extra provisions are provided for Students of Determination.
- Assessments should be moderated rigorously to ensure marking is consistent and judgements are fair for all candidates.
- Assessment data is used to plan lessons that consider the learning needs of all students to ensure students achieve their full academic potential.

# Key Terms and Definitions

Terms	Definitions
<b>Attainment</b>	Attainment refers to an acquired level of knowledge or skill that has been achieved against set thresholds
<b>Aptitude</b>	Aptitude is an innate ability in a specific area, skill, or subject, as measured by Cognitive Ability Tests (CAT4)
<b>Attitude</b>	Attitude to learning is based on a student's ability, approach, and willingness to learn as measured by PASS
<b>Baseline</b>	A quantitative starting point based on internal and / or external assessments, which can be used to measure progress
<b>Progress</b>	Refers to the level of growth and development in terms of knowledge and skills from a given starting point
<b>Summative Assessment</b>	An evaluative form of assessment that is conducted at the end of a unit of learning and compared to a standardised benchmark
<b>Formative Assessment</b>	An ongoing form of assessment to provide continuous and ongoing feedback to inform teaching and learning strategies

## 5. Purpose of assessment

At The Oxford School we use assessment to enhance student learning. This is done through:

- Providing descriptive feedback to students, highlighting strengths and areas for improvement.
- Providing opportunities for self-assessment and reflection
- Providing opportunities for students to display their learning in a variety of ways.
- Providing information about student progress towards meeting learning goals. (This information is shared with students and parents).
- Assisting teachers in reflecting upon and evaluating the effectiveness of their teaching.



## 6. Roles and Responsibilities

### For Students:

Students will:

- Use self-assessment to measure their progress against success criteria and personal targets.
- Know their 'next targets' in Reading, Writing, Mathematics and Science, Arabic and Islamic and apply them to their learning on a weekly basis.
- Support their peers with respectful and helpful feedback on their learning using success criteria (peer assessment).
- Share their learning and progress with their parents.

### For Teachers:

Teachers will:

- Gauge the effectiveness of teachers' classroom instruction.
- Use data and apply the analysis in tracking support to ensure children are attaining expected levels and making good value-added progress.
- Challenge every child and have high expectations of their progress throughout the academic year.
- Identify different groups of children and their relative attainment and progress against targets set.
- Encourage children to assess their progress to their set targets and help them understand how and what to improve.
- Ensure planning for teaching and learning is based on the understanding of where children are in their learning and how to get to the next level.
- Include opportunities for peer and self-assessment during weekly planning
- Assign children of their 'next targets' in Reading, Writing, Mathematics, Science, Arabic and Islamic and in other areas of the curriculum
- Reward children who achieve their targets
- Report concerns about the progress of individual children or groups of children to HODs and SLT line manager to ensure these children receive early intervention in addition to teaching in the classroom.
- Report the progress of children against their targets to parents as per assessment and reporting calendar.



## For Parents:

### Parent will:

- Communicate the strengths, weaknesses, progress, achievements, areas for growth, and learning style(s) of their child.
- Develop the partnership between home and school in supporting student learning.

## For Administrators:

### Administrators will:

- Deliver longitudinal data to analyse and evaluate current programs and/or determine the introduction of new programs through the curriculum review process.
- Generate information through constant internal research and analysis, to develop future school plans.
- Plan appropriate staff-development programs

# 7. Types of Assessments

## Internal and External Assessments

The collection and use of valid and reliable measurements both internally and externally is quintessential to the effectiveness when it comes to the application of assessment data. Examples of key formative assessment strategies have been included, though, given the breadth of formative assessment, these are the main expectations that are to be used in each section throughout the school year.

### 7a. External Assessment

External Assessments against international benchmarks is used to compare the attainment of The Oxford School students to other National curriculum school students. The following tables illustrate in detail both internal and external assessments at The Oxford School:

External Assessments	Purpose	Targeted Year
GL Progress Test	The Progress Test Series (PT Series) assesses pupils' true comprehension of the core curriculum subjects, helps to identify which pupils need extra support and which will rise to more challenging targets. The Progress Tests measure pupils' knowledge, understanding and application of the following core subjects: English, Math, and Science.	<b>GL PTE</b> (Progress Test English) FS2 - Year 10  <b>GL PTM</b> (Progress Test Maths) FS2 - Year 10  <b>GL PTS</b> (Progress Test Science) Year 3 - Year 6 Year 8 - Year 10



<b>CAT4</b>	Cognitive Abilities Test: Fourth Edition (CAT4) is an assessment of reasoning ability can identify where a pupil's real strengths lie, free from the constraint of the curriculum and unencumbered by learning barriers.	Year 3 – 13
<b>NGRT</b>	A standardised, adaptive, termly assessment to measure reading skills against the national average.	Year 2 - 10
<b>PASS Survey</b>	The PASS survey is used in the school to look at the Attitude of Students in year 3-13. The survey is a 20-minute session which provides the school with an insight into the students' mind-sets. The assessment looks at 9 attitudinal factors including feelings about school, self-regard, and perceived learning capability, as well as wellbeing and resilience.	Year 3-13
<b>PIRLS Every 5 years</b>	PIRLS is the Progress of International Reading and Literacy Study. PIRLS assesses students' abilities to comprehend and construct meaning from different written language forms for different purpose.  <b>Next PIRLS Assessment will be in 2026 .</b>	Year 5
<b>TIMSS Every 4 years</b>	Trends in International Mathematics and Science Study is a large-scale international assessment of mathematics and science in Year 5 and Year 9, conducted by the International Association for the Evaluation of Educational Achievement (IEA) every four-year.  <b>Next TIMSS assessment will be in 2027.</b>	Year 5 & 9
<b>PISA/PBTS Every 3 years</b>	Programme for International Student Assessment is a benchmarking test for 15-year-olds and is held every 3 years in Science, Mathematics and Reading.  <b>Next PISA/PBTS will be in 2025</b>	Year 10 (15-yr old)
<b>ACER IBT - Arabic A</b>	The IBT Arabic Language tests are designed to assess proficiency in Arabic Reading, Grammar, Spelling and Vocabulary through multiple-choice questions in response to a variety of texts and situations.	Year 4 to 10



ACER IBT - Arabic B	Test Level	Number of Years of Arabic studied	Recommended Year	Explanation
	Level P	1 - 2 years	Year 4	Students have only up to 2 years of Arabic.
	Level 1	3 - 4 years	Year 5 - 6	Students have only upto 4 years of Arabic.
	Level 2	5 - 6 years	Year 7 - 8	Students have only up to 6 years of Arabic.
	Level 3	> 6 years	Year 9 - 10	Students have more than 6 years of Arabic.

## How we use them

At Oxford School, we have agreed to implement the GL assessments and IBT as outlined above which will help along with IGCSE and A Level examination which take place. Using these forms of assessments provides us with an opportunity to make informed decisions with regards to planning, teaching, and learning, admissions, student outcomes and progress. It is vital we now have a basis for how we use these assessments.

## External Assessment for Cambridge IGCSE AS and A level Examination

Senior students sit for their Cambridge University/Pearson Ed Excel exams at different levels:

- Year 11 - IGCSE
- Year 12 - AS Level
- Year 13 - A Level

Students appear for the board exams in the May / June Session.

## Grading at IGCSE level

We follow CAIE and Ed Excel IGCSE and A level assessment expectations and grading for reporting. These grades are based on specific grades thresholds as per examination board requirements. For CAIE examination, the grading range is A\* to G for IGCSE and for Ed Excel the grading range is 9-1. 9 being the highest point.

IGCSE Grades	Ed Excel Grade Point
A*	9
A	8
B	7
C	6



D		5	
E		4	
F		3	
G		2	
		1	

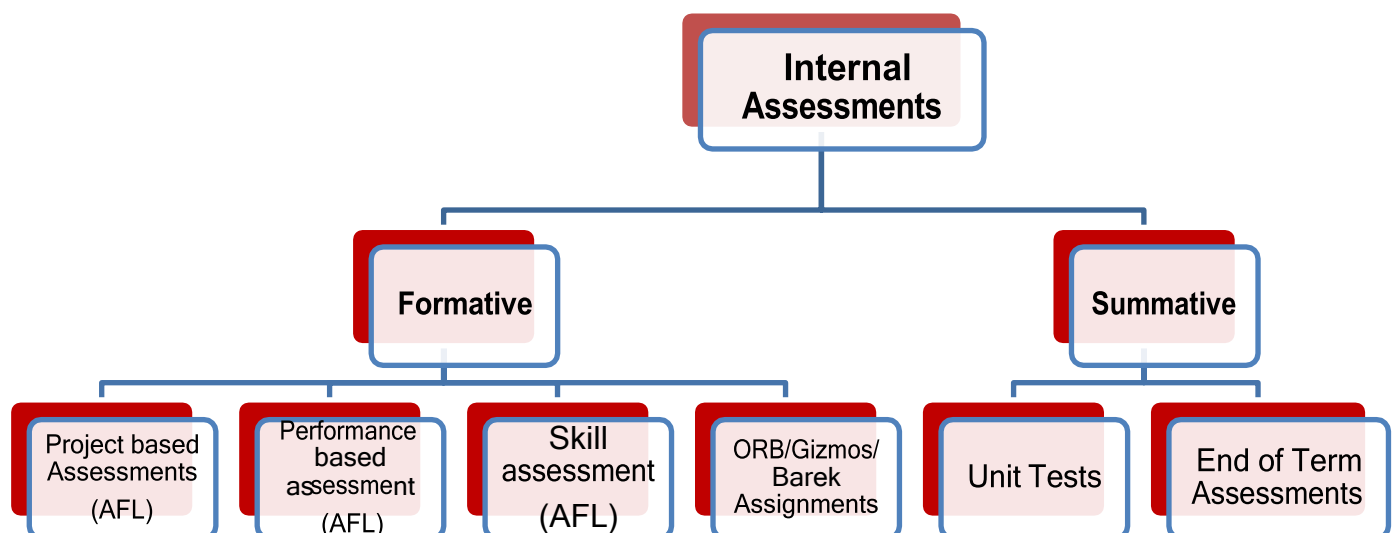
## Grading at AS and A level:

Students take a 'staged' assessment route-

1. Take the Cambridge International AS Level in one examination series and complete the final Cambridge International A Level at a subsequent series. AS Level marks can be carried forward to a full A Level twice within a 13-month period. \*
2. Each subject that a learner takes receives a separate grade.
3. Grades are benchmarked using internationally recognized grades, which have clear guidelines to explain the standards of achievement.
4. The Cambridge International A Level is reported on a grade scale from A\* (highest) to E (minimum required performance). There is no A\* grade for Cambridge International AS Levels, which run from grade A to E.

A Level Grades
A*
A
B
C
D
E

## 7b. Internal Assessment







**Formative Assessment (FA)** - Students will be continuously assessed throughout the term with various performance-based tasks/attributes in lessons like project, research, enquiry, assignment, skill-based task etc.

**Prior knowledge/ baseline assessments:** Where appropriate, at the start of every term and lesson, teachers carry out an assessment to inform their planning to ensure that all students are adequately supported and challenged.



**Classroom AFL:** As part of their daily teaching practice, teachers assess the students' knowledge, skills and understanding regularly throughout each lesson. Based upon the outcome of this assessment, students are placed in appropriate pathways to reach their intended learning outcomes. Lesson planning are adjusted to effectively support the learning needs of all individual students for that class.

- **Self and Peer Assessment:** To strengthen students' learning skills, they are expected to assess their own work as well as that of their peers. To support students to do this effectively, teachers should provide rubrics or guidance for them to assess against the success criteria for that lesson.

The purpose of formative assessments is to identify learning gaps in student's learning and modify lesson plans to ensure we bridge these learning gaps.

## Internal Assessment for Board Classes

For the classes of IGCSE, AS and A Levels, students sit two Internal Mock Exams for all their chosen subjects. Mock Exams are tentatively scheduled for November and February respectively.

Students at these levels are assessed for all the papers in the individual subjects according to the standards set by the CAIE.

A final score is obtained for every subject after calculating the weightings for the individual papers. These marks are recorded in the Mock 1 and Mock 2 Result Sheets.

## Summative Assessment

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against curriculum standards taught over time. Information from summative assessments can be used formatively when students or teachers use it to guide their efforts and activities in subsequent courses. Summative assessments will normally:

- ✓ Take the form of a written test /exam or project with a clear rubric
- ✓ Be taken under controlled conditions
- ✓ Be graded by the teacher
- ✓ Be linked to the curriculum objectives
- ✓ Contribute to a students' termly report grade



# Assessment Calendar

The Oxford School Assessment Calendar gives an overview of what types of formal assessments will occur during this academic year. Please be

Month	Assessments	Focus Group
September	GL CAT4 Baseline Assessments	Year 3-13 FS - Year 13
October	Formative/Interim/Unit Assessments GL CAT4 GL NGRT Form A GL PASS	FS -Year 13 Year 3-13 Year 2 - 10 Year 3 - 13
November	ACER IBT Term End/Mock Examination	Year 4 - 10 Year 2 - 13
January	GL NGRT Form B Formative Assessments/Interim Assessments	Year 2 - 10 FS - Year 13
February	Formative Assessments/Interim Assessments Review Test/Mock Examination	FS - Year 13 Year 2-13
March	Review Test/Mock Examination	Year 2-13
April	Formative Assessments/Interim/Unit Assessments Year 11-13 Board Examination	FS - Year 10 Year 11 - 13
May	GL PT Series GL NGRT Form C Year 11-13 Board Examination	FS- Year 10 Year 2 - 10 Year 11-13
June	Term End Examination Year 11-13 Board Examination	Year 2-13 Year 11-13

## 7c. Assessment in Early Years

Formative Assessment (also known as ongoing assessment) is an integral part of the learning and development progress. The online portal Morgrasys is used to record examples of children's learning which shows their individual levels and stages of development throughout the year. Snapshots of student work of minimum six weeks per term are recorded against early learning goals with a brief description /comment (using methods of observation).

Upon entry - Baseline tests

Baseline tests are conducted in September within 6 weeks of child's start date. The assessment is completed with the class teachers on a 1:1 basis and the results are recorded on the Early Years Tracking Tool in the Mograsy to enable tracking of progress and development from one assessment to another.

### End of Term Reports

FS1 - End of term reports (with emphasis on the seven areas of learning) and with attainment judgements (made against the EYFS criteria for each area of learning) characteristics of learning and next steps. Student portfolio is additionally maintained to compile evidence of student work.

FS2 - At the end of each term parents receive a report - with emphasis on the seven areas of learning and next steps.

#### Observation Methods -

When observing children, it's important that we use a range of different observation methods from running records/anecdotes, learning stories to photographs and work samples. Using a variety of different observation methods assist in observing a child's interest, skills, abilities, and needs.

Some different types of observation methods that are used to observe a child:

1. Anecdotal records
2. Photographs
3. Work samples
4. Event samples
5. Post it jottings
6. Narrative Observations
7. Digital learning Journeys

Findings are updated weekly /biweekly.

## 8. Assessment Structure

#### **Overall Term Grade**

The attainment of the students is reported as a **TERM GRADE**.

The weighting in the total term marks:

Primary School Assessment	Weighting in Total %
Year 1 to 6	
Formative Assessment	60%
Summative Assessment	40%
	100%
End of Year Total	Average of T1, T2, & T3

Secondary School Assessment	Weighting in Total %
Year 7 to 10	
Formative Assessment (as per department assessment structure)	40%
Summative Assessment	60%
End of Term Total	100%
End of Year Total	Average of T1, T2, & T3
Year 11 - 13	
Mock examination to be used for grading purpose.	100%

**Please click the below link for further details:**

[Assessment Structure 2023-2024](#)



## 9. Promotion and Retention Criteria

### **Years 1 to 10:**

The student must secure at least 50% in all the subjects to be promoted.

Co-curricular Areas are graded and Personal and Social attributes are evaluated through rubrics and reflected on the report card.

**MOE Subjects:** Students must score a minimum of 50% on all MOE subjects to be promoted.

### **Retention:**

If the student has not attained the minimum passing marks in 3 or more subjects, they would not be promoted.

If this happens in less than three, they will have to appear in and clear the retests in those particular subjects and clear the tests by obtaining 50% and above, only then can be promoted to the next class

### **Absence**

If a child misses a summative assessment, no retest will be given and report card will be released based on the performance of the Formative Assessments. In case of absence due to medical reasons supported by medical documents, promotion is done on the basis of the termly/yearly average.

### **Year 11**

To be declared as passed the IGCSE, in the Board Examination, a candidate must obtain a Grade E or higher in a minimum of 5 subjects as per MOE criteria.

### **Year 12 and 13**

As per MOE criteria, in order to be declared as passed the GCE AS Board Examination, a candidate must obtain a Grade higher than E in at least 2 subjects and for GCE A Level Board Examination, a candidate must obtain a Grade higher than E in at least 1 subject examination.

## 10. Moderation Process

Moderation takes place at the end of each summative assessment period. Teachers scrutinize a sample of test papers to ensure the marking is consistent and accurate. This is done under the supervision of the Subject Leader.

## 11. Assessments for students of determination:

### 11.1 Inclusiveness, Equity and equitability:

- Students of determination are subjected to both the internal and external assessments to ensure their progression against the curriculum standards except the cases who require an alternate curriculum.
- Students of determination progression against their IEP's is assessed regularly through summative and formative assessments.



## 12. Reporting to Parents

The school has an open-door policy, so that parents can speak to their child's teacher about any concerns. To book meetings with teachers, whether in-person or virtually, parents should speak to the school office/reception.

On a termly basis, students from FS1 till Year 13 will receive a report card. These have been designed to keep parents up-to-date and well informed on their child's attainment, attendance record and attitude to learning.

To support these judgements, parents are provided with detailed attainment statements and the next steps to be taken. In addition, report cards provide a general summary of a student's achievements in the wider context of school life. Reports cards will be distributed a day before parents' meeting. Parents' meeting provides an opportunity for you to discuss your child's report card and the next steps in their learning journey.

### A Shared Language of Learning for Assessment

Creating a language of learning which is shared by all stakeholders enables us to engage in meaningful discussions with students and parents, as well as enhance learning outcomes for all students. The key terms below are in line with Teaching and Learning, Curriculum and Assessment Policy for The Oxford School, which should be evident in our interactions with students, learning environments, feedback and assessment and planning.

Age Related Expectations Descriptors	Language for Learning	Solo Taxonomy
Not Yet Meeting	Emerging	
Not Yet Meeting +		
Working Towards Expectations (WTE)	Developing	One Idea
Working Towards Expectations + (WTE+)		
Meeting Expectations (ME)	Secure	Many Ideas
Meeting Expectations + (ME+)		
Exceeding Expectations (EE)	Exceeding	Related Idea
Exceeding Expectations + (EE+)	Mastery	Extended Idea



## Early years

### ASSESSMENT RATING EYFS JUDGEMENT

	Emerging 1 Requires support in all areas
	Emerging 2 Requires support in some areas
	Emerging 3 Approaching expected level
	Expected 1 Expected attainment level
	Expected 2 Above expected attainment in majority of areas
	Expected 3 Significantly above expected attainment
	Expected 4 Exceptional attainment

- **Age Related Expectation**

We base our levels on whether the child is working below the age-related expectation for their ageyear group, working within the age group expectations, working securely (meeting expectations) at age group expectations or securely plus (exceeding expectations).

The system that we use is called 'Progress Tracker' to help us assess what your child can do, what level they are working at & what their gaps in learning are. As always, our assessment is ongoing, teachers update the levels of attainment for each child in their class. At the end of each term, teachers use this system to update the levels of attainment in all other subject areas.