

# Assessment, Recording & Reporting (ARR) Policy

## 2024 – 2025



### POLICY INFORMATION

Last review date	September 2024
Reviewed by	Senior Leadership Team
Next review date	September 2025
Approved By	Principal: Daspo Yiappos



# 1. Rationale

At The Oxford School, assessment provides the basis of informed teaching, helping pupils to overcome difficulties and ensuring that teaching builds upon what has been learned. It is also how students understand what they have achieved and what they need to work on. Assessments are essential in helping parents, teachers, and the school recognise student's progress, understand their needs, and plan improvement and support. For assessments 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 matters. We strive to ensure that they can develop knowledge and skills that will enable them to attain international qualifications and provide them with the best opportunities for 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 are measured, tracked, and then applied to meet the needs of all groups and individuals to achieve our vision.

# 4. Aims and Objectives

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

- To raise the standards of achievement throughout the school
- To maintain accurate records of the progress and attainment of individual students and cohorts
- To ensure consistency in assessing achievement and identifying achievable and challenging targets for each student
- To enable the active involvement of pupils in their learning
- To enable teachers and other professionals to use assessment judgments to plan work that accurately reflects the needs of individual pupils
- To provide regular information for parents that enables them to support their child's learning
- To provide the assessment data that allows school leaders and governors to make judgments about the effectiveness of the school and to evaluate the school's performance against its previous attainment over time and against national curriculum standards
- To administer assessments towards an inclusive approach where additional support



and extra provisions are provided for Students of Determination

- To challenge every child and have high expectations of their progress throughout the academic year.

## 5. Purpose of Assessments

At The Oxford School, we use assessments 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 various 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. Types of Assessments

### External and Internal Assessments

Collecting and using valid and reliable measurements internally and externally is essential to effectiveness when it comes to assessing assessment data. Examples of critical formative assessment strategies have been included. However, given the breadth of formative assessment, these are the main expectations for each section throughout the school year.

#### 6.1 External Assessment

External Assessments against international benchmarks are 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' proper comprehension of the core curriculum subjects and helps to identify which pupils need extrasupport and which will rise to more challenging targets. The Progress test measures pupils' knowledge, understanding, and application of the core subjects: English, Math, and Science.	GL PTE (Progress Test English)
		• FS2 – Year 10
		GL PTM (Progress Test Math)
		• FS2 – Year 10
		GL PTS (Progress Test



		Science) <ul style="list-style-type: none"> <li>• Year 3 – Year 6</li> <li>• Year 8 - Year 10</li> </ul>
<b>CAT4</b>	Cognitive Abilities Test: Fourth Edition (CAT4) is an assessment of reasoning ability that can identify where natural real strengths lie, free from the constraint of the curriculum and unencumbered by learning barriers.	Years 3 – 13
<b>NGRT</b>	A standardised, adaptive, termly assessment to measure reading skills against the national average.	Years 2 - 10
<b>PASS Survey</b>	The school uses the PASS survey to examine the Attitude of Students in 3 years. The survey is a 20-minute session that provides the school with insight into the students' mindsets. The assessments examine nine attitudinal factors: feelings about school, self-regard, perceived learning capability, well-being, and resilience.	Years 3-13
<b>PIRLS Every five 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 other purposes. The next PIRLS Assessment will be in 2026.	Year 5
<b>TIMSS Every four 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.  The following TIMSS assessment will be in 2027.	Years 5 & 9
<b>PISA/PBTS Every three years</b>	The Programme for International Student Assessment is a benchmarking test for 15-year-olds held every three years in Science, Mathematics, and Reading.  The next PISA/PBTS will be in 2025	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 various texts and situations.	Years 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 up to four 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 six years of Arabic.

## How we use them

We have agreed to implement the GL assessments and IBT at Oxford School as outlined above, which will help the IGCSE and A Levels. These evaluations allow us to make informed decisions regarding planning, teaching, learning, admissions, student outcomes, and progress. We must 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 the IGCSE level

We follow CAIE, Ed Excel IGCSE, and A-level assessment expectations and grading for reporting. These grades are based on specific grade thresholds as per examination board requirements.

For the CAIE examination, the grading range is A\* to G for IGCSE and Ed Excel, with 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

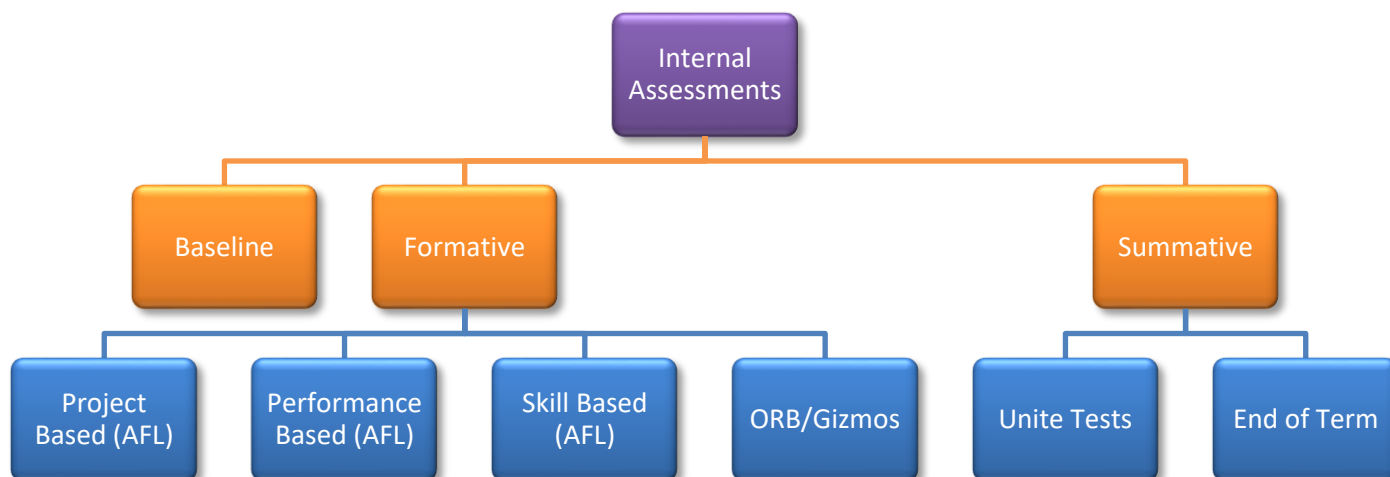
## Grading at AS and A levels

Students take a 'Staged' assessment route-

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

A Level Grades
A*
A
B
C
D
E

## 6.2 Internal Assessments



### Baselines

To understand a child's different abilities, an entry-level (Diagnostic) test is carried out where questions are framed based on the previous year's knowledge and skills, considering the differentiated levels seen in children. These tests help the teachers to understand the child's level of understanding, and benchmarking is done to set a target for each child to achieve the same in the academic year. This target is revised if the child has performed better or less than what is expected of them.

### Formative Assessment (Assessment for Learning – AFL)

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are with this aim, and how they can achieve it. Formative assessments are used to:

- Identify children's strengths and gaps in their skills/knowledge.
- Identify the next steps for learning.
- Inform future planning.
- Enable appropriate strategies to be employed.
- Facilitate the setting of appropriate targets for the class, group, and individual.
- Track the child's rate of progress.
- Facilitate an evaluation of the effectiveness of teaching and learning.
- Inform future teaching and learning strategies.
- Identify individuals and groups for specific intervention support.



## Summative Assessment

Assessment of Learning Summative assessment (Assessment of Learning) is essential for informing parents and teachers of a child's attainment and progress. This will also inform the whole school's target setting and prediction of a cohort's future attainment.

Summative assessments:

- Identify attainment through one-off standardised tests at any given point in time.
- Record performance in a specific area on a specific date
- Provide age-standardised information.
- Provide information about cohort areas of strength and weakness to build from in the future.

The school will provide the framework of what a written summary of the assessment should include, reflecting the development level and needs of the individual child. The summary must highlight:

- Areas in which a child is progressing well
- Areas in which some additional support might be needed and
- Focus particularly on any areas where there is a concern that a child may have a developmental delay (which may indicate a particular educational need or disability).
- It must describe the activities and strategies the school intends to adopt to address any issues or concerns.

## Internal Assessments for Board Classes

For the 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.





## Assessment Calendar

The Oxford School Assessment Calendar gives an overview of what types of formal assessments will take place during this academic year.

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

### 6.3 Assessment in Early Years

Formative Assessments (ongoing assessments) are integral to learning and development progress. The online portal Morgrasys records examples of children's learning, showing their levels and stages of development throughout the year. Snapshots of at least six weeks of student work per term are recorded against early learning goals with a brief description /comment (using observation methods).

Upon entry – Baseline tests

Baseline tests are conducted in September, within six weeks of the 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 Mograsy to enable tracking of progress

and development from one assessment to another.

## 7. End-of-Term Reports

FS1 – End-of-term reports (emphasising the seven areas of learning) and attainment judgments (made against the EYFS criteria for each learning area), learning characteristics, and next steps. A student portfolio is additionally maintained to compile evidence of student work.

FS2 – At the end of each term, parents receive a report emphasising the seven areas of learning and the next steps.

Observation Methods –

When observing children, we must use various observation methods, from running records/anecdotes and learning stories to photographs and work samples. Using various observation methods assists in observing a child's interests, skills, abilities, and needs. Some different types of observation methods are used to observe a child.

1. Anecdotal records
2. Photographs
3. Work samples
4. Event samples
5. Post-its jottings
6. Narrative Observations
7. The findings of digital learning journeys are updated weekly /biweekly

## 8. Assessment Structure - Reporting

**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 %
Years 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 %
Years 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
Years 11 to 13	
Mock examination to be used for grading purposes.	100%



## 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:** To be promoted, students must score at least 50% on all MOE subjects.

### **Retention:**

If the student has yet to attain the minimum passing marks in 3 or more subjects, they will not be promoted.

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

### **Absence**

If a child fails to complete a summative assessment, no retest will be given, and a 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 based on 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.

### **Years 12 and 13**

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

## 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:

### **Inclusiveness, Equity, and Equitability:**

- Students of determination are subjected to internal and external assessments to ensure their progression against the curriculum standards, except for cases requiring an alternate curriculum.
- Students of determination progression against their IEPs is assessed regularly through summative and formative assessments.



## 12. Reporting to Parents

The school has an open-door policy so parents can speak to their child's teacher about their concerns. To book meetings with teachers, whether in-person or virtually, parents should talk to the school office/reception. Students from FS1 till Year 13 will receive a report card on a termly basis. 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 judgments, parents are provided with detailed attainment statements and the following steps to be taken. In addition, report cards summarise a student's achievements in the broader context of school life. Report cards will be distributed a day before the parents' meeting. Parents' meeting allow them to discuss their child's report card and the next steps in their learning journey.

## 13. A Shared Language of Learning for Assessment

Creating a language of learning that all stakeholders share enables us to engage in meaningful discussions with students and parents and enhance learning outcomes for all students. The key terms below align with the 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



## 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 most areas
	Expected 3 Significantly above expected attainment
	Expected 4 Exceptional attainment

## 14. Age Related Expectations

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

The system we use is called 'Progress Tracker' to help us assess what the child can do, what level they are working at, and 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.

## 15. Key Terms and Definitions

Terms	Definitions
<b>Attainment</b>	Attainment refers to an acquired level of knowledge or skill 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 external assessments 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 assessment form is conducted at the end of a learning unit 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.