

## Assessment, Reporting & Student Progress Policy

The philosophy underpinning Dubai College's Assessment Policy is that each student in the school is given the opportunity to achieve their full potential by receiving regular quality feedback and acting upon advice given. This is achieved, in part, by having regular assessment points in all subject areas many of which are at least formative and summative in nature. We encourage students to learn beyond the limitations of exam syllabi and to become responsible for their own learning: our learning and teaching policy which underpins this, therefore reflects the importance we place on self and peer evaluation, reflection on one's learning, teamwork, participation and creativity. Students will experience many different forms of assessment whilst at Dubai College including regulatory baseline assessments at designated points.

Our Assessment Policy is simple: through discussion and varied Assessment for Learning (AfL) methods, students should be consistently aware of their strengths and areas for development. Progress towards individual goals should be monitored and evaluated to aid further learning and to add value to the final outcome. Dubai College teachers are therefore expected to enhance learning through effective assessment in the following ways:

- Share learning objectives with students
- Help students to know and recognise the standards they are aiming for
- Involve students in peer and self-assessment
- Provide feedback which leads to students recognising their next steps and how to take them **and not just tell students when their answers are incorrect**
- Promote confidence that every student can improve
- Teacher and student should discuss, review and reflect on assessments.

### Two key principles

1. The sole focus of feedback should be to further students' learning: we will not engage in acknowledgement marking to provide additional evidence for external verification
2. Written feedback by teachers is only one form of feedback that we value

### Expectations

1. Teachers and students will be routinely involved in assessing learning whether through self, peer or teacher evaluation, whether written or verbal
2. When responding to feedback, whether verbal or written by teachers, peer or self, students should use a green pen
3. Teachers are expected to give written diagnostic feedback at least **once every eight** lessons; however, written feedback need not be provided on notes
4. Other methods of feedback are expected through the use of rubrics, yellow box marking and use of green pens (student responses) amongst others

## Assessment will take many forms including but not limited to:

ASSESSMENT OF LEARNING	ASSESSMENT FOR LEARNING
Assessment tasks/ unit tests	Observation of student learning
Projects	Classroom activities and participation
Presentations	Homework assignments
Research assignments	Mini tests
Portfolios	Group and pair work
Oral examinations	Peer assessment
Practical performances and compositions	Experiments/performances
End of unit tests and end of year examinations	Classwork notes

## Whole School Expectations

At Dubai College, we use assessment to:

- Provide baseline information for all new students that enter the school
- Provide baseline information in line with KHDA requirements for all relevant year groups
- Check the progress of Years 7 to 10 in English, Mathematics and Science (not Year 7) by using PTE, PTM & PTS
- Offer all pupils an opportunity to show what they know, understand and can do
- Help pupils to understand what they can do and what they need to develop, so advancing the learning process
- Diagnose specific strengths and areas for improvement for all of our students for all of their subjects.
- Enable teachers to plan more effectively
- Assist in the prediction of future attainment and target setting when reporting
- Track & monitor the academic progress of students as they move through the school
- Develop students' ability to become accomplished peer and self-assessors
- Ensure all departments are consistent in their approach to assessment and use of data
- Inform teachers' planning so that it responds to the needs of the students
- Help parents to be involved in their children's progress;

## Baseline Testing & Target Setting

Dubai College conducts base line tests in Years 6 (pre-entry), 7 and 10. These tests are run through GL Assessment. The purpose of the baseline tests is to help teachers assess student potential and aid in the setting of realistic target grades. Once generated, Subject Leaders are asked to ensure that each teacher considers the end of year target grade for the students they teach and alter upwards if they have supporting evidence to justify an increase. A move downwards would need to be discussed and agreed with Assistant Headteacher: Assessment, reporting and Student Progress and must be supported by evidence. The baseline targets are used to monitor student progress at each reporting point.

In year 7, & 10, we use CAT4 (Cognitive Ability Testing) as well as at all entry points for admission to the school. All year group 'new' entries will sit a pre-entry CAT4 relevant to their age group. We also administer CAT4 testing for other year groups based on KHDA directives.

Target setting in KS5 is assisted by use of ALPS which uses prior attainment data to generate a minimum expected grade (MEG), from which Dubai College target setting protocols are applied to finalise end of course targets.

The results of baseline tests will be available to all staff who will use the information to aid their lesson planning. It is assumed that target grades will be set for a year but will be reassessed for the next academic year depending on student outcomes in the preceding year. (Years 8, 9, 11, 13).

As well as using the baseline test results, we also ask staff to use their professional judgment to confirm the target grades are attainable and realistic. It is hoped that via tracking and monitoring students against the agreed target grade, we will enable all students to demonstrate progress and reach their potential.

### Data Analysis

Staff should be able to analyse the data presented to them from the baseline testing results and also take note of any subgroups i.e. Emirati, SEND etc They should also be able to use assimilated Valued Added (VA) data to inform the improvements needed to maximise student chances. Heads of Department or Subject should additionally have awareness of the overall effectiveness of their department/subject by understanding how VA scores are generated.

### Value Added

Dubai College currently uses ALPs measures for VA at KS4 and KS5.

### Attainment and Progress

An application of a teacher’s holistic judgement of available evidence and use of the subject and task specific Dubai College grade descriptors should be used to assess attainment. An Holistic Attainment Grade (HAG) (see definition below) should be entered into iSAMS Gradebooks at intervals as agreed by departments with the reporting cycle used as a minimum expectation. Departments are free to work within their own assessment procedures so long as they link back to the Dubai College grade descriptors and data is entered into iSAMS Gradebooks using the grade descriptors. No grades are given to students at KS3 until the end of year report. Grades are, however, recorded by teachers for progress tracking purposes.

**DEFINITION: Holistic Attainment Grade (HAG):** An holistic consideration of the outcome of the departmentally agreed, contributing assessments, tasks, homework and classwork completed up to that reporting point which can be summative and formative.  
 – The evidence considered at each reporting point is **cumulative** from start of year

Students at Dubai College in the lower and middle school section are graded in line with GCSE grades 9 to 1 as follows:

		Holistic Attainment Grade – 3 Year KS3																
		1b	1a	2b	2a	3b	3a	4b	4a	5b	5a	6b	6a	7b	7a	8b	8a	9
Year 7																		
Year 8																		
Year 9																		
Year 10																		
Year 11																		

Figure 1: 3 Year KS3

Holistic Attainment Grade – 2 Year KS3																	
	1b	1a	2b	2a	3b	3a	4b	4a	5b	5a	6b	6a	7b	7a	8b	8a	9
<b>Year 7</b>																	
<b>Year 8</b>																	
<b>Year 9</b>																	
<b>Year 10</b>																	
<b>Year 11</b>																	

Figure 2: 2 Year KS3

Arabic A and Islamic Studies A follow assessment guidelines and grading governed by the MOE. Therefore, their grades follow the below:

Grade – Arabic A and Islamic Studies A																		
	5C	5B	5A	6c	6B	6A	7C	7B	7A	8C	8B	8A	9C	9B	9A	10C	10B	10A
<b>Year 7</b>																		
<b>Year 8</b>																		
<b>Year 9</b>																		
<b>Year 10</b>																		

Figure 3: Arabic A & Islamic A

Students at Dubai College in the 6<sup>th</sup> form are graded in line with GCE grades E to A\* , with 3 sub-division as follows:

Grade – KS5															
	D <sub>3</sub>	D <sub>2</sub>	D <sub>1</sub>	C <sub>3</sub>	C <sub>2</sub>	C <sub>1</sub>	B <sub>3</sub>	B <sub>2</sub>	B <sub>1</sub>	A <sub>3</sub>	A <sub>2</sub>	A <sub>1</sub>	A* <sub>3</sub>	A* <sub>2</sub>	A* <sub>1</sub>
<b>Year 12</b>															
<b>Year 13</b>															

Figure 5: KS5

1 Upper                      2 Secure                      3 Lower

The focus throughout the year should always be on progress. Grades should not be communicated to students at KS3 but should be used as an internal measure only.

Parents and students can view reporting information on their respective Parent or Student Portal.

## **Student Progress: Tracking, Monitoring & Interventions**

The Assistant Headteacher: Assessment, Reporting & Student Progress and their team, will provide reporting data to all staff after a collection point to inform those students who will enter the Student Support Plan (SSP). However, a teacher may place a student on an SSP before a reporting point if they feel a student will benefit from immediate support.

The SSP will be generated by students who are shown to be a 'progress concern' after each reporting point and will be put on a 2 week cycle of improvement. The students agree targets with their subject member of staff.

NB: this on SharePoint and be continually monitored by their subject staff to ensure improvement in that area.

Subject teachers are to ensure that through ongoing support and encouragement, students can achieve their targets. Classroom interventions should be recorded in iSAMS. Subject Leaders are to have an awareness of which students are on a SSP and intervene where necessary to ensure that improvements are made.

## **The Role of Heads of Section/Year**

The Heads of Section/Year should ensure that a means of tracking and discussing student progress is in place and that sufficient time is allocated to review progress. They, in consultation with the Deputy Head - Pastoral, should develop a system whereby student progress against potential is recorded, targets are collated and addressed and ensure that this data is available to parents should they require it. The Heads of Section/Year should ensure that all Form Tutors are aware of and fully conversant with their responsibility with regards monitoring the academic and social progress of each student in their form. They should also monitor the students on a SSP, meet them to enter their targets and follow up any issues of non-achievement at the end of a cycle. Heads of Year/Section will also ensure that their Form Tutors are prepared for the tracking review days with their tutees.

### **Review Days**

All students in years 7 to 10 will have the opportunity to meet with their tutor twice per year, students in year 11 once per academic year and sixth form students, once per term. These tracking/review meetings will follow a set format and students will be expected to make notes in the relevant section of their planners to capture every aspect of their achievements in the year/term plus note the targets set in their subject areas. The sections covered include:

#### **Personal responsibility**

1. Write a summary of your discussion with your Form Tutor. Consider your achievements, your effort, your target levels/grades and your general progress and development of learning skills.
2. What targets have you set for next term? What will you do to challenge yourself academically?
3. What contributions have you made to the extra-curricular life of the College (or outside of College) this term?

#### **Social responsibility and innovation skills:**

4. Community involvement, volunteering and social contribution
5. Work ethic, innovation, enterprise and entrepreneurship
6. Environmental awareness and action

## Reporting & Progress Feedback Opportunities

All students receive two interim reports, an end of year report, two parent consultation evenings (PCE) and two review days at designated points in the year. The end of year report will contain a tutor and head of year comment. The interim reports will be a data report with progress indicators displayed and comments only made if one of the student learning attributes is 'Requires Improvement' or they are not on track to achieve their end of year grade i.e. progress indicator showing as 'Progress Concern'. Such students would be placed on the Student Support Plan (SSP), although students could be placed on a SSP at any time if a teacher has concerns regarding their academic progress.

Year Group	Term 1 (T1)	Term 2 (T2)	Term 3 (T3)
7	<ul style="list-style-type: none"> <li>Students of Concern Report (SSP)</li> <li>Review Day 1</li> <li>PCE 1</li> <li>Interim Report 1</li> </ul>	<ul style="list-style-type: none"> <li>Interim Report 2</li> </ul>	<ul style="list-style-type: none"> <li>Review Day 2</li> <li>PCE 2</li> </ul>
8	<ul style="list-style-type: none"> <li>PCE 1</li> <li>Review Day 1</li> <li>Interim Report 1</li> </ul>	<ul style="list-style-type: none"> <li>Interim Report 2</li> </ul>	<ul style="list-style-type: none"> <li>Review Day 2</li> <li>PCE 2</li> <li>End of Year Report</li> </ul>
9	<ul style="list-style-type: none"> <li>Review Day 1</li> <li>Interim Report 1</li> </ul>	<ul style="list-style-type: none"> <li>PCE 1</li> <li>Interim Report 2</li> </ul>	<ul style="list-style-type: none"> <li>Review Day 2</li> <li>PCE 2</li> <li>End of Year Report</li> </ul>
10	<ul style="list-style-type: none"> <li>PCE 1</li> <li>Review Day 1</li> <li>Interim Report 1</li> </ul>	<ul style="list-style-type: none"> <li>Interim Report 2</li> </ul>	<ul style="list-style-type: none"> <li>Review Day 2</li> <li>PCE 2</li> <li>End of Year Report</li> </ul>
11	<ul style="list-style-type: none"> <li>PCE 1</li> <li>Review Day 1</li> <li>Interim Report 1</li> </ul>	<ul style="list-style-type: none"> <li>HT2 Report</li> <li>Review Day 2</li> <li>Mock Examination Report</li> <li>PCE 2</li> <li>End of Phase Report</li> </ul>	Public Examination Season
12	<ul style="list-style-type: none"> <li>Students of Concern Report (SSP)</li> <li>Review Day 1</li> <li>PCE 1</li> <li>Interim Report 1</li> </ul>	<ul style="list-style-type: none"> <li>HT2 Report</li> <li>Interim Report 2</li> <li>Review Day 2</li> </ul>	<ul style="list-style-type: none"> <li>Review Day 3</li> <li>PCE 2</li> <li>End of Year Report</li> </ul>
13	<ul style="list-style-type: none"> <li>PCE 1</li> <li>Review Day 1</li> <li>Interim Report 1</li> </ul>	<ul style="list-style-type: none"> <li>HT2 Report</li> <li>Mock Examination Report</li> <li>PCE 2</li> <li>Review Day 2</li> <li>End of Phase Report</li> </ul>	Public Examination Season

## Review of Policy

This policy is monitored by SLT and reviewed on an annual basis.

Policy Details	
Version date	September 2022
Last review	September 2021
Next review	September 2023
Responsible SLT	Assistant Head: Assessment, Reporting and Student Progress