



مدرسة ذا أبل انترناشيونال كوميونيتي  
**The Apple International  
Community School**

# ASSESSMENT RECORDING AND REPORTING POLICY

Year 2022-23

Policy written in August 2022

Policy updated in October 2022

Policy to be reviewed in February 2023

## **Assessment, Recording and Reporting Policy (ARR)**

### **Rationale**

At The Apple International Community 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.

### **Mission**

At AICS, 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.

### **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.

### **Aim**

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

- Every single child is an individual and the assessment practices should ensure each one makes to makes progress against the English 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.

## 1. Key Terms and Definitions

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

## 2. Purpose of assessment

At The Apple International Community 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.

**For Students:**

- To inform and enable students to monitor their current skill/knowledge levels.
- To empower students to develop as independent, self-reliant, and self-critical learners.
- To help students set goals for their learning and develop learning strategies.
- To build positive self-esteem and a sense of achievement.

**For Teachers**

- To recognise students' academic strengths and areas of growth so that teachers can better design appropriate classroom instruction.
- To ascertain students' prior knowledge and determine appropriate instruction in the classroom.
- To gauge the effectiveness of teachers' classroom instruction and inform next step of planning.
- To give students feedback to improve their performance and achieve learning goals.
- To strive for consistent and reliable understanding of student work among subject area teachers.
- To identify student support needs.
- To provide external confirmation of classroom practices through standardised assessments.

**For Parents**

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

**For school leaders and administrators**

- To deliver longitudinal data to analyse and evaluate current programs and/or determine the introduction of new programs through the curriculum review process.

- To generate information through constant internal research and analysis, to develop future school plans.
- To plan appropriate staff-development programs.

**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 AICS, which should be evident in our interactions with students, learning environments, feedback and assessment and planning.

**For Key Stage 1 to 3**

ARE Descriptors	Language for Learning
Working Towards Expectations-	Emerging
Working Towards Expectations (WTE)	Developing
Working Towards Expectations + (WTE+)	
Meeting Expectations (ME)	Secure
Meeting Expectations+ (ME+)	
Exceeding Expectations (EE)	Exceeding
Exceeding Expectations+ (EE+)	Mastery

- **Age Related Expectation**

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 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.

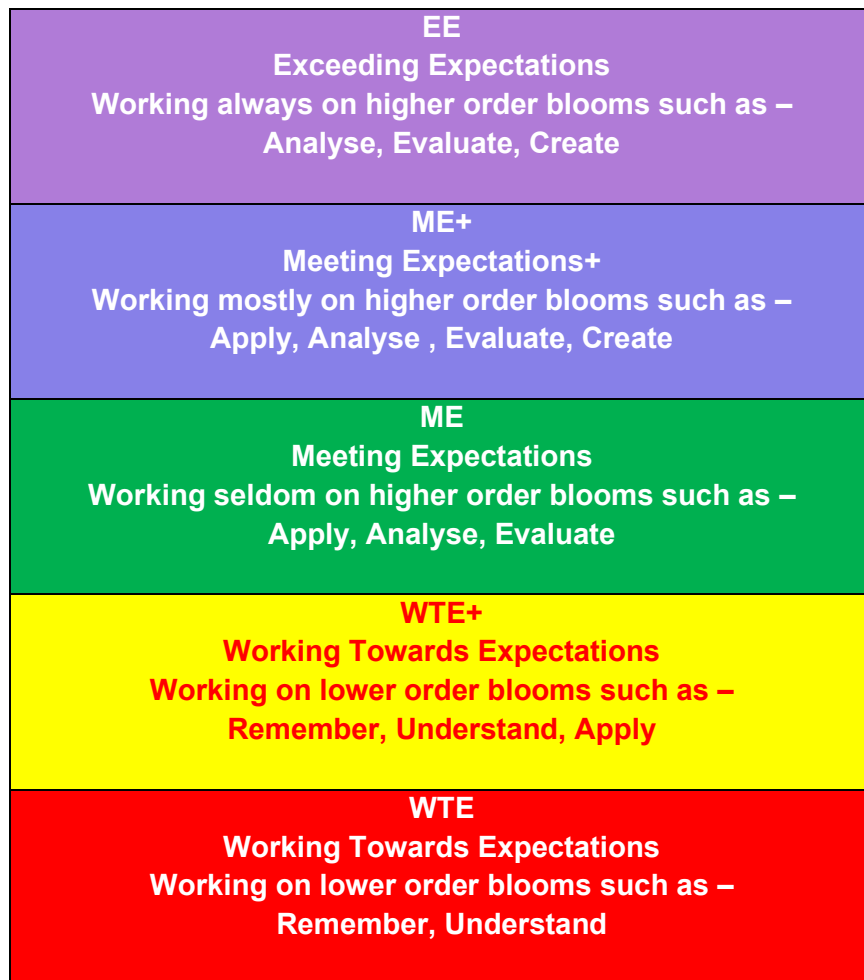
At the end of each term, teachers use this system to update the levels of attainment in all other subject areas.

- **What does my child's level mean?**

The Child's progress level will consist of a letter abbreviation as a measure of progress. A plus (+) sign may also be used to show that your child has made further progress within a level. As a school we say that on average, a child should be working in-between ME and EE for their year group by the end of the Year.

- **How does Assessment Tracker help in tracking the Progress?**

The Assessment Trackers are used to track the progress of the students in each subject and the students are mapped to the level of their progress.



### 3. Marking Policy

Marking is an essential part of planning, assessment, teaching and learning. We believe it should provide constructive feedback to every child, focusing on success and improvement needs against the learning objective and the success criteria. This will enable children to become reflective learners and help them close the gap between current and potential performance. As a whole school it helps to promote positive attitudes and behaviour, leading to an improvement in standards.

- **Marking and Feedback Strategies**

The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.

- In all lessons across the curriculum, a clear and specific Learning Objective (Can I ...?) and the Success Criteria (Challenge 1, 2 and 3) will be explained and discussed with the children. They will be clearly visible to the children throughout the lesson on a section of whiteboard at the front of the classroom. The learning objective will be written in the children's books to form the title of their work and will be clear and concise.
- The marking should always be in accordance with the learning objective, success criteria and any individual learning targets where appropriate.
- Marking and/or feedback may be oral and immediate through discussion with individuals, groups or a whole class.
- **The marking system should be constructive and formative. A useful formula to be used is- WWW (What Went Well) to give praise and EBI (Even Better If) to explain and provide a concrete suggestion for improvement, if appropriate, in that piece of work and expect students to respond to the feedback using Purple ink.**
- Marking will normally be done in the lesson by teachers although this may not always be possible. Where this is not possible, it should be completed before the next lesson in that subject.
- Stickers, stamps and certificates may be used as part of the process where teachers consider them to be appropriate
- Work in all pupils' books, in all subjects, must be acknowledged in some capacity as appropriate to the subject

- **Marking for EYFS**

Marking is done with children verbally. It is done using pictorial symbols as writing cues for children. This could be





CODE	EXPLANATION
✓	Good work
⏏	Your next step is....
VF	Verbal Feedback
T	Supported by Teacher
TA	Supported by Teaching Assistant
I	Independent Work

- **Marking for literacy policy**















- To give feedback to pupils which will help them to improve their use of literacy in all subjects
- To motivate pupils to communicate their subject knowledge and understanding effectively
- To monitor pupil progress in the use of language
- To respond to pupils' use of language in speech as well as writing
- To identify future targets for literacy teaching

- **AICS- Marking Symbols**

Teachers will use the following symbols when marking student work:

✓	Good work
✓✓	Fantastic work
	Spelling error with correct spelling above (or child to correct)
(no crosses)	-To be corrected
	Look again
	Circle around incorrect item e.g wrong word used
//	New paragraph
	Independent work (If a child has worked independently)



	Group Work
	Paired Work
	Peer Assessed
T (1:?)	Supported by the teacher + ratio of adult to children
LSA/TA (1:?)	Supported by the LSA/TA + ratio of adult to children
	Verbal feedback was given to the child
	Comment on what I have done well (Linked to the objective)
	Next step - teacher to write a comment on what I should do next to improve my work.
	Children to respond to marking and improve their work using <b>Green Pens.</b>
	IEP used to support learning.
	Punctuation used incorrectly or missing. Circle the error or space where the punctuation mark has been mistakenly used or is missing.
	Capital letters have not been used where needed. Where extra capital letters have been used this should be noted by using the "P" error symbol.
<b>TM</b>	Target Met !
<b>R T</b>	Remember Target !
	Remember to use Full stop
	Write on the Line
	Remember to use finger spaces
	Can you use a conjunction to join sentence together?

- **Self-Assessment:**

- ❖ Students can also write their own comments and respond back to teacher's comments.
- ❖ Students will use the following symbols to self-assess their work

- 😊 I found this work good with no problems
- 😐 I found this work a little tricky
- 😞 I found this work difficult

- **Homework**

Homework should not be self-marked and positive comments must always be given. EBIs will not be given for homework as the activities are for revision and consolidation rather than moving on learning, therefore, marking should be used to praise time and effort applied by the children.

#### 4. WAGOLLS (What A Good One Looks Like)

Giving students a WAGOLL is about showing them what a brilliant answer or homework looks like. Students sometimes struggle to envisage what you want to see from them, and this is checking they understand what to include, what length/format you are looking for etc.

### WAGOLL- Informal Email

To: luckyliisa100@webmail.com  
Subject: Invitation

Hi Lisa,

I'm having a birthday party next Friday at my house. Would you like to come? It'll be fun! Lots of people from my school are coming. You know some of them — Petra, Karl, Marco and Rob. Can you bring some lemonade and crisps?

My house is behind our school, 6 Greenfield Avenue. It's right next to the park and it's got a blue front door.

Hope you can come and see you soon,

Edu

r.s.v.p. :)

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**Top Tips for writing**

1. Use the present continuous for future plans and arrangements.
2. Use capital letters for days of the week and for street names.
3. Use hope you can come to finish your invitation.

Note: r.s.v.p. means 'please reply'.

#### 5. Assessment in Foundation Stage

Assessment plays an important part in helping the school to recognize children's progress, understand their needs, plan activities, and assess the need for support.

AICS uses two main forms of assessment:

- Ongoing formative assessment – to inform teaching on a day-to-day basis

- In-setting summative assessment – to understand a child’s performance at the end of a period of teaching year.

Ongoing formative assessments are used to assess the day-to-day learning and development of children in the EYFS. EYFS teachers interact and observe children to understand their achievements, interests and learning needs, and use this information to shape the educational experiences for each child. Parents are kept up to date with their child’s progress and development, and teachers will address learning and development needs in partnership with parents. The school undertakes a summative assessment of each child’s development at certain stages:

- Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting Reception.
- The EYFS Profile – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child’s knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1. Reception Baseline Assessment (RBA) will be administered within the first six weeks of children starting school. FS staff will conduct the RBA.

**The RBA:**

- Is an activity-based, age-appropriate assessment of children’s ability in early mathematics, literacy, communication, and language.
- Is expected to take approximately 20 minutes per child.
- Can be paused and completed in more than one sitting.
- Is administered by a reception teacher.
- Is used to create a baseline for school-level progress measures and will measure the progress children make from Reception until the end of the year.

After completion of the RBA, EYFS practitioners write short, narrative statements that tell them how pupils performed in the assessment – the school use these to inform their teaching approaches. The school ensures that confidentiality of assessment materials is maintained at all times. The RBS assessment materials are not used for any other purpose. For children with learning disabilities, the school provides modified and adapted assessment materials.

**Early Years Foundation Stage Profile (EYFSP)**

To summarize and describe children’s learning and development at the end of the EYFS, the school completes an EYFSP for each child. This assessment takes place in the summer term. The school

makes staff aware of the need to ensure that the assessments provide a reliable, valid and accurate judgement of each child's progress at the end of the EYFS. The school assess each child against the ELGs and provide a commentary describing each child's skills and abilities against the three characteristics of effective learning:

- Playing and exploring
- Active learning
- Creating and thinking critically

Throughout the year EYFS teachers collect and collate materials, observational records and information within a child's Learning Journey. Profile judgements are made based on the cumulative evidence recorded over the course of the year.

Evidence includes:

- Knowledge of the child.
- Photographs.
- Written and/or drawn evidence.
- Planned and un-planned observations of day-to-day interactions.
- Video, tape, audio or electronic recordings.
- The child's view of his or her own learning.
- Information from parents or other relevant adults.

EYFS Practitioners use this evidence to judge whether a child's learning is:

- Not yet reaching expected levels (emerging).
- Meeting expected levels (expected).

Accurate assessment requires a two-way flow of information between settings and home, and the school ensures that processes are in place to consult parents about their child's development and achievements at home.

## **6. Forms of 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.

## Types of Assessments

Apple International Community School, Dubai					
Foundation Stage					
Internal			External		
Continuous Ongoing Assessment			Baseline Progress		
Collaborative Projects	Phonetics	Story Session	GL Progress Test		
Exploration and Investigation	Monthly Target Tracker	Reading Tracker			

AICS, Dubai					
Year 1-Year 6					
Internal			External		
Formative	Summative	Projects/ Assignments	Progress Test	CAT4	PASS Survey
Big writes	Mental Maths	Theory Test	TIMSS	NGRT	PIRLS
SPaG	Quiz	Reading Comprehension	IBT		

Apple International Community School, Dubai					
Secondary School					
Internal			External		
Formative	Summative	Projects/ Assignments	Progress Test	CAT4	PASS Survey
Big writes	Mental Maths	Theory Test	TIMSS	NGRT	PISA
SPaG	Quiz	Reading Comprehension	IBT		

\*All internal and external assessments result will be shared with the parents and students.

These competency levels are decided through teacher's judgement, considering data from the following assessment types:

- **Work Scrutiny:** Teachers are expected to regularly marks students' work, assessing their level of understanding of each age-appropriate curriculum standards as per the school's marking policy.
- **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.

## 7. **Summative**

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






## 8. Report Card

On a termly basis, students from FS1 till Year 7 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.

### Sample EYFS Report Card

#### ATTENDANCE RECORD

The judgement for attendance is aligned to the KHDA inspection framework.

Present	52	
Present Late	0	
Absent	14	
Absent Excused	0	
Absent Medical	0	
Total Days	66	



Outstanding: 98% or better
Very Good: 96% or better
Good: 94% or better
Acceptable: 92% or better
Weak: Less than 92%
Very Weak: Less than 90%

Keys to Assessment		
1	Emerging 1	Requires support in all areas
2	Emerging 2	Requires support in some areas
3	Emerging 3	Approaching expected level
4	Expected 1	Expected attainment level
5	Expected 2	Above expected attainment in majority of areas
6	Expected 3	Significantly above expected attainment
7	Expected 4	Exceptional attainment

# AREAS OF LEARNING AND DEVELOPMENT

	Areas of learning	Term 1
Communication and Language	<b>Listening, Attention and Understanding</b>	
	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;	Emerging 3
	Make comments about what they have heard and ask questions to clarify their understanding;	Emerging 2
	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	Emerging 3
	<b>Speaking</b>	
	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;	Emerging 3
	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;	Emerging 3
	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Emerging 3
	Personal, Social and Emotional Development	<b>Self-Regulation</b>
Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;		Emerging 3
Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;		Emerging 3
Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.		Emerging 3
<b>Managing Self</b>		
Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;		Emerging 2
Explain the reasons for rules, know right from wrong and try to behave accordingly;		Emerging 2
Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.		Emerging 2
<b>Building Relationships</b>		
Work and play cooperatively and take turns with others;		Emerging 2
Form positive attachments to adults and friendships with peers;		Emerging 2
Show sensitivity to their own and to other's needs.	Emerging 2	
Physical development	<b>Gross Motor Skills</b>	
	Negotiate space and obstacles safely, with consideration for themselves and others;	Emerging 2
	Demonstrate strength, balance and coordination when playing;	Emerging 2
	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Emerging 2
	<b>Fine Motor Skills</b>	
	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;	Emerging 3
	Use a range of small tools, including scissors, paint brushes and cutlery;	Emerging 3
Begin to show accuracy and care when drawing.	Emerging 3	



Literacy	<b>Comprehension</b>	
	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;	Emerging 3
	Anticipate – where appropriate – key events in stories;	Emerging 3
	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	Emerging 3
	<b>Word Reading</b>	
	Say a sound for each letter in the alphabet and at least 10 digraphs;	Emerging 3
	Read words consistent with their phonic knowledge by sound-blending;	Emerging 2
	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Emerging 1
	<b>Writing</b>	
	Write recognisable letters, most of which are correctly formed;	Emerging 2
	Spell words by identifying sounds in them and representing the sounds with a letter or letters;	Emerging 1
Write simple phrases and sentences that can be read by others.	Emerging 1	
Mathematics	<b>Number</b>	
	Have a deep understanding of number to 0, including the composition of each number;	Emerging 1
	Subitise (recognise quantities without counting) up to ;	Emerging 3
	Automatically recall (without reference to rhymes, counting or other aids) number bonds up to (including subtraction facts) and some number bonds to 0, including double facts.	Emerging 1
	<b>Numerical Patterns</b>	
	Verbally count beyond 0, recognising the pattern of the counting system;	Emerging 3
	Compare quantities up to 0 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;	Emerging 2
Explore and represent patterns within numbers up to 0, including evens and odds, double facts and how quantities can be distributed equally.	Emerging 1	
Understanding the World	<b>Past and Present</b>	
	Talk about the lives of the people around them and their roles in society;	Emerging 3
	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;	Emerging 3
	Understand the past through settings, characters and events encountered in books read in class and storytelling;	Emerging 3
	<b>People Culture and Communities</b>	
	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;	Emerging 3
	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;	Emerging 3
	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	Emerging 1
	<b>The Natural World</b>	
	Explore the natural world around them, making observations and drawing pictures of animals and plants;	Emerging 3
	Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;	Emerging 3
Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Emerging 1	

<b>Expressive Arts and Design</b>	<b>Creating with Materials</b>	
	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;	Emerging 3
	Share their creations, explaining the process they have used;	Emerging 3
	Make use of props and materials when role playing characters in narratives and stories.	Emerging 3
	<b>Being Imaginative and Expressive</b>	
	Invent, adapt and recount narratives and stories with peers and their teacher;	Emerging 2
	Sing a range of well-known nursery rhymes and songs;	Emerging 3
Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	Emerging 2	

**Class Teacher Comments/Next Step :**

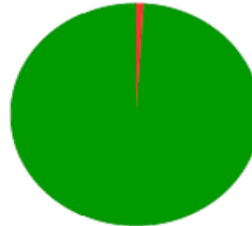
■■■■■ is sweet and polite child. She is able to maintain focus and stay on task. Her creativity is to be marveled at. Ameera equally enjoys outdoor activities where she has space and freedom to explore independently. She is progressing well in most of the areas and further enhancement on extended vocabulary and reading with an adult at home will be an added advantage.

## Sample Report Card (KS1-3)

### ATTENDANCE RECORD

The judgement for attendance is aligned to the KHDA inspection framework.

Present	68	
Present Late	0	
Absent	1	
Absent Excused	0	
Absent Medical	0	
Total Days	69	



Outstanding: 98% or better
Very Good: 96% or better
Good: 94% or better
Acceptable: 92% or better
Weak: Less than 92%
Very Weak: Less than 90%

Grade Slabs for Core Subject		For subject: Arabic, Islamic Education and Social Studies	
Marks/Range	Grades	Marks/Range	Grades
90-100	A*	90-100	A*
80-89	A	80-89	A
70-79	B	70-79	B
60-69	C	60-69	C
50-59	D	50-59	D
40-49	E	Below 50	U
Below 40	U		

<b>EE+-Exceeding Expectations (+)</b>	This means that the student has exceeded beyond the expected level of achievement in the subject for the particular year group at this point in time.
<b>EE-Exceeding Expectations</b>	This means that the student has exceeded the expected level of achievement in the subject for the particular year group at this point in time.
<b>ME+-Meeting Expectations</b>	This means that the student has met beyond the expected level of achievement in the subject for the particular year group at this point in time.
<b>ME-Meeting Expectations</b>	This means that the student has met the expected level of achievement in the subject for the particular year group at this point in time.
<b>WTE+-Working Towards Expectations (+)</b>	This means that the student is working towards the expected level of achievement in the subject for the particular year group at this point in time. It may be that there are minor gaps in the students' knowledge, understanding or skills.
<b>WTE-Working Towards Expectations</b>	This means that the student has not yet met the expected level of achievement in the subject for the particular year group at this point in time. It may be that there are minor gaps in the students' knowledge, understanding or skills.

## 9. Assessment Calendar

AICS Assessment Calendar gives an overview of what types of formal assessments will occur during this academic year. Please be aware that, whilst these dates are planned, external factors may mean that they need to move.

Month	Assessment
September	Baseline Assessments
	NGRT-A from Year 2-7
October	GL CAT4 test-All students from Y2-Y7
	Mid-Term Assessment (Formative Assessments)
	GL PASS exams from Y2-Y7
November	Arabic A (ACER IBT) - Year 4 to 7
	Arabic B (ACER IBT) - Year 4 to 7
	MA1 - Year 1 to 7 (Summative Assessments)
December	Parent Teachers Conference
January	NGRT -B Year 2 to 7
	GL CAT4 (New Joining) -Year 2 to 7
February	Mid-Term Assessment -2 (Formative Assessments)
March	MA – 2 (Summative Assessments) Year 1-7
April	GL CAT4 (New Joiners)
May	NGRT-C Year 2 - 7
	Mid Term-3 (Formative Assessments) Year 1-7
	GL PT Series
June	MA-3 Year 1-7 (Summative Assessments)

## 10. External Assessment

External Assessment against international benchmarks is used to compare the attainment of AICS students with other international curriculum school students. The following tables illustrate in detail external assessments at AICS:

External Assessments	Purpose	Targeted Year
<b>GL Progress Test</b>	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 measures pupils' knowledge, understanding and	Year FS2 – 7

	application of the following core subjects: English, Math, and Science.	
<b>Baseline Progress</b>	Baseline and Baseline Progress provides a reliable way to assess literacy, language and communication and mathematics in three short, picture-based sections that require no reading, as they enter school (Baseline) and at the end of their first year in school (Baseline Progress).	FS
<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 2 – 7
<b>NGRT</b>	A standardised, adaptive, termly assessment to measure reading skills against the national average.	Year 2 - 7
<b>PASS Survey</b>	The PASS surveys are used in the school to look at the Attitude of Students in year 2-7. The survey is a 20-minute session which provides the school with an insight into the student's 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 2-7
<b>PIRLS</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 purposes.	Year 5
<b>TIMSS</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, next TIMSS assessment will be in 2023	Year 5 (Year 9, if applicable)

<b>PISA/PBTS</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		NA	
<b>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 7	
<b>IBT Arabic B</b>	<b>Test Level</b>	<b>Number of Years of Arabic studied</b>	<b>Recommended Year</b>	<b>Explanation</b>
	<b>Level 1</b>	2 – 3 years	Year 4 – 7	For students who have less than 3 full years of learning Arabic
	<b>Level 2</b>	4 – 5 years	Year 7 – 9	For students who are in their 4 <sup>th</sup> and 5 <sup>th</sup> year of learning Arabic.
	<b>Level 3</b>	> 5 years	Year 10	For students who are in their 6 <sup>th</sup> year or more of learning Arabic

### How we use them

At AICS, we have agreed to implement the GL assessments and IBT as outlined above. 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.

### 11. Setting Targets

Target-setting is how we identify specific and measurable goals that help to improve the standards achieved by all our children. Targets may relate to individual students, groups of students within classes, or whole cohorts of students and decides that students' individual flight path for a certain topic, unit, or time (full term).

Targets are set for students using all available assessment data; continuous, formative, summative, international benchmark and CAT4 assessments. The targets set are aspirational and challenging,

but realistic, and consider each student’s starting point and ability. With these core principles in mind, the targets we set:

- Challenge all students to do better.
- Set high expectations for all.
- Consider each student’s starting point for learning.
- Encourage students to discuss and review their progress with teachers regularly.
- Involve parents in their children’s learning.
- Lead to more focused teaching and learning and inform the planning process.
- Help us to make judgements about how well our school is doing when compared to similar schools.

Teachers also use the Formative assessment tracker to provide students with competency levels for each assessed curriculum strand, skill or learning objective. This information will then allow teachers to identify learning gaps of individual students and establish unique learning paths to enable each student to achieve/ extend their understanding on identified learning objectives.

## 12. Mark Distribution

**Foundation Stage:** Students’ End of Term grade will be decided by achievements made entirely from continuous assessments

Assessment	
Formative Assessment- 0%	Continuous Assessment- 100%

**Years 1 and 2:** Students’ End of Term/Year grade will be decided by achievements made from 60% Formative and 40% Summative assessment

Assessment	
Formative Assessment - 60%	Summative Assessment- 40%

**Years 3 – 7:** Students’ End of Term/Year grade will be decided by achievements made from 60% Formative and 40% Summative assessment

Assessment	
Formative Assessment - 60%	Summative Assessment- 40%

## **Reporting grades to parents**

A consolidated student attainment report is shared with parents at the end of every term.

### **13. Academic Roles and Responsibilities**

Assessment practice and policy at the provincial and local levels must support students' responsibility for their learning. In addition to developing academic knowledge, it is important to support students in the development of lifelong learning skills and values, and that educational practice and policy reflect this. It must be made clear to students that they are responsible for providing evidence of their learning within established timelines, and that there are consequences for not completing work and for submitting work late. The roles and responsibilities are as follows:  
administration

It is the responsibility of the administration to:

- Share the assessment policy with students and parents.
- Explain the assessment guidelines to students.
- Orient the new teachers about the assessment policy and provide the necessary guidance and support for all teachers.
- Monitor the implementation of the policy.

### **Teachers**

Teachers also have important responsibilities in supporting the learning of all students. Their responsibilities include the following:

- Establish and clearly communicate expectations regarding assignments. Assignment requirements and assessment criteria should be discussed with students. Teachers communicate to students the intended learning outcomes, the nature of the products and performances, and the criteria for judging the evidence of learning. Teachers should be prepared to clarify the expectations, if necessary, by providing exemplars, and to provide timely and specific feedback to students.
- Set and communicate reasonable timelines for assignments and support students in meeting these timelines. The timelines teachers set should provide adequate time for students to complete the work, while being mindful of other demands and of student strengths and challenges.



- Teachers should use their professional judgement to establish reasonable but firm expectations regarding timelines. They should also use their professional judgement to support and motivate students who do not take responsibility for their work using a variety of strategies to ensure students make regular progress on assignments. Regular communication about student progress among teachers, students, and parents will support timely completion of assignments. Other strategies may include the following:
  - Solicit and consider student input and collaborate with other staff to coordinate the timing of major assignments.
  - Share assignment timelines and reminders through many means, including classroom web pages, email, and course outlines.
  - Assist students to manage time effectively—monitoring student progress at each stage of a complex assignment can ensure they stay on track.
  - Anticipate which students may require additional supports to complete assigned tasks and monitor those students more closely.
  - Choose, when appropriate, to extend time for completing assignments, especially for students who communicate with the teacher in advance of the due date.
  - Contact parents to discuss strategies for keeping students on track when they are falling behind or not taking responsibility for their work.
- Establish, communicate, and apply consequences for late and missing work. Students must understand that there will be consequences for not completing assignments that provide evidence of learning or for submitting those assignments late. If, after establishing and clearly communicating expectations regarding assignments, setting, and communicating timelines for assignments, and supporting student learning using the strategies provided above, student work is still late or missing, teachers may apply the following strategies based on their professional judgement:
  - Confer with the student and, where appropriate, with the student’s parents about the reasons for not completing the assignment and consider the legitimacy of reasons.
  - Develop an agreement with the student to complete the work.
  - Require the student to complete missing work during school time or at lunch or after school within a supervised setting in accordance with school division policy.

- Provide appropriate support to students in the form of counselling or peer tutoring to address issues and barriers that may be preventing the student from completing assigned work.
  - Provide alternative assessment tasks that accommodate diverse learning needs.
- In applying consequences to late or missing work, teachers will consider the nature of the assignment, the individual circumstances of the student (especially struggling learners), and the potential impact of the consequence on subsequent learning and motivation. Whatever the consequence, students are ultimately responsible for the timely completion of their assignments and for knowing that there are consequences for failure to adhere to those parameters.

### **Students**

It is the responsibility of the student to:

- Prepare for and participate in all formative assessments to grow in concept, skill, and knowledge strength.
- Make the necessary arrangements to retake assessments or submit late assignments in case of a legitimate absence.
- Meet all deadlines set by the teacher and/or by the school. In case of any concern about not meeting a certain deadline, the student must contact his/her teacher in advance.
- Reflect on progress for improvement and seek the teacher's help when needed.

### **Academic Honesty**

Students must understand that the tests/exams they complete and the assignments they submit as evidence of learning must be their own work and that cheating, and plagiarism will not be tolerated.

Teachers, HOD's and Administrators have the following responsibilities:

#### **Communicate and reinforce expectations of academic honesty with students.**

- Aspects of academic honesty include not cheating (e.g., copying others' work, using cheat notes), lying (e.g., misrepresenting contributions to group work, lying about circumstances to obtain extensions), and plagiarising (submitting or representing someone else's work as one's own).

**Respond appropriately to academic dishonesty.**

- School and divisional policies will specify a range of consequences for academic dishonesty and invoke these sanctions as appropriate.

**Teachers should apply strategies to deal with academic dishonesty, such as the following:**

- Contact parents
- Document the incident in the student's file.
- Enforce the loss of privileges for the student at the school (sports teams, extra-curricular activities etc.).
- Enforce other disciplinary measures such as detention.
- Have the student redo the work honestly.

Teachers need to consider the nature of the assignment, the age and maturity of the student, the individual circumstances of the student, and the potential impact of the consequence on subsequent learning and motivation. Whatever the consequence, students should complete the work in an honest way.

**Inclusion**

Principles for Fostering Equity and Excellence in Academically Diverse Learners:

- i. Good curriculum comes first: The teacher's first job is always to ensure a coherent, important, inviting, and thoughtful curriculum.
- ii. All tasks should respect each learner: Every student deserves work that is focused on the essential knowledge, understanding, and skills targeted for the lesson. Every student should be required to think at a high level and should find his or her work interesting and powerful.
- iii. When in doubt, teach up! Good instruction stretches learners: The best tasks are those that students find a little too difficult to complete comfortably. Be sure there's a support system in place to facilitate the student's success at a level that he or she doubted was attainable.
- iv. Use flexible grouping: Find ways and time for the class to work, for students to demonstrate competence alone, and for students to work with varied groups of peers. Using only one or two types of groups causes students to see themselves and one another in more limited ways, keeps the teacher from "auditioning" students in varied contexts, and limits potentially rich exchanges in the classroom.

- v. **Become an assessment junkie:** Everything that a student says and does is a potential source of assessment data. Assessment should be an ongoing process, conducted in flexible but distinct stages, and it should maximise opportunities for each student to open the widest possible window on his or her learning.
- vi. **Grade to reflect growth:** The most we can ask of any person—and the least we ought to ask—is to be and become their best. The teacher's job is to guide and support the learner in this endeavour. Grading should, in part, reflect a learner's growth.

- **A summary of Students with Special Educational Needs and / or Disabilities:**

Learners with special educational needs experience difficulties because of any one of the following, or some combination of:

Behavioural and social skill difficulties	Includes self-regulation, getting along with others, etc.
Communication or language disabilities	Either receptive or expressive (e.g. autism spectrum).
Concentration difficulties	Either attention deficit hyperactivity disorder (ADHD) or attention deficit disorder (ADD).
Executive functions	Includes difficulties in understanding, planning and organising.
Hearing impairments	Includes both hearing loss and deafness, either congenital or acquired due to illness/injury.
Literacy and language difficulties	Affects the learning process in one or more areas such as reading, spelling and writing (for example, dyslexia and dysgraphia).
Numeracy difficulties	Refers to learners who might struggle with tasks related to numeracy and mathematics competency (for example, dyscalculia).
Mental health issues	Includes depression, anxiety, etc. and can range from mild to severe. Learners can also have more than one mental health problem.
Physical or neurological impairments	Can be congenital or acquired – for example, muscular dystrophy or traumatic brain injury – and can range in severity. Neurological impairment may not be visible.
Visual impairments	Used to describe the consequence of an eye condition or disorder. The degree of impairment ranges from mild to severe.

- **Assessments Accommodations for Students with Special Educational Needs and / or Disabilities:**

Students with disabilities must have the necessary supports to "be involved and progress in the regular curriculum" and to participate in school internal and external assessments of student achievement. The No Child Left Behind, required the "participation in such assessments (high-

quality, yearly student academic assessments) of all students. Now, with new opportunities for participation come the challenges. What testing accommodations are fair for students with disabilities or language differences that adhere to the same performance standards? Can a student who is working on standards one or two grade levels behind his peers be expected to take a grade-level test? How can districts apply standardised scores to students who have taken off-grade level tests? Are standardised tests the best measure of student understanding and skill? Should teachers and school be penalised for differences in student performance that are disability or language related?

For teachers responsible for preparing students with disabilities for mandated assessments, the most important considerations will be understanding the assessment requirements and determining needed accommodations. Assessment requirements include administration dates, formats, and conditions, in addition to the test content emphasis. Test accommodations are changes in the way tests are administered or changes in the testing environment, not in the construct being measured. Based on the students of determination individual needs, the school provides either assessments accommodations or modifications or even according to the students' individual educational plans (IEPs).

The most common accommodations for SOD assessments are extended time, separate setting, and portions read aloud. The school assessments accommodations have become more specific. It is important for the accommodations selected to match student needs, not be applied to all eligible students. Inappropriate accommodations may cause lower performance. And like the use of calculators, accommodations used on high-stakes tests should have been used for other assessments throughout the school year.

- What are accommodations and modifications and how do they apply to my student?

Describing accommodations as a change that helps a student to overcome or work around the disability and a modification as a change in what is being taught or expected from the student. As an easy way to remember the difference between the two is to think of an accommodation as levelling the playing field for students by changing “how” they work through the general education curriculum. Modifications go beyond that and alter the field (game) entirely. Modifications change “what” is learned and therefore changes the content of the grade-specific curriculum.

Many teachers may complain that it takes too much work to implement accommodations and that they have several students who require different accommodations. These accommodations are not for the teacher, they are for your student. They allow your student to access the same grade level material that is available to their non-disabled peers and help them become independent.

Many times, the right accommodations are all a student needs to be able to access grade level curriculum and be successful in the general education classroom. Your student's accommodations should be evaluated from time to time to see if they are still working for your student. As your student learns new skills you may be able to remove some accommodations. Just be sure to keep in mind that you do not want to hinder their independence or access to grade level curriculum by removing an accommodation.

It is important to consider if the environment is contributing to the difficulties a learner may be experiencing. Teachers need to be sensitive to and aware that children's development involves 'readiness to learn' and 'readiness for school'. 'Readiness to learn' means they have the cognitive development needed to learn specific concepts and ideas, and a 'readiness for school' involves a specific set of cognitive, linguistic, social and motor skills that enables a child to assimilate the school's curriculum. Paying attention to the environment means ensuring learners feel safe, supported, stimulated and that the classroom environment is attuned to the individual learning, social, and physical needs of learners.

- Examples of Accommodations for Specific Disabilities:

Allergies	Hearing	Tourette's
Asthma	Impairment	syndrome
ADD/ADHD	Learning	Traumatic Brain
Cancer	Disability	Injury
AIDS	Leukaemia	Visual
Diabetes	Orthopedically	Impairment
Emotionally	Impaired	Weight (obesity,
Disturbed	Student with	anorexia, and
Epilepsy	health needs	bulimia)



- Possible Accommodations for SoD:
  - Seat the student away from distractions and near the teacher.
  - State exam rules, post in an obvious location and enforce consistently.
  - Use simple, concise instructions with concrete steps.
  - Provide seating options.
  - Tolerate (understand the need) excessive movement.
  - Provide a peer tutor/helper.
  - Provide supervision during questions transitions.
  - Accommodate testing procedures; lengthy tests might be broken down into several shorter administrations.
  - Establish a nonverbal cue between teacher and student for behaviour monitoring.
  - Adapt environment to avoid distractions.
  - Highlight required or important information/directions.
  - Use a timer to assist student to focus on given task / question or number of problems in time allotted. Stress that problems need to be correctly done.
  - Allow student to respond in variety of different modes (i.e., may place answers for tests on tape instead of paper).
  - Visual graphs/charts/diagrams to support exams instruction.
  - Enlarged print materials.
  - Providing noise buffers such as headphones, earphones, or earplugs.

Please, always consider the following Examination Accommodations for students with learning disabilities:

- Extended exam time, typically time and one half to double time.
- To take exams in a room with reduced distractions.
- The assistance of a reader, scribe, or word processor for exams.
- The option of an oral exam.
- To use spelling and grammar assistive devices for essay exams.
- To use a calculator for exams.
- To use scratch paper during exams.

If the student has difficulty reading written material:

- Provide highlighted material.
- Shorten the amount of required reading.
- Look for same content in another medium (movie, filmstrip, tape).
- Allow extra time for reading exam.
- Omit or shortening the reading required.
- Substitute one-page summaries or study guides which identify key ideas and terms as the reading assignment.
- Use larger type.
- Be more concrete-using pictures and manipulatives.
- Provide experience before and after reading as a frame of reference for new concepts.
- Help the student visualise what is read.

If the student has difficulty writing legibly:

- Use a format requiring little writing: Multiple-choice, programmed material, True/false or Matching.
  - Use manipulatives.
  - Reduce or omit assignments requiring copying.
  - Allow the use of a tape recorder, a typewriter, or a computer.
  - Use graph paper to help space letters and numbers in math.
  - Use manuscript or lined ditto paper as a motivation technique (brainstorm the advantages of legibility with the class).
-