



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

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

**Year 2024-25**

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

## **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 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. 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.
- 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

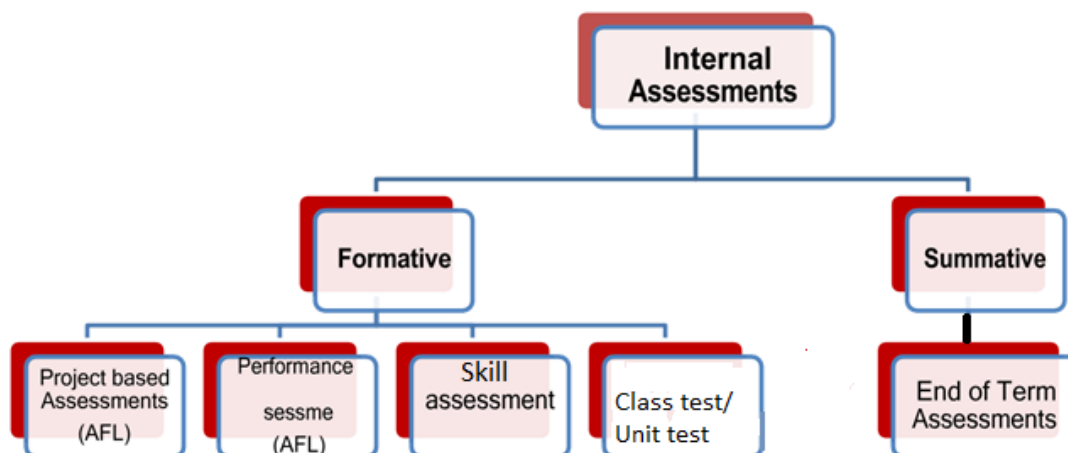
- To communicate the strengths, weaknesses, progress, achievements, areas for growth, and learning style(s) of their child.
- To develop the partnership between home and school in supporting student learning.

## For SLT 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.

## 2. 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               |             |                          | GL Progress Tests (English and Mathematics)     |      |                |
| Collaborative Projects                      | Phonics     | Story Session            |   |      |                |
| Exploration and Investigation               |             |                          |   |      |                |
| Apple International Community School, Dubai |             |                          |   |      |                |
| Year 1-Year 6                               |             |                          |   |      |                |
| Internal                                    |             |                          | External  |      |                |
| Formative                                   | Summative   | Projects/<br>Assignments | Progress Tests<br>(English/Science/Mathematics) | CAT4 | PASS<br>Survey |
| Big writes                                  | Mental Math | End of unit Tests        | TIMSS   | NGRT | PIRLS          |
| SPaG/Skill<br>assessments                   | Quizzes     | Reading<br>Comprehension | IBT   |      |                |

| Apple International Community School, Dubai |                |                          |   |      |             |
|---|----------------|--------------------------|---|------|-------------|
| Secondary School                            |                |                          |   |      |             |
| Internal                                    |                |                          | External  |      |             |
| Formative                                   | Summative      | Projects/<br>Assignments | Progress Tests<br>(English/Science/Mathematics) | CAT4 | PASS Survey |
| Big writes                                  | Mental<br>Math | End of unit Tests        | TIMSS/PISA                                      | NGRT |             |
| SPAG/ Skill<br>assessments                  | Quizzes        | Reading<br>Comprehension | IBT   |      |             |

| <b>External Assessments</b> | <b>Purpose</b>   | <b>Targeted Year</b>  |
|-----------------------------|--|---|
| <b>GL Progress Tests</b>    | The Progress Tests measures pupils' knowledge, understanding and application of the following core subjects: English, Math, and Science. It measures students' ability to engage with language and understand how they take new information on board. Enabling teachers to track progress in English, maths and science during the school year, these assessments compare students against national benchmarks and pinpoint learning gaps. | <b>GL PTE</b><br>(Progress Test English)<br>FS2 – Year 8<br><br><b>GL PTM</b><br>(Progress Test Maths)<br>FS2 – Year 8<br><br><b>GL PTS</b><br>(Progress Test Science)<br>Year 3 – Year 6<br>Year 8 |
| <b>CAT4</b>                 | The Cognitive Abilities Test (CAT4) is an assessment of reasoning ability that is designed to help students and their teachers understand how they learn and what their academic potential might be. It assesses how students think in areas that are known to make a difference to learning.  | <b>Year 3 – 8</b>   |
| <b>NGRT</b>                 | A standardised, adaptive, termly assessment to measure reading skills against the national average. NGRT provides information about sentence completion and comprehension skills allowing you to identify where difficulties lie. Being a termly assessment, NGRT allows for regular monitoring of reading progress and measuring the impact of interventions.   | <b>Year 2 - 8</b>   |
| <b>PASS Survey</b>          | Pupil Attitudes to Self and School (PASS) is an all-age survey that will help you understand your student's mindset towards school, and if they are confident, ready and motivated to learn. The assessment looks at 9 attitudinal factors including feelings about school, self-regard, and perceived learning capability, as well as wellbeing and resilience.   | <b>Year 4-8</b>   |
| <b>PIRLS Every 5 years</b>  | Progress in International Reading Literacy Study (PIRLS): It is an international assessment administered every five years that measures trends in reading comprehension at the year level 5. The assessment is conducted in language of instruction in public and private schools, and compares the results with the ability of their peers in the participating countries. Next PIRLS Assessment will be in 2026.                         | <b>Year 5</b>   |

|                               |  |  |
|-------------------------------|--|--|
| <b>TIMSS</b><br>Every 4 years | 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.<br>Next TIMSS assessment will be in 2027. | <b>Year 5 &amp; 9</b>                              |
| <b>ACER IBT – Arabic A</b>    | The IBT Arabic Language tests are designed to assess proficiency in Arabic Reading, Grammar, Spelling and Vocabulary through multiple-choice questions in response to a variety of texts and situations.   | <b>Year 4- 8</b>                                   |
| <b>PISA</b>                   | PISA is the OECD's Programme for International Student Assessment. PISA measures 15-year-olds' ability to use their reading, mathematics and science knowledge and skills to meet real-life challenges.  | <b>For the students who completed 15 years age</b> |

|                            | <b>Test Level</b> | <b>Number of Years of Arabic studied</b> | <b>Recommended Year</b> | <b>Explanation</b>                          |
|----------------------------|-------------------|--|-------------------------|---|
| <b>ACER IBT - Arabic B</b> | <b>Level P</b>    | 1 - 2 years                              | Year 4                  | Students have only up to 2 years of Arabic. |
|                            | <b>Level 1</b>    | 3 – 4 years                              | Year 5 – 6              | Students have only upto 4 years of Arabic.  |
|                            | <b>Level 2</b>    | 5 – 6 years                              | Year 7 – 8              | Students have only up to 6 years of Arabic. |

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

### **Formative Assessments**

Students will be continuously assessed throughout the term with various performance-based tasks/attributes in lessons like project, research, enquiry, assignment, skill-based tests and class tests.

**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.

### **Summative Assessments**

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.

### **3. Report Card**

On a termly basis, students from FS1 till Year 8 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.

## Reporting grades to parents

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

### 4. Assessment Calendar (AY: 2023-2024)

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 (Year 1-9) -Core subjects                |
|           | GL CAT4 test-All students from Year 3-9                       |
| October   | NGRT-A from Year 2-Year 9                                     |
|           | Formative Assessments   |
|           | GL PASS exams/Joint Target Setting Meeting                    |
| November  | Arabic A (IBT) - Year 4 to 9                                  |
|           | Arabic B (IBT) - Year 4 to 9                                  |
|           | SA1 - Year 2 to 9 (Summative Assessments)/PTC                 |
| December  | Parent Teachers Conference                                    |
| January   | NGRT -B Year 2 to Year 9                                      |
|           | GL CAT4 (New Joining) -Year 2 to Year 9/Target review meeting |
| February  | Formative Assessments   |
| March     | SA2 - Year 2 to 9 (Summative Assessments)/PTC                 |
| April     | NGRT -C Year 2 to 9/Target Review meeting                     |
| May       | Formative Assessments/GL Progress Tests FS2-Year 9            |
| June      | SA2 - Year 2 to 9 (Summative Assessments)/PTC                 |

### Assessment in Foundation Stage

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 judgment 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.

## 5. Assessment Structure

### Internal Assessment Structure- YEAR 1

| Type of Assessment | Description                           | Details  | Marks | Total Marks | Term-end Weightage |
|--------------------|---------------------------------------|--|-------|-------------|--------------------|
| <b>FA1</b>         | Skill Assessment                      | Listening/Speaking, Mental Math, Scientific Inquiry, Learning activities, Phonics Check                                  | 10    | 50          | 50%                |
|                    | Performance-Based Teacher--Assessment | Performance in lessons- Learning skills, Learning activities, attendance, submissions, CW, HW, (choice of presentation). | 20    |             |                    |
|                    | End of Unit Reinforcement             | Topic review/ Quizzes etc.<br>Average of minimum 2 tests should be taken   | 20    |             |                    |
|                    |                                       |  |       |             |                    |
| <b>FA2</b>         | Skill Assessment                      | Listening/Speaking, Mental Math, Scientific Inquiry, Learning activities, Phonics Check                                  | 10    | 50          | 50%                |
|                    | Performance-Based Teacher--Assessment | Performance in lessons- Learning skills, Learning activities, attendance, submissions, CW, HW, (choice of presentation). | 20    |             |                    |
|                    | SLC                                   | Students to take ownership of their learning and present their learning to parents and teachers.                         | 20    |             |                    |
|                    |                                       |  | 100   | 100         | 100                |

## Internal Assessment Structure- YEAR 2

| Type of Assessment | Description                            | Details  | Marks | Total Marks | Term-end Weightage |
|--------------------|--|--|-------|-------------|--------------------|
| FA                 | Skill Assessment                       | Listening/Speaking, Mental Math, Scientific Inquiry, Learning activities, Phonics Check              | 10    | 50          | 50%                |
|                    | Performance-Based Teacher-- Assessment | Performance in lessons- Learning skills, Learning activities, attendance, submissions, CW, HW,       | 20    |             |                    |
|                    | End of Unit Reinforcement              | Topic review/ Quizzes etc.<br>Average of minimum 2 tests should be taken                             | 20    |             |                    |
| SA                 | Term End Assessment                    | Term End pen and paper Assessment  | 30    | 50          | 50%                |
|                    |  | SLC-Students to take ownership of their learning and present their learning to parents and teachers. | 20    |             |                    |

## Internal Assessment Structure\_ Ks2 & KS3

| Type of Assessment | Description                                      | Details   | Term I,II and III |             |                    |
|--------------------|--|---|-------------------|-------------|--------------------|
|                    |  |   | Marks             | Total Marks | Term-end Weightage |
| FA                 | Project Based Assessment (Choice of assessments) | <ul style="list-style-type: none"> <li>Students will select 1 assignment from the list of topics /concepts</li> <li>Rubric based</li> <li>Should be done during 1-2 lessons- No home assignment</li> <li>List of assignments in the ascending order of difficulty level</li> <li>Students can submit in any forms- pdf doc, PPT, Video, Thesis, seminar etc. (choice of presentation).</li> <li>To be scheduled with Academic Head</li> </ul> | 20                | 50          | 50%                |
|                    | Skill Assessment                                 | Listening/Speaking, Mental Math, Scientific Inquiry, Lab Practical, Learning activities   | 10                |             |                    |
|                    | Performance Based Teacher-- Assessment           | Performance in lessons- Learning skills, Learning activities, attendance, submissions, CW, HW, inter-disciplinary assignments (choice of presentation).   | 10                |             |                    |
|                    | Interim Assessments                              | <ul style="list-style-type: none"> <li>Unit tests/Class tests/Chapter review/Topic review/ Quizzes etc.</li> <li>Average of minimum 3 tests should be taken</li> <li>Each test should be of minimum 10 marks</li> <li>Weekly test dates should be timetabled by AH</li> </ul>   | 10                |             |                    |
| SA                 | Term End Assessment                              | Major Assessment (Pen paper test in line with SAT)  | 50                | 50          | 50%                |
| Aggregate          |  |   | 100               | 100         | 100%               |

## Weightage/Reporting

|  |  |
|--|--|
| <b>End of Year Total<br/>(Year 1 to 9)</b> | <b>Aggregate- 30% of T1+30 %of T2+ 40% of T3</b> |
|--|--|

## Mark Distribution

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

|                          |                             |
|--------------------------|-----------------------------|
| <b>Assessment</b>        |                             |
| Formative Assessment- 0% | Continuous Assessment- 100% |

**Year 1-8:** Students' End of Term/Year grade will be decided by achievements made from 50% continuous and 50% Summative

|                            |                           |
|----------------------------|---------------------------|
| <b>Assessment</b>          |                           |
| Formative Assessment - 50% | Summative Assessment- 50% |

| <b>Formative Assessments- Consolidated</b> |                          |                      |                            |                       |
|--|--------------------------|----------------------|----------------------------|-----------------------|
| <b>Skill based</b>                         | <b>Performance based</b> | <b>Project based</b> | <b>Interim Assessments</b> | <b>FA Term1 Total</b> |
| <b>10</b>                                  | <b>10</b>                | <b>20</b>            | <b>10</b>                  | <b>50</b>             |

| <b>Summative Assessments</b> |                          |                                  |
|------------------------------|--------------------------|----------------------------------|
| <b>Duration</b>              | <b>Weightage</b>         | <b>Minimum marks for passing</b> |
| <b>1.5 hours</b>             | <b>50% of Term total</b> | <b>20 out of 50 (40%)</b>        |

## **AICS-Internal Assessments Grade Thresholds \_2023-2024**

### **KS1**

| <b>Thresholds</b> | <b>Grade</b> |
|-------------------|--------------|
| 90-100            | A*           |
| 80-89             | A            |

|          |  |
|----------|--|
| 70-79    | B  |
| 60-69    | C  |
| 50-59    | D  |
| 40-49    | E  |
| Below 40 | U- Failed for subjects other than MoE subjects |
| Below 50 | U- Failed for MoE subjects                     |

### **KS2 & KS3**

#### **1. Subjects other than MoE Subjects**

| Thresholds | Grade     |
|------------|-----------|
| 90-100     | A*        |
| 80-89      | A         |
| 70-79      | B         |
| 60-69      | C         |
| 50-59      | D         |
| 40-49      | E         |
| Below 40   | U- Failed |

#### **2. Ministry Subjects (Arabic/ISL/MSCS)**

| Thresholds | Grade     |
|------------|-----------|
| 90-100     | A*        |
| 80-89      | A         |
| 70-79      | B         |
| 60-69      | C         |
| 50-59      | D         |
| Below 50   | U- Failed |

### **6. Promotion and Retention Criteria**

| Year Level   | Retest  | Retention |
|--------------|---|-----------|
| FS to Year 3 | No retest or retention unless parents insist. | N/A       |

|                  |   |  |
|------------------|---|--|
| Year 4 to Year 8 | <p>A child who fails in three or less than three subjects in the Final assessment.</p> <p>Overall Gradation is given a re-test and will be promoted based on the performance in retest.</p>   | <p>A child who fails in four or more than four subjects in the Final assessment.</p> <p>Overall-Gradation, remains ungraded.</p> |
| Year 9           | <p>Promotion of year 9 students is based on the end of the year aggregate grade. Students must pass (A*-E) in all mandatory subjects.</p> <p>A minimum of D grade is required in year 9 in English, Mathematics and Science for promotion to year 10.</p> <p>MOE Dimension subjects:</p> <p>In Islamic Education for Muslim students and Arabic as first language for Arab students and Moral, Social and Cultural Studies for all students, must obtain pass marks (50% marks/D grade) as per ministry regulation)</p> |  |
| Absence          | <p>If a child misses a summative assessment, no retest will be given and report card will be released based on the performance of the Formative Assessments. In case of absence due to medical reasons supported by medical documents, promotion is done on the basis of the termly/yearly average.</p>   |  |

## 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.

## 7. Assessments for students of determination:

### Inclusiveness, Equity and equitability:

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

### 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.

#### 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)

## 8. 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- Age Related Expectation

| 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               |

### EYFS- Age Related Expectation

| 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                         |

## 9. 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/Diagnostic  | 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          |
| Promotion            | Refers to moving to the next level of year group.  |