



## Assessment Policy

### Philosophy

Assessment lies at the heart of the teaching and learning process. Promoting the student's learning and developing self-esteem and confidence is at the core of our school ethos. Assessment for Learning (AfL) is incorporated into all aspects of Teaching & learning throughout GEMS Westminster School (GEMS WSR).

### Aims

The aims of assessing the children:

To build a more open relationship between student and teacher where students are willing to take risks for learning and teachers provide positive feedback.

To involve students in the learning objective for every lesson.

To allow students and teachers to identify success criteria.

To give students the opportunity for self-evaluation and peer evaluation.

To promote student's active listening and questioning skills.

To celebrate success-recognition of every student's achievement.

### Assessment can be:

- Formative – to indicate the effectiveness of teaching and learning
- Diagnostic – to indicate strengths and weaknesses
- Summative – for recording and reporting purposes
- Informal – on-going for teacher and student information
- Self and peer assessment

### AfL at GEMS WSR

At GEMS WSR, assessment for learning is a continuous process which involves the seeking and interpreting of evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go next and which is the best way to get there.

### At GEMS WSR, Assessment for Learning includes:

- Sharing and involving learning intentions at the beginning of the lesson.
- Involving children in self-evaluation against the stated learning objective.
- Focusing oral feedback around the learning intentions of lessons and tasks.



- Organising individual target setting where appropriate, ensuring that children's achievements and targets are based on previous achievements at the same time as aiming for the next level.
- Appropriate questioning and raising self-esteem via the language of the classroom and ways in which achievement is celebrated.
- Self and peer assessment of learning both orally and in writing
- Providing constructive verbal/written feedback to learners relating to the lesson criteria.

#### Assessment for Learning in action:

- Learning objective of lessons are made explicit in teachers planning.
- The learning objective will be displayed and shared for each lesson and success criteria will be displayed and referred to throughout
- Ensure that student learning is reviewed at regular intervals throughout the lesson, not just at the end,
- Teachers are encouraged to find different ways to review learning to suit different learning styles,
- The plenary part of all lessons will often include the student's reflective comments about their learning, followed by teacher summary, aimed at consolidating learning and providing links with future learning,
- Oral feedback will start with a comment about how the student is progressing in understanding the learning objective and how they can improve their understanding and application,
- All written work is marked primarily to the learning objective, general comments about presentation, quantity, effort and surface features are secondary. Summative marking of exercise books is not, if done in isolation, an effective use of AfL strategies,

#### Achieving our aims

The aims of Assessment for Learning will be achieved through the following practices:

- Effective Planning – to ensure that learning experiences are varied; meaningful and stimulating
- Self-review by both teachers and students will be built into the planning.
- Sharing Learning Objectives –Focus the learning objective on subject content.
- Shared Success Criteria - a verbally discussed success criteria in lesson which will help identify the steps needed to complete a task. The use of modelling and shared activities to make explicit the success criteria.
- Effective Questioning and Dialogic Talk - Using more open-ended questions, giving more thinking time, using think-pair-share to help students feel more confident to put forward new ideas, think out loud, explain their reasons and explore their understanding.
- Target setting - set individual, challenging targets in all subjects on a regular basis and discuss these with the students so that they are involved in the learning process



**We use this information to:**

- Inform us when we are planning, so that work is appropriately differentiated and considers different children's learning styles, abilities and progress
- Monitor teaching effectiveness and teaching methods.
- Improve the motivation and self-esteem of each child.
- Inform the children and parents about progress and the next steps.
- Help us set realistic but challenging targets for individual children, groups, year groups, classes, teachers and the school.
- Provide evidence for recording and reporting.

At all times assessment should be manageable, useful and lead to further learning. It is not possible or helpful to record all assessment information but sufficient selective recording should take place to:

- Track children's progress.
- Inform parents, other teachers and receiving school about progress, strengths and weaknesses.
- Analyse results and use this information to inform future teaching.

**Elements of successful assessment and what these look like in practice:**

We believe that there are six key elements to successful formative assessment:

- Creating a constructive classroom climate;
- Clarity in learning objectives;
- Success criteria;
- Effective questioning;
- Feedback and marking;
- Student led learning.

**Formal Assessment Cycle**

Formal assessment is a systematic part of our school's work which will be used to track each cohort in the school through internal & external assessments. It is through an effective tracking system that the needs of every student can be met and that the school develops a clear understanding of how to raise standards.



**The Assessment cycle at GEMS WSR will include data from:**

Formal Statutory Academic Assessments: These are the mandatory assessments that every student must undertake during their time at GEMS WSR.

- KG1: EYFS Learning Goals teacher assessment,
- KG1, KG2 and Grade 1: Phonics Screening,
- Grade 2 – Grade 10: GL Progress Tests in English, Maths and Science,
- Grade 9 – 10: i-GCSEs,
- Grade 11 – 12 AS/A-Levels.

Additional Internal Academic Assessments: The ongoing continuous assessments that take place throughout the academic year.

- Baseline Assessments
- Ongoing daily assessment,
- KG1 – Grade 5 termly Phonics Check,
- KG1 – Grade 5 Toe-By-Toe Reading Age assessment,
- KG2 – Grade 5 End of Unit assessments,
- KG2 – Grade 5 half termly 'Big Write',
- KG2 – Grade 5 weekly Spelling and Mental Maths,
- Grade 1 – Grade 12 termly standardised Arabic and Islamic assessment
- Grade 6 – 9 termly standardised 'End of Term' assessments,
- Grade 6 – 12 'Fortnightly Assessment Tasks.

Additional External Assessments: The additional external assessments help support planning, pupil progress and target setting.

- Cognitive Ability Testing (CAT4),
- New Group Reading Test (NGRT),
- Arabic International Benchmarking Test (IBT),
- Programme for International Student Assessment (PISA),
- Trends in International Mathematics and Science Study (TIMMS),
- Progress in International Reading Literacy Study (PIRLS),
- A-Level Performance System (ALPS).

**Attainment:** the academic standard that pupils reach in, for example, assessments and exams. It's usually recorded as grades, scores or levels, and it indicates a pupil's result at the end of a Key Stage (KS).

**Progress:** pupils' achievements over a period of time, for example from KS2 to KS4. It's the difference between pupils' previous attainment and current attainment.



**Target Settings Stickers** – these should be displayed in copybooks or on classroom displays

Target Settings Stickers – linked to students gaps in learning – are for all students. A target linked to gaps in learning are negotiated and specific timeframe agreed (note: groups of children may share the same target). At the end of the agreed time period-or earlier if achieved- the child and teacher review progress and the process begin again.

Note: These targets should be applied across all formal exam subjects *e.g. If the target is to always use capital letters and full stops with 100% accuracy, there should be evidence of this in a range of subjects*

### Reporting to Parents

Assessment data is filtered down and shared with parents through a variety of different mediums:

- Monthly parental communication (phone call, online meeting, email etc.) with the class teacher where updates on attainment and progress are shared,
- End of Term Report Cards contain attainment and progress data for all core and MOE subjects,
- End of Year Report Cards contain their final attainment and progress for all subjects taught that year,
- External Assessment Results are shared with parents, following parental workshops to explain the information,
- i-GCSE, AS and A-Level certificates are sent to the students and parents on completion of their examination.

### Policy Review

The policy will be presented to the staff and SLT. It will be reviewed and appropriately updated every year or more frequently if required.

Date Created: January 2022

Updated By: Mr Mohsin Ibrahim (VP)

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