



NORD ANGLIA
INTERNATIONAL SCHOOL
ABU DHABI

ASSESSMENT, REPORTING & RECORDING POLICY

Introduction

Assessment is an integral part of any educational system, mutually dependent on teaching and learning. The purpose of assessment is to gather relevant information regarding an individual's attainment or progress, whilst allowing for a better understanding of a student's interests to personalise their journey. Effective assessment provides vital information for teachers to review, reflect and refine the teaching practices in their classrooms. Learning does not end at assessment. Feedback to students on their performance in each subject is regular, consistent and fair; every student needs to know what to do to improve and be equipped with the understanding and skills needed to exceed expectations.

Aims & Objectives

At NAS Abu Dhabi our team is committed to ensuring that all individuals in our care make outstanding progress from their starting points. We are transparent in our sharing of performance and attainment with individuals. With a strong knowledge and understanding of where they are currently at in terms of performance, we arm our students with the strategies needed to ensure they can take those necessary steps of progress and to achieve more than they imagined possible; we believe our students should feel empowered and confident to drive their own success. Detailed performance tracking systems monitor the ongoing progress of individuals at all times and at all levels and are integrated into teaching and learning. The main objectives for assessment are:

- Feedback and assessment should have a positive impact on an individual's progress and confidence with learning, by celebrating the successes whilst ensuring they know what they must do to improve.
- Feedback and assessment must be continuous providing the channel through which teachers can determine how best to respond to a student's individual learning needs and plan lessons to ensure appropriate provision is made for all students to achieve.
- Feedback and assessment should encourage students to reflect, review and refine their work, which is a lifelong learning skill.
- Assessment should be based on a clear criterion shared with students, so they are aware of the expectations.
- Assessment must be varied at each level to ensure all students' needs and interests are considered.
- There must be opportunities for student choice in assessment to support our belief in empowering students to act on their own self-knowledge of learning needs and skills.

Whole School Assessment

Assessment is a fundamental aspect of Teaching and Learning at NAS Abu Dhabi and is a driving force to improving the outcomes for our students whilst informing the teaching and learning. It is interdependent with our Teaching and Learning Policy and should be used in conjunction with our Marking and Feedback Policy to ensure our students receive the best possible education.

What is Assessment?

Assessment is one of the most powerful educational tools for promoting effective learning, but it must be used in the correct way. There is no evidence to suggest that increasing the amount of testing will enhance learning. Instead, the focus must be on helping teachers use assessment as part of teaching and learning, in ways that will help to raise students' achievement. Assessment is generally referred

to as activities undertaken by teachers and students to assess themselves and that which provides information to be used as feedback to modify teaching and learning. Assessment for Learning (AfL, also known as Formative assessment) is a snapshot of the learning that has taken place at a given point in time, where the evidence is used to adapt teaching activities to meet the needs of the learners in the classroom. (Black and William, 2004).

Continuous assessment provides day-to-day feedback about learning and teaching and the efficacy of what is happening in every classroom. Assessment can highlight the effectiveness of teaching and learning; it can also encourage the developmental process with feedback and input from pupils to encourage reflection and improvements for those other than the students in the classroom. This creates a positive learning environment and rapport between all learners in the classroom.

Formative Assessment

All staff should include Assessment for Learning (AfL) strategies in lessons to enhance the outcomes for students. AfL is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the students are in their learning. Characteristics of AfL that promote learning are:

- It is embedded into teaching and learning.
- It provides a check for understanding or progress.
- It aims to provide students with skills and strategies for taking the next steps in their learning to improve.
- It involves sharing learning intentions/outcomes/objectives with students.
- It aims to help students to know and recognise the standards that they are aiming to achieve.
- It involves both teacher and students in reviewing and reflecting on assessment data.
- It is underpinned by the belief that every student can improve.
- It is also an effective way of involving everyone in feedback and reflection.
- It offers another perspective on what students might like to improve and which areas they excel, through peer and self-assessment.

Summative Assessment

In addition to AfL (formative assessment) teachers use summative assessment. This is to evaluate students' learning at the end of an instructional unit, by comparing against a standard, foci or benchmark. Examples of summative assessments are tests, exams, controlled assessments, presentations, projects, booklets etc. Results from summative assessments will be used in a formal capacity and recorded as part of the ARRC calendar. (Please see ARRC calendar.)

- At any stage of an activity or learning a skill, some individuals may be better supported as a result of sitting a diagnostic test, which will be able to detect a specific learning issue such as reading comprehension problems, an inability to remember written or spoken words, hearing or speech difficulties, and problems with hand–eye coordination or motor skills.
- Students generally complete a summative assessment after completing a series of linked lessons or activities. The teacher can determine an individual's level of performance in this area and provide them with personalised feedback on their strengths and opportunities to improve which is then used to maximise progress.

NOTE: NAS Abu Dhabi follows ADEK regulations and uses the compulsory GL Cognitive Ability Tests 4 (CAT4) and NGRT assessments as baseline indicators for all students, against which progress is often measured against, Progress Tests in core subjects and subject assessments.

Marking and Feedback Overview

Marking and Feedback is one of the most constructive tools that a teacher can use to empower students and aid their learning as well as their own teaching. It needs to be consistent and pupil-centred using student-friendly language to develop confident students able to reflect and review independently. Before the student undertakes a piece of work that is marked for attainment, the student-friendly success criteria will be shared with them by the practitioner. It is also good practice to share assessment criteria with students and parents. Outstanding marking and feedback is an essential strand of teaching and learning here at NAS Abu Dhabi and is at the core practice of every member of our

staff. There is a colour-code for teacher feedback, self and peer assessment and for when students refine their work. Teachers' feedback must be personalised. At times, verbal feedback or two-way dialogue may be a more appropriate option over the feedback stickers (secondary examples below) as evidence for the progress students are making.

Assessment criteria is an essential element of student learning through reflection, students must be completely aware of what they are being assessed against (the expectations) and what they need to do to make improvements. The feedback staff give to students should be supportive, encouraging them to engage in dialogue with their teachers and take responsibility for their learning and progress.

Exercise Books and Portfolios

Marking should take place regularly both in exercise books and, where applicable, any work completed and uploaded on a device or platform. Along with self and peer marking, teacher-marking and target setting should be clearly visible in every exercise book, in online platforms such as Teams and in the students' portfolios.

Primary Exercise Books

Exercise books should be marked daily as part of an effective progress checking system (this will differ in practical-based subjects). Examples of progress checking are, but not limited to, annotating work with questions to encourage expansion or providing challenge questions for a longer response, marking for literacy such as highlighting incorrect spellings for subject-specific language is also an effective progress check. **Teachers will mark in green pen and pink pen** to ensure the feedback is distinct for the reader. In addition, **self and peer assessment** should be used effectively as a tool to monitor homework and classwork tasks.

Secondary Exercise Books

Exercise books should be marked three times per half-term in secondary as part of an effective progress checking system (this will differ in practical-based subjects). Not every piece of work should be graded by the teacher in the exercise book, as this can deter students from experimenting and taking risks. Examples of progress checking are, but not limited to, annotating work with questions to encourage expansion or providing challenge questions for a longer response, marking for literacy such as highlighting incorrect spellings for subject-specific language is also an effective progress check. **Teachers will mark in green pen** to ensure the feedback is distinct for the reader and different to any other colour being used in the exercise book. In addition, **self and peer assessment** should be used effectively as a tool to monitor homework and classwork tasks; this should be done in **red pen**.

Students will expect to have at least two pieces of formal, extended work marked (using DIRT stickers) and graded per half-term with at least two targets, which are shared with the student. Targets must be SMART offering strategies for individuals to take the necessary steps to improve, using language that is accessible to the individual student. At times, students should be encouraged to refine a piece of work using the target/feedback given to them. In other cases, 'challenges' may be set to extend the student's thinking. To demonstrate progress, **students must use a blue pen**. Practitioners should revisit students' improved work to show that it is valued, demonstrates progress and to provide further support and/or reward where necessary. Marking for literacy should be applied to longer writing tasks in exercise books (see below).

Key Stage 1 (only when Y1 are ready)		Key Stage 2	
	Highlighted <i>areas</i> show where students have understood learning intentions and met steps to success.		Highlighted <i>areas</i> show where students have understood learning intentions and met steps to success.



	Highlighted <i>areas</i> show where students have something to edit/correct		Highlighted <i>areas</i> show where students have something to edit/correct
	Students use blue pen for self marking and responding to feedback		Students use blue pen for self marking and responding to feedback
CL	Capital Letter	P	Punctuation
P	Punctuation	Sp	Spelling
Sp	Spelling/Phonics	V	Vocabulary
FS	Finger Spaces	HW	Handwriting

The Portfolio

The student portfolio is a celebration of how well individuals have done in a particular unit or task; a place for students to showcase the assessments and extended pieces that they are most proud of. Students respond well to praise, practitioners should therefore approach the comments attached to the portfolio in a positive manner, especially when clear effort has been made to improve and revise work. Presented at parent consultation evenings, the contents of portfolios are decided by the students themselves to support student choice and provide the opportunity to drive their own learning. Every subject's portfolio will differ, and staff must decide what is appropriate for their subject and students for example, sketch book, e-folder, A4 folder.

Recording

Primary

Summative assessments will take place periodically and along with formative assessment evidence will provide the basis for teacher attainment judgements for students. Students in Years 1-5 will be awarded a grade from 1+ to 4 for these teacher judgements.

GL CAT 4 assessments, New Group Reading Test (NGRT) and Progress Tests (PTs) are compulsory assessments as per ADEK guidelines. The school will share an overview of these assessments through parental assessment workshops, prior to them taking place.

Secondary

Summative assessments will take place at least three times over the year, which will inform the four data entry points for each student. Students in Years 6-8 will be awarded a grade from 1+ to 4 (A*/9 to G/1) for these summative assessments. Grades are now given numbers as per the exam boards (please see the equivalence table in Appendix 1).

In addition to this, teachers of exam classes will also record end of KS4/5 predictions based on the learning journey that the student is on. Subject staff may choose to do more assessments than this, based on the syllabus they are following. Grades are all then uploaded onto iSAMS – our managing information system platform.

CATs give us an indication of the minimum grade a student could achieve in every subject (CAT Likely), along with an Aspirational grade. Progress in all subjects is measured by analysing teacher predicted grades against CAT 'Likely' grades. The GL Progress Tests does this in the core subjects and generates values to measure and compare against UK, UAE and Abu Dhabi averages.

Reporting and Parent Consultations (see appendix 2)

Reporting home is very important, as parents and students both play a crucial role in progress and academic outcomes. We should triangulate the work being done in order to ensure the best possible outcomes for our students.

Parents are able to access this data through the NAS Abu Dhabi Parent App at any given time throughout the year. There are four data entry points – three of which are shared with parents (two in Primary). This is in addition to parent consultation evenings/weeks, a personal tutor event and one full written report in the year. We encourage our parents to have 'live' conversations with the subject specialists/teachers throughout the year to keep abreast of the progress being made and discuss with the students how they too can support their achievements.

Primary

Data reported to parents is divided into two grades: Assessment Grade and Attitude Towards Learning Grade.

Assessment Grade: This is the grade the student has been allocated by the class teacher. This takes into consideration the most recent summative assessments, all formative assessments, work in books and verbal responses within lessons. This grade is a best fit grade and is moderated with colleagues to ensure accuracy.

Attitude Towards Learning: This is the grade allocated to a student based on their application and effort in school. This grade is an indicator to the individual student's approach to learning in each subject.

Secondary

Data reported to parents is divided into two/three different grades; Assessment Grade, Working at Grade and predicted Grades (this will only be for students in Years 10-13). **Reports will also indicate grades for classwork, homework and commitment.**

Assessment Grade: This is the grade the student has attained in the most recent summative assessment, most likely an end of unit test taken at a given point in time. This can be in the form of a written test, presentation, project, booklet, multiple choice assessment and many more.

Working At grade: This is an accumulative grade of where you think the student is, taking into consideration any previous assessments, classwork, homework, approach to learning, ability demonstrated in lessons. This is a more holistic grade of a student's progress rather than an assessment grade. This grade should not be heavily impacted by one strong or weak assessment. It is important to note that 'Working At' Grades are not only calculated as a simple mean average of grades over a given reporting period. It is meant to represent an accurate assessment of student performance during the grading period. Certain assessments may require more advanced thinking skills; weighting will then be different for different assignments. The validity of grades is essentially

based upon reliable evidence that represents student achievement against the appropriate criteria in individual subject areas.

Predicted Grade: Individual subject teachers give a professional judgement based upon student performance up to that point of how a student is likely to succeed in the final GCSE/A-Level exam. Teachers will consider all assessment grades and how the student has been performing both in and out of the classroom. They should be as accurate as possible. Over-prediction and under-prediction are not helpful in assessing progress of students in their courses. Predictions are only required for Year 10-13.

NOTE: Predicted grades in year 12 & 13 will often be required for university applications but will be confidential and not given publicly to students and parents.

An internal ARRC calendar is created and published for the school community so that all stakeholders are involved in a transparent process to support the students through their learning journey.

Principal:		Date:
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Appendix 1

Grading Scale:

Attainment Descriptor	NASAD Scale	KS3	Secondary	KS4	KS5	
			Arabic & Islamic	I/GCSE	A Level	IB
Significantly Exceeding Expectations	1+	1+	Above Expectations	9	A*	7
				8		
Exceeding Expectations	1	1	Above Expectations	7	A	6
				6	B	5
Meeting Expectations	2	2	Meeting Expectations	5	C	4
				4		
Working Towards Expectations	3	3	Working Towards Expectations	3	D	3
				2	E	2
Below Expectations	4	4	Below Expectations	1	F	1



Appendix 2

Data Entry (DE (points):

	Secondary	Primary
DE 1	Beginning of October	End of September
DE 2	End of November	End of November
DE 3	*Mid-March	End of March
DE 4	Beginning of June	*Beginning of June

Appendix 3

Assessment, Recording and Reporting Calen

Primary/Secondary - Assessment, Reporting & Recording

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Administrative NGRT/GAT/PTs Internal Assessments	Mon 10 th – Fri 20 th September Assessment Weeks NGRT A12-V16 CAT4 V14-V11 Primary/Secondary Core Internal Assessments	21 st October – Pupil Progress Data analysis (Primary & Secondary) DE1* SAMs (Core Baseline only) Friday 4 th October *Not reported to parents	Possible Pupil Wellbeing Census 13/6 Date TBC YouHQ Wellbeing Survey		W.B 13 th January NGRT B 12/19 WB 13 th Jan – Year 11 Mocks	Core Internal Assessments (Format TBC)	W.B 10 th March Pupil Progress Meetings with SET Ramadan		WB Monday 28 th May – exam week for Secondary Moderation 10 th –13 th	W.B 2 nd June NGRT C V2-9 GL Progress Tests (Year 2 – Year 9) (marking week in Secondary) Core Internal Assessments
Pupil Progress Meetings					W.B 8 th January Pupil Progress Meetings with SET					W.B 10 th June Pupil Progress Meetings with SET Secondary
Data Entry Secondary			DE1 SAMs Thurs 14 th November Secondary DE2* (ALL YEARS) deadline to SAMs Target Reports for Y7 and Y8 *Reported to parents		DE Mock SAMs Tues 21 st January – Mock DE for Y11 mock deadline to SAMs	DE1 SAMs Thurs 13 th February – deadline to (ALL YEARS) Target reports for Y6, Y9 and Y10.				DE4 SAMs Thursday 13 th June (ALL YEARS) WB 16 th June – Feedback week.
Reports to Parents Secondary			DE2 Published Thursday 21 st November DE3 (ALL YEARS) and target (17/18)		Y11 Mock Grades Published Thurs 24 th Jan	DE3 Published Thursday 20 th February DE3 (ALL YEARS) and target (16, 19 and Y10)	Ramadan			DE4 Published Thursday 19 th June (ALL YEARS)
Parents' Evening/Symposiums Secondary	Wednesday 4 th September Secondary Meet the Tutor Note: Term 1 Curriculum Overviews completed		Tuesday 10 th November – Thursday 20 th November 16, 19, Y10/11 Parents' Evening	Wednesday 4 th December 17 & 18 Learning Symposium (PD time)	Wednesday 20 th January Y11 Parents' Evening	Tuesday 25 th & Thursday 27 th February Parents' Evening for Y7 & Y8 Wednesday 26 th February Learning Symposium Y6 Y9 (1.00)	Ramadan			Monday 25 th June 110 Parents' Evening
Data entry points Primary	Friday 27 th September DE1* input on SAMs Baseline (Primary) *Not reported to parents		Specialist Parent Meetings 25 th November DE2 input (2 able) (Primary)	W.B Monday 2nd December DE2 input on SAMs *Reported to parents (Primary)			Monday 27 th March DE3 input on SAMs *Not reported to parents (specialist data 1 week before)			Monday 16 th June DE4 input on SAMs *Reported to parents
Curriculum Review							Specialist Parent Meetings 1 st March DE3 input (2 able) (Primary)			Specialist Fri 7 th June DE3 input (4 able)
Performance Management (PM) Success Factors		W.B 30 th September Performance Management Targets				Term 2 Curriculum Review W.B 17 th Feb Mid-year Success Factors review with line manager			Term 3 Curriculum Review	End of year review with line manager
Learning Walks (LW) and observations	W.B 23 rd September Learning Walks (Peer) Environment and setting in (2 weeks)	W.B – 7 th October New Staff Pop-Ups (Production Period)	W.B 8 th December Secure and book look with SET & peers	W.B 30 th Feb Peer Review / pop ins around ETFS & Primary				W.B 10 th April Secure and book look with SET & peers	Subject Lead pop ins around ETFS & Primary	
Reports	Mon 2 nd September Term 1 Curriculum Overviews – TBC Secondary				Mon 20 th January Term 1 Curriculum Overviews – TBC Secondary					Specialist Fri 7 th June Specialist Report Deadline (Data and comment) Fri 21 st June Term 3 Curriculum Overviews
	Mon 24 th September Completed by 13 th Sept				Mon 20 th January					

Approved by:

Date:

Liam Cullinan
Principal

01.08.2023

Revision History

<u>Revision Date</u>	<u>Version Number</u>	<u>Revised By</u>	<u>Change Summary</u>
August 2023	V1.0	Liam Cullinan	New Document
August 2024	V2.0	Rizwana Shaikh & Rebecca Thorne	
August 2025	V3.0	Rizwana Shaikh & Rebecca Thorne	