

There are 5 flightpaths: Launching Learner, Emerging Learner, Developing Learner, Excelling Learner and Mastering Learner. Flightpaths will be used to explain progress.

Within lessons, learning objectives will be colour coded to indicate the flightpath they relate to. This will help students become aware of the skills and knowledge they need to develop and the expectations they need to meet to make progress in their learning. The skills and expertise required to progress through a flightpath have been developed by subjects. The successes and next steps will be clearly communicated to students through marking and feedback to assist them to continue to make progress.

Below is an example of a marking rubric.

Year 7 Social Studies: Geography Assessment

Question; 'Justify your chosen solution and the affect it may have on the environment of the UAE'

	Launching Learner	Emerging Learner	Developing Learner	Excelling Learner	Mastering Learner
Outline the main environmental problems facing SCS	One problem is given	Two-three problems are listed	At least two problems are described in some detail.	At least two problems are described in detail with examples given.	Two to three problems are described in detail with specific examples and use of data.
Linking the problems to wider environmental issues.	No link identified.	Basic link between at least one problem in SCS and global environmental issue.	Clear link with both problem and the wider environmental issues.	Clear link with both problem and the wider environmental issues with examples.	Clear link with both problem and the wider environmental issues with examples and data.
Outlining and giving reason for your solution to the problem	Very basic/ brief outline of solution with no reason given.	Produces a list of stages or steps with basic reason.	Sufficient detail and structure to the plan with clear justification.	Breaks down the overall plan into clear stages with reasons explained in detailed to justify choice of solution.	Fully detailed outline which considers each stage; logically sequenced and justified fully
Conclusion; Give an overall conclusion of why your solution will have the biggest impact on the environment of the UAE.	No conclusion included.	Offers a conclusion however does not include a consideration of the UAE environment.	Selects a solution with consideration of the impact on the UAE environment.	Clearly considers the purpose of the solution and the requirements of the UAE environment.	Considers the purpose of the solution and the appropriateness and sustainability for the UAE environment.

Setting Targets at Key Stage 3 and Key Stage 4

A flightpath indicates expected GCSE grades at the end of Year 11. This is based on CAT4 “if challenged” data which ensures targets that are set are aspirational yet realistic.

At KS3 and KS4, the CAT4 “if challenged” data will set the Minimum Expected Grade (MEG) for students. The Safa Expected Grade (SEG) is the CAT4 “if challenged” prediction +1. For example, if a student has a CAT4 “if challenged” grade of a 5, they would be placed on the Developing Learner flightpath. A grade 5 would be the student’s MEG and a grade 6 would be the SEG.

Changes to Assessment and Reporting from 2018 /19

- There will no longer be scheduled assessment weeks for KS3. Departments will assess students periodically throughout the year in line with their curriculum schedule but before data collection points in the school calendar.
- Assessment is defined as any opportunity for students to demonstrate knowledge, skills and abilities therefore assessment will include summative and formative processes.
- Assessment dates will be communicated to students at least two weeks before the assessment via the Google classroom and verbally in class. Students should note the date in their diaries and plan their time appropriately.
- Parents can access the assessment dates on the iSams calendar at least two weeks before the date of the assessment itself.