Nurture ~ Believe ~ Discover ~ Achieve

Safa Vision

At SCS we aim to enable our learners to have success for today and to be prepared for tomorrow.

نحن في مدرسة الصفا كوميونيتي نسعى الى تأهيل طلابنا للنجاح اليوم وتحضيرهم لمواجهة المستقبل

Assessment Policy 2021 - 2022

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Safa Community School

Contents

Rationale:

Student's attainment and progress is closely monitored at Safa Community School in order to provide the best possible opportunities and highest levels of support for all children. All assessment activities aim to ensure that learners are able to make better than expected progress in their learning whilst taking into account the needs of individual children.

Aims:

- to enable our learners to demonstrate what they know, understand and what they can do in their work
- to allow teaching teams to plan work that accurately reflects the needs of each child
- to help our learners understand what next steps they need to take improve their work
- to report regular information to parents that enables them to support their child's learning
- to contribute towards accountability data

Aims of the new National Curriculum 2014:

Following the announcement, by the Department for Education, of the removal of levels for the attainment and progress of children (2013) and the relaxation of restrictions on centrally led reporting requirements (Department for Education and Gibb, 2015 and Ofsted, 2015), schools have now been given the opportunity to conduct more '*assessment of the right kind*', to offer task specific, personalised feedback and to become '*Assessment Professionals*' by creating an assessment system that supports the learning of the individual children in their school. (Tim Oates, Chair of the expert panel for NC review).

Ofsted has stated the following:

- Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.

- Ofsted does not expect performance - and pupil-tracking data to be presented in a particular format. Such data should be provided to inspectors in the format that the school would ordinarily use to track and monitor the progress of pupils in that school (Ofsted inspections – clarification for schools, March 2015, No. 140169)

SCS Alignment with the UAE National Agenda Parameter 2017-2018:

In line with the UAE National Agenda's aim to improve the quality of education across the country, Safa Community School participates in international and external benchmarking assessments on a regular basis. All students from Years 3-6 undertake the '*GL Cognitive Ability Test (CAT4)*'. This allows teachers to address patterns and adapt teaching methods to suit individual or group needs, ensuring feedback is appropriate and targets are achievable. As well as this, '*Progress Test Series*' is used annually in English, Maths (FS2-Year 6) and Science (Year 3 - Year 6) to deliver a detailed, accurate, and clear picture of each pupil's attainment and progress. Furthermore, Arabic A students from Years 5 and 6 participate in the '*International Bench Testing (IBT)*' which allows schools to compare student performance internationally, between year groups and overtime. Additionally, as part of the National Agenda the UAE has set a target to be ranked among the top 15 countries in the world for TIMMS by 2021, therefore our Year 5 cohort in the academic year of 2018-2019 completed the TIMSS assessment. This will enable us to compare ourselves with other schools in the UAE as well as across the world.

Assessment at Safa Community School

Staff at Safa Community School have worked together to develop an assessment system that takes into account the criteria of the new National Curriculum, whilst providing a greater focus on mastery. Assessment takes into account children's strengths as well as areas where they need support. It consists mainly of formative strategies and a range recording methods, as detailed below.

Foundation Stage

Foundation Stage teachers will upload students' learning to Seesaw where they will use Seesaw Skills as a formative assessment tool, assessing against the new curriculum objectives. Families have access to all learning that is uploaded on to Seesaw. The Foundation Stage uses the gap analysis from Seesaw Skills to inform their summative judgement. Summative data is collected 3 times a year and entered into our data tracking system which is iTrack. This information is based

on three categories - emerging, developing or secure within the appropriate *'Age and Stage'* band for each individual child which is inline with the new Early Years Foundations Stage Curriculum.

Year 1 Phonics Check

All children in Year 1 will participate in a National Curriculum Phonics screening check. This is designed to confirm whether pupils have learnt phonic decoding to an appropriate standard. It will identify pupils who need extra help to improve their decoding skills. The check consists of 20 real words and 20 pseudo-words that a pupil reads aloud to the teacher. This assessment will be administered by the Year 1 teacher. Results are included within the Year 1 end of term report.

Feedback and Assessment

We aim to provide valuable feedback to children through marking so that they have specific advice about improvements to their work. Children are given time (DIRT) to read and review their work following marking and reflect regularly on their learning. Children in older year groups are encouraged to self-assess their work and to identify next steps in their learning. This is done with the support of the class teacher. See separate Feedback Policy for more information.

9 Formative Assessment
9.1 Seesaw Skills
This document breaks down our rationale for assessment within Safa Community School and to set standards and expectations across our school community to ensure consistency and understanding in both the practice and purpose of assessment to ultimately improve teaching and learning.

9.2 Rationale for using Seesaw Skills at Safa Community School

A brief introduction for why the school chose to use Seesaw Skills to help all staff understand the rationale behind the decision and get behind your approach.

By using Seesaw Skills, we assess children so that we can understand where gaps in their knowledge are starting to form. We record this information so that we can use it to inform the lesson planning process.

We believe that all children should be given the opportunity to achieve mastery in the curriculum objectives we have designed for our school (based on the National Curriculum 2014).

When using Seesaw Skills, based on the evidence observed in the lesson and work uploaded on to Seesaw, teachers need to record where a child is when working on a specific learning objective. They use the following with the structure of Solo Taxonomy to support them when making a judgement:

Leave blank - if there has been no understanding demonstrated **(Pre Structural)**
1 - The pupil shown only some understanding of the learning objective **(Uni Structural)**
2 - The objective has been met at an expected standard **(Multi Structural)**
3 - The pupil met the objective and showed depth in the form of reasoning **(Relational)**.
4 - The objective has been met at a mastery level **(Extended Abstract)**.

10 Summative Assessment

10.1 Moderation Grids:

Teachers complete moderation grids for core subjects by inputting the children assessment results against a scale that is inline with the school's six point scale. The teachers then make a moderated teacher judgement using a triangulation of evidence for maths, reading, writing, science and Social Studies.

10.2 ITrack:
iTrack is used as a summative assessment tool to collect data at 4 different entry points: baseline, end of Term 1, Term 2 and Term 3.

After using the moderation grids the children then enter their moderated judgement for each subject against our six point scale which changes depending on the assessment point of the year. See below:

SCS Primary Assessment Scale					
Baseline Assessment Scale					
Emerging 1	Expected 2	Exceeding 3	Exceeding 4	Exceeding 5	Exceeding 6
Term 1 Assessment Scale					
Emerging 1	Emerging 2	Expected 3	Exceeding 4	Exceeding 5	Exceeding 6
Term 2 Assessment Scale					
Emerging 1	Emerging 2	Emerging 3	Expected 4	Exceeding 5	Exceeding 6
Term 3 Assessment Scale					
Emerging 1	Emerging 2	Emerging 3	Expected 4	Exceeding 5	Exceeding 6

The data is then analysed by year groups, Inclusion and our curriculum team against our 6 point scale which is categorised as Emerging, Expected and Exceeding for the point of year the children are being assessed. This information is then used to inform planning, curriculum modifications and interventions.

Within Safa Community School we report assessments to *governors* at the end of every term.

We expect our staff to record their Teacher Judgements within Learning Ladders prior to carrying out external reporting.

We would expect these judgements to be formed *following Pupil Progress meetings; independently by the teachers; after inter-year learning walk.* Our teachers will use the information from Learning Ladders, in particular Gap Analysis, to inform their decisions alongside a triangulation of evidence from the classroom.

10.7 Pupil Engagement

Engaging pupils in their own assessment is a core philosophy of the Learning Ladders approach. The purpose of this approach is to have our pupils be able to articulate what they were 'learning' and not just what they were 'doing'. Feedback and feed forward is a really important part of knowing what you've done well at and what you need to do next to succeed.

10.8 Parental Engagement & Support

For our parents, we aim to engage them with their child's learning through:
- Using Ladders at Home

The purpose of assessment information is to inform planning and to identify children who may need extra support. A summative cohort document will be produced each term for English Reading, English Writing, Maths and Science. This will be based upon the mastery statements for each subject. Judgements will be made based on information from the assessment documents, assessment feedback from the children and teaching teams, observations and work contained in books. The cohort document will contribute to Pupil Progress Analysis meetings and discussions and contribute towards accountability data.

11. Parental Engagement/Pupil Parent Conferencing

Parents have two 'planned' for pupil parent meetings where they meet to discuss their child's progress and attainment. However, due to SCS open door policies, meetings can be arranged at any time throughout the year.

The school constantly works on improving communication and building a partnership, so regular parental engagement activities take place throughout the school year.

12. Reporting to Parents

Parents receive two formal school reports, at the end of Term 1, and the end of the academic year in Term 3.

13. Inclusion

Safa Community is an inclusive school and we work hard to meet the needs of all our children. Class teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is available to all children, including those with additional needs. We work hard as a school to ensure that all additional support in the classroom is deployed effectively. Where a child is not making the expected progress the class teacher will work alongside the *Inclusion Leader*, parents and external agencies (where appropriate) to plan tailored support. We follow the Assess, Plan, Do, Review cycle to ensure all children are monitored closely and make progress. We use Individual Learning plans, where appropriate, which are reviewed with the child and parents termly. Nadine Hutchinson, Inclusion Leader, is available to provide advice to staff and families. We also maintain a list of focus children who we monitor closely following any issues or concerns alerted by staff or parents. We do not label any child by so called 'ability'. All children are encouraged to achieve their best and become confident individuals living fulfilling lives. See separate SEND policy for more information.

14. Responsibilities and Roles

The Assistant Head for Curriculum and Assessment with the support of the Head of Primary and School Principal

Key responsibilities of this role are:

- To organise and co-lead training, support and advice on the management and implementation of the assessment policy and practice throughout the school.

- To review assessment data for the whole of primary, analyse data at pupil, cohort and whole school level to identify, where necessary, plans to put in place individual pupil programmes.

- To analyse and interpret relevant national, local and school assessment data, plus research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods.

- To assist the Head of Primary in monitoring and evaluating how the school compares with other schools.

- To assist the Head of Primary in reviewing, implementing and drafting the School Development Plan focusing on issues identified when evaluating the school's data.

- To monitor pupil progress on a termly basis from teachers' on going assessments against key learning objectives and provide the Head of Primary with summary information.

- To assist the Head of Primary in providing short, medium and long term plans for the development and resourcing of individual, cohort and whole school level.

15. Learning Environments and Resources

As part of our learning environment guidelines and our approach to learning, all learning environments should promote and support innovative thinking. The importance of using the digital world as a 5th wall in the classroom is a specific area of focus. Teaching staff should be strategic in how best to utilize the space and resources available to them at SCS. With regards to leadership, they will constantly be looking at innovative designs and equipment that can be used to support the improvement of learning outcomes.

16. Monitoring and Review

Monitoring and review takes place on a regular basis in accordance with the School Development Plan and Assessment outcomes.