

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

This policy has been produced for GEMS FirstPoint School, when 'The School' is referred to in this policy it is solely GEMS FirstPoint School that is being referred to.

Review Cycle	1 Year
Last Review	September 2023
Next Review	August 2024

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## Vision

At GEMS FirstPoint School, Assessment, Recording and Reporting (ARR) is consistently outstanding and ensures that student's learning is measured, recorded and shared with accuracy and clear significance. The ARR cycle is cohesive, with key events and dates strategically placed to enable students to make outstanding progress and achieve their maximum attainment level. All stakeholders play a vital role in our ARR cycle to ensure students experience an individualised learning journey with infinite opportunities and world class education.

## Principles

The purpose of this policy is to promote and monitor the progress and attainment of the students at FPS through a comprehensive assessment and reporting system. Our centralised system will enable precise collation of varied information that can then be analysed and used to produce reports for different audiences. All collected information will be accurate, the context and where it has originated from is fully understood by all FPS family members. All students will work towards their targets and all collected data will be analysed to provide further support for students. Targets on how to improve will be a consistent and continuous feature in the ARR policy. In addition, to students having the opportunity to take ownership and progress in their learning.

## Aims

The main aims of this policy are:

- To maintain outstanding Assessment, Recording and Reporting across FPS.
- To ensure consistency and continuity of the approach to assessment throughout FPS.
- To understand when and how assessment takes place throughout the year.
- To ensure the ARR cycle is cohesive across Primary and Secondary with dates and events strategically placed to maximise attainment and progress.
- To ensure assessment enables all students to reach their highest potential.
- To ensure that students and parents are constant part of the assessment journey.

## Assessment

Why do we assess at FPS?

- To define what each student can do, understand and apply in relation to their learning across the subjects.
- To identify areas of development for students to continually improve their learning.
- To assess student progress and identify ways to further support their learning.
- To inform planning at every opportunity.
- To ensure consistency and continuity throughout FPS.
- To encourage students by allowing them to be an integral part of their own assessment.
- To be able to communicate accurate information to the FPS family; parents, staff, industry partners and students regarding student performance.

## Assessment that occurs annually

### Academic:

- Students in Year 2, 4, 6, 8 and 10 will complete their GL Cognitive Ability Test (CAT4) in Term 1a.
- All new and existing students in Year 3, 5, 7, 9 and 11 who did not complete the CAT4 assessment in academic year 22-23 will complete their GL Cognitive Ability Test (CAT4) in Term 1a.

- GL Progress tests in Mathematics (PTM), English (PTE) and Science (PTS) will take place in Term 3b.
- All students in Year 1 to complete their phonics screening assessment in Term 3b.

**Pastoral:**

- All students from Year 2 onwards will complete the GL PASS survey in Term 1a.
- If students are absent for any of the above assessments, arrangements will be made for the students to complete the assessment at the earliest convenience.
- These surveys are retaken for key target students to demonstrate impact from interventions in Term 3a.

If new students join throughout the year, arrangements will be made for the children to complete the above assessments.

**External Examinations:**

Examination Boards will share exam dates and further information regarding external examinations. A timetable for external examinations will be produced by the Examinations Officer in Term 1, 2 and 3.

## Assessment that is ongoing throughout the year

**Academic:**

- All students from Year 2 to 10 will complete their GL NGRT Reading Literacy test in each term:
  - 1) Term 1 – Form A Test
  - 2) Term 2 – Form B Test
  - 3) Term 3 – Form C Test
- All students from Year 4 to 10 will complete their ABT tests in Term 1b and 3b.

**Independent Learning**

Work produced by students outside of the classroom is continuously assessed by the teacher. The teachers and leaders will ensure that the ongoing data collection for independent learning is recorded to inform the termly data capture.

**Classwork**

Work produced by students within the classroom is continuously assessed by the teacher. The teachers and leaders will ensure that the ongoing data collection for classwork is recorded to inform planning and the termly data captures.

**Formative/summative assessment**

Students will be formatively and summatively assessed across their subjects in line with the FPS flightpath. The teachers and leaders will ensure that the ongoing data collection for these assessments is recorded and analysed to support the data captures. In Year 7-13, there are termly summative assessment weeks.

**Pastoral:**

The elements below will continuously be assessed and updated by the class teacher.

1. Attitude to Learning
2. Behaviour Points
3. Attendance
4. Punctuality

## Assessment for TIMSS, PISA and PIRLS

### **TIMSS (Trends in International Mathematics and Science Study):**

One of the UAE National Agenda objectives to lead the UAE to being among the most successful countries in providing world-class education is to be among the 15 highest performing countries in TIMSS. The next TIMSS test will take place in the academic Year 2022-2023 for Year 5 and 9 with further details to be confirmed.

### **PISA (Programme for International Student Assessment):**

One of the UAE National Agenda objectives to lead the UAE to being among the most successful countries in providing world-class education is to be among the 20 highest performing countries in PISA. The PISA tests (English, Mathematics and Science) will take place in the academic Year 2025 for Year 10 and 11.

### **PIRLS (Progress in International Reading Literacy skills):**

PIRLS is an international comparative assessment that measures student learning in reading and is aligned to the UAE National Agenda. The next PIRLS test will take place in 2026 for Year 5.

## Recording

Why do we record at FPS?

- To ensure a consistent approach across the School for assessment.
- To ensure we are looking at students on both a pastoral and an academic level.
- To ensure data can be tracked so that student strengths and areas for development can be identified.
- To ensure data is collated and can be shared with the appropriate audiences.
- To consistently be able to monitor student progress in relation to their targets.

## Recording that occurs annually

### **Academic:**

- GL Cognitive ability test (CAT4) in Term 1a for all students in Year 2, 4, 6, 8 and 10.
- All new and existing students in Year 3, 5, 7, 9 and 11 who did not complete the CAT4 assessment in academic year 22-23 will have their GL Cognitive Ability Test recorded (CAT4) in Term 1a.
- GL Progress test in Mathematics (PTM), English (PTE) and Science (PTS) in Term 3b.
- Phonics screening assessment in Term 3b for all Year 1 students.

### **Pastoral:**

- GL PASS survey in Term 1a for all students from Year 2 onwards.

### **External Examinations:**

All Summer examination information will be recorded at the end of August. The date of this will be confirmed by the Examinations Officer.

## Recording that is ongoing

The aspects of recording that occur on an ongoing basis are described below.

### Academic:

- All students from Year 2 to 10 will have their GL NGRT Reading Literacy test recorded:
  - 4) Term 1 – Form A Test
  - 5) Term 2 – Form B Test
  - 6) Term 3 – Form C Test
- All students from Year 4 to 10 will have their ABT tests in Term 1b and 3b recorded.

### Independent Learning

Work produced by students outside of the classroom is continuously assessed by the teacher. The teachers will ensure that the ongoing data collection for independent work is recorded to inform the termly data captures.

### Classwork

Work produced by students within the classroom is continuously assessed by the teacher. The teachers and leaders will ensure that the ongoing data collection for independent work is recorded to inform the termly data captures.

### Formative/summative assessment

Students will be formatively and summatively assessed across their subjects in line with an assessment rubric. The teachers will ensure that the ongoing data collection for these assessments is recorded to inform the termly data captures.

### Pastoral:

The elements below will continuously be assessed and updated by the class teacher.

- 1) Attitude to learning
- 2) Behaviour Points
- 3) Attendance
- 4) Punctuality

## Recording for TIMSS and PISA

The aspects of recording that occur for TIMSS/PISA are described below.

- TIMSS (Trends in International Mathematics and Science Study)
- In 2023, Year 5 and 9 participated in TIMSS.
- The next TIMSS assessment will be in 2027.
- PISA (Programme for International Student Assessment)
- The next PISA tests will take place for Year 9, 10 and 11 in 2025 and details for recording this information are to be confirmed.
- PIRLS (Progress in International Reading Literacy skills)
- The next PIRLS tests will take place in 2026 for Year 5. Further details will be confirmed closer to the test date.

## Reporting

Why do we report at FPS?

- To ensure parents are part of their child's learning journey and assessment.
- To provide parents with a regular overview of how their child is performing both academic and pastorally.

- To encourage parents to use the information to support their child make further progress.
- To constantly and consistently acknowledge and celebrate the hard work of our learners at FPS.
- To uphold our ethos at FPS being 'Family First'.
- To allow students to have ownership of their learning journey and enhance this at every opportunity.

## Target-setting

Students in Year 2 upwards undertake CAT4 Testing. Students complete baseline assessments to provide teaching and learning information that assists teachers in providing the most appropriate levels of learning within the classroom and beyond. This data is also used to set student attainment targets for all subjects. We discuss individual targets with students. We review the progress of each child at the end of each half term and revise targets at the start of each academic year. In Year 7-13, the targets also take into account prior qualification performance and ALPS MEGs.

## Recording

There are 4 assessment points during the year, which includes the baseline assessment. These assessment grades are recorded centrally and will be shared with parents at the end of each Term.

## Reporting to parents

### Primary:

There are 3 parent consultations evenings per year. The parent consultation evenings will take place at the end of Term 1a, Term 1b, and Term 2. For Term 3 there will be a celebration parental engagement week alongside a full written report shared. During the School year we provide parents with 3 reports, which consist of two data cards and a full written report.

### Secondary:

There are 3 parent consultation evenings per year. The first meeting is a Target Setting/Meet the Tutor meeting, which outlines the students' targets for the year. At the second meeting of the School year, we talk about the child's strengths, improvements and next steps to develop. At the third meeting of the year, we evaluate students' progress and attainment, as measured against the targets. We also give our students the opportunity to share their learning success through dialogue at these meetings. During the School year we provide parents with 3 reports, which consist of two data cards and a full written report.

## Feedback

Feedback to is provided using the respective marking policies for Primary pupils and Secondary students.

## Assessment, Recording and Reporting responsibilities at FPS

### SLT:

The Senior Leadership Team will work to:

- Create and maintain an environment that ensures outstanding assessment, recording and reporting to maximise learning for all students.
- Ensure FPS adheres to KHDA requirements and other appropriate international guidelines.
- Ensure digital technologies are used to enhance the assessment, recording and reporting across the School.
- Ensure rigorous monitoring and evaluating procedures are consistently adhered to and feedback is given in order to update practice where required.
- Create and maintain excellent relationships and partnerships with parents to improve the experience for their child at FPS.
- Create the ARR schedule.

- Review the ARR policy.
- Monitor the interventions for key groups of students.
- Meet to discuss assessment, recording and reporting once a term.

### **Heads of Schools:**

The Head of Primary and Secondary will work to ensure that all of the SLT section is adhered to.

### **Head of Department (Secondary) / Subject Leaders / Assistant Heads / Year Leaders (Primary):**

Heads of Department/Heads of Key stage will work to:

- Lead the Subject Area/Key Stage by example for all aspects regarding assessment, recording and reporting.
- Be accountable for the assessment, recording and reporting within the Subject Area/Key Stage.
- Monitor marking across the Subject Area/Key Stage.
- Monitor assessment and progress for the Subject Area/Key Stage.
- Monitor all reports from the Subject Area/Key Stage.
- Be present during all Parent Consultation Evening that relate to the Subject Area/Key Stage.
- Oversee all Subject Area/Key Stage data placed into data systems and address areas that flag up as concerns and strengths in a swift manner.
- Attend a line management meeting at least every other week that will discuss assessment, recording and reporting.

### **Classroom Teachers:**

Classroom teachers will work to:

- Lead by example on all aspects of assessment, reporting and recording.
- Adhere to this policy.
- Assess accurately and effectively, recording this in the correct place using the digital technologies.
- Use assessment to identify the individual learning needs of all students and plan accordingly.
- Monitor student progress and use assessment to ascertain this.
- Maximise the use of other adults within the learning areas and provide key questions to support assessment of students.
- All classroom teachers will attend regular meetings for their areas that will discuss assessment, recording and reporting.

### **Support Staff:**

Support staff will work to:

- Work collaboratively with the class teacher when planning for assessment.
- Answer their key question(s) provided by the class teacher to aid assessment of students.
- All support staff are encouraged to attend Professional Development Time related to assessment, recording and reporting and any specific training for learning needs of students that will contribute in assessment of our students.

### **Parents and Carers:**

Parents and carers will work to:

- Support initiatives of FPS that involve collaboratively working together to raise student achievement.
- Encourage and support their child to work and achieve their full potential.
- Prepare key questions to ask the teacher after termly data captures or during the Parent Consultation Evening to support their child's learning.



- Attend meetings regarding their child to support the individualised learning journey at FPS.
- Participate in feedback regarding aspects of the School so that FPS continues to enhance assessment, recording and reporting.

### **Industry Partners:**

Industry Partners will work to:

- Work in close partnership with FPS to ensure learning is maximised using the most efficient methods.
- Support initiatives of FPS that involve collaboratively working together to raise student achievement.
- Support students and inspire them to reach their full potential within assessment
- Participate in feedback regarding the School, so that FPS continues to enhance assessment, recording and reporting.

### **Student Councils:**

The Student Council will work to:

- Participate in feedback about the School, so that FPS continues to enhance the assessment, recording and reporting cycle.

### **Learners:**

Learners will work to:

- Be mature and focused about their learning and be able to assess their own learning journey (students in FS and Year ½ to have support with this).
- Discuss their learning with teachers and parents in order to maximise their progress.
- Model the FPS values at all times and understand how they are used to improve their learning.
- Be fully immersed in their assessment at FPS and understand where they are at across all subjects and what they need to do to improve (students in FS and Year ½ to have support with this)

## ARR Schedule

### Primary:

Date	Information Format	Details
<b>Term 1</b>		
Wednesday 4 <sup>th</sup> and 5 <sup>th</sup> October	Parents evening	<ul style="list-style-type: none"> <li>Discuss progress and subject targets</li> <li>Discuss wellbeing and settling into new class</li> </ul>
Wednesday 6 <sup>th</sup> December	Autumn Term Report Card	<ul style="list-style-type: none"> <li>Outlining your child's attainment level for the Autumn term</li> </ul>
Thursday 7 <sup>th</sup> December	Parents evening	<ul style="list-style-type: none"> <li>Discuss your child's attainment and progress throughout the Autumn term</li> <li>Opportunity to raise questions you may have regarding your child's report</li> </ul>
<b>Term 2</b>		
Wednesday 20 <sup>th</sup> March	Spring Term Report Card Published	<ul style="list-style-type: none"> <li>Outlining your child's attainment level for the Spring term</li> </ul>
Wednesday 17 <sup>th</sup> and 18 <sup>th</sup> April	Parents evening	<ul style="list-style-type: none"> <li>Discuss your child's attainment and progress throughout the Spring term</li> <li>Opportunity to raise questions you may have regarding your child's report</li> </ul>
<b>Term 3</b>		
24 <sup>th</sup> – 28 <sup>th</sup> June	Parent engagement Week / Show and Share	<ul style="list-style-type: none"> <li>An opportunity to attend School to celebrate your child's progress throughout the year. More information to follow</li> </ul>
Wednesday 3 <sup>rd</sup> July	School Report Published	<ul style="list-style-type: none"> <li>A detailed report outlining the attainment your child has reached across the curriculum this year.</li> </ul>

### Secondary:

#### Term 1

- Wednesday 6th September- Secondary Information Evening
- Wednesday 20th September- Target Setting/Meet the Tutor
- Tuesday 19th September- Targets Sent Home
- October- External Examination Window
- Monday 23rd October- Friday 27th October- Year 7-10 and 12 Assessment Week
- Monday 23rd October- Wednesday 1st November- Year 11/13 Mock Examination Series
- Wednesday 25th October- Year 13 Unifrog Reference Report Deadline
- Thursday 30th November- Data Sent Home

#### Term 2

- January- External Examination Window
- Monday January 8th- Friday 12th January- Secondary Parents Evening Week
- Wednesday 21st February- Year 9 Options Evening
- Thursday 22nd February- Year 11 Options Evening
- Monday 19th February- Friday 23rd February- Year 7-10 and 12 Assessment Week
- Monday 19th February- Wednesday 28th February- Year 11/13 Mock Examination Series

Wednesday 28th February- Option Choices Deadline

Thursday 21st March- Data Reports and Year 11 Written Reports Sent Home

### **Term 3**

Monday 15th April- Thursday 18th April- Secondary Parents Evening Week

May- External Examination Window

Monday 13th May- Friday 17th May- Year 7-9 Assessment Week

Monday 13th May- Wednesday 22nd May- Year 10 and 12 End of Year Exams

Wednesday 3rd July- Year 7-10 and 12 Data and Written Reports Sent Home