



مدرسة ديرة الدولية  
DEIRA INTERNATIONAL SCHOOL  
FESTIVAL CITY

 Al-Futtaim Education Foundation

# Assessment Policy

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## AIMS OF THE POLICY

- To provide a clear outline of assessment techniques
- To ensure assessment is used as a tool to inform planning, track and raise progress and attainment
- To ensure a consistent approach to assessment

## PURPOSE OF ASSESSMENT

- To inform feedback for students
- To identify and support the next steps in learning and teaching
- To inform planning to ensure it reflects the needs of all students
- To measure and analyse the attainment and progress of individuals, groups and cohorts of students
- To provide data to inform school improvement planning, measure school performance and effectiveness
- To report information to parents to ensure knowledge of their child's strengths and areas of development

## TYPES OF ASSESSMENT

### Formative Assessment

Formative assessment strategies are used regularly in every lesson to assess all student's knowledge, skills and understanding, identify gaps, misconceptions and provide effective feedback to maximise student's progress. Formative assessment is used to guide the journey of learning throughout a lesson and sequence of lessons. Strategies for formative assessment include questioning, discussion, observation, Timestable Rockstars, Numbots, Century Tech, marking and feedback, self and peer assessment against success criteria

### Summative Assessment

Internal and external summative assessments are carried out throughout the year to provide age standardised scores for students, measure attainment and progress of cohorts, complete gap analysis, inform interventions and compare performance of cohorts nationally at each moment in time. Trends in data are analysed and actions identified to improve progress and attainment.

Year Group	Internal Summative Assessments	External Summative Assessments
Foundation Stage One	<ul style="list-style-type: none"><li>• Tapestry</li></ul>	
Foundation Stage Two	<ul style="list-style-type: none"><li>• Tapestry</li><li>• Phonics – Letters and Sounds</li></ul>	<ul style="list-style-type: none"><li>• Good level of Development</li></ul>
One	<ul style="list-style-type: none"><li>• STAR</li><li>• WRM/PUMA</li><li>• Phonics</li><li>• Go4schools</li></ul>	<ul style="list-style-type: none"><li>• Phonics Screening</li><li>• Bounce Together</li></ul>
Two	<ul style="list-style-type: none"><li>• STAR</li><li>• WRM/PUMA</li><li>• Phonics</li><li>• Go4schools</li></ul>	<ul style="list-style-type: none"><li>• CAT4</li><li>• Bounce Together</li><li>• Star reader</li><li>• SEEN</li></ul>
Three	<ul style="list-style-type: none"><li>• STAR</li><li>• WRM/PUMA</li><li>• Phonics</li><li>• Go4schools</li></ul>	<ul style="list-style-type: none"><li>• Bounce Together</li><li>• Star reader</li><li>• SEEN</li></ul>
Four	<ul style="list-style-type: none"><li>• STAR</li><li>• WRM/PUMA</li><li>• Go4schools</li></ul>	<ul style="list-style-type: none"><li>• GL – PTE</li><li>• GL – PTM</li><li>• GL – PTS</li><li>• CAT4</li><li>• Bounce Together</li><li>• Star reader</li><li>• SEEN</li></ul>
Five	<ul style="list-style-type: none"><li>• STAR</li><li>• WRM/PUMA</li><li>• Go4schools</li></ul>	<ul style="list-style-type: none"><li>• GL – PTE</li><li>• GL – PTM</li><li>• GL – PTS</li></ul>

		<ul style="list-style-type: none"> <li>• PIRLS (every 5 years)</li> <li>• TIMSS (every 4 years)</li> <li>• Bounce Together</li> <li>• Star reader</li> <li>• SEEN</li> </ul>
Six	<ul style="list-style-type: none"> <li>• STAR</li> <li>• WRM/PUMA</li> <li>• Go4schools</li> </ul>	<ul style="list-style-type: none"> <li>• GL – PTE</li> <li>• GL – PTM</li> <li>• GL - PTS</li> <li>• CAT4</li> <li>• Bounce Together</li> <li>• Star reader</li> <li>• SEEN</li> </ul>
Seven	<ul style="list-style-type: none"> <li>• End of unit assessments</li> <li>• Go4schools</li> <li>• End of year examinations</li> <li>• STAR</li> </ul>	<ul style="list-style-type: none"> <li>• GL – PTE</li> <li>• GL – PTM</li> <li>• CAT4</li> <li>• E-pulse</li> <li>• Star reader</li> <li>• SEEN</li> </ul>
Eight	<ul style="list-style-type: none"> <li>• End of unit assessments</li> <li>• Go4schools</li> <li>• End of year examinations</li> <li>• STAR</li> </ul>	<ul style="list-style-type: none"> <li>• GL – PTE</li> <li>• GL – PTM</li> <li>• GL - PTS</li> <li>• CAT4</li> <li>• E-pulse</li> <li>• Star reader</li> <li>• SEEN</li> </ul>
Nine	<ul style="list-style-type: none"> <li>• End of unit assessments</li> <li>• Go4schools</li> <li>• End of year examinations</li> <li>• STAR</li> </ul>	<ul style="list-style-type: none"> <li>• GL – PTE</li> <li>• GL – PTM</li> <li>• GL - PTS</li> <li>• CAT4</li> <li>• E-pulse</li> <li>• Star reader</li> <li>• SEEN</li> </ul>
TEN	<ul style="list-style-type: none"> <li>• End of unit assessments</li> <li>• Go4schools</li> <li>• End of year examinations (Mocks)</li> </ul>	<ul style="list-style-type: none"> <li>• GL – PTE</li> <li>• GL – PTM</li> <li>• GL - PTS</li> <li>• CAT4</li> <li>• E-pulse</li> <li>• Star reader</li> <li>• SEEN</li> </ul>
Eleven	<ul style="list-style-type: none"> <li>• End of unit assessments</li> <li>• Go4schools</li> <li>• Mock examinations</li> <li>• STAR</li> </ul>	<ul style="list-style-type: none"> <li>• CAT4</li> <li>• PASS</li> <li>• IGCES Examinations and coursework</li> <li>• BTEC Coursework</li> </ul>
Twelve and Thirteen	<ul style="list-style-type: none"> <li>• End of unit assessments</li> <li>• Go4schools</li> <li>• Mock examinations</li> </ul>	<ul style="list-style-type: none"> <li>• CAT4</li> <li>• PASS</li> <li>• IB Examinations and IAs</li> <li>• BTEC Coursework</li> </ul>

## DEFINITIONS OF PROGRESS AND ATTAINMENT

### Progress

Phase	Definition	Example
Foundation Stage	<b><u>On Track</u></b> Students are on track to meet the early learning goals at age related expectation by the end of the academic year.	
	<b><u>Not on Track</u></b> Students are not on track to meet the early learning goals at age related expectation by the end of the academic year.	
	<b><u>Below Expected Progress</u></b>	<b><u>Primary</u></b>

Primary and Secondary	<p>If Students don't make the same attainment grade the next academic year then they will make 'Below Expected Progress'.</p>	<p>Year 3 July 2022 – Secure Year 4 July 2023 – Working towards</p> <p><b><u>Secondary</u></b></p> <p>Year 10 July 2019 – Grade 5 Year 11 July 2019 – Grade 4</p>																														
	<p><b><u>Expected Progress</u></b></p> <p>Students who maintain the same attainment grade from the end of one academic year to the next meet the 'Expected Progress'</p>	<p><b><u>Primary</u></b></p> <p>Year 3 July 2022 – Secure Year 4 July 2023 – Secure</p> <p><b><u>Secondary</u></b></p> <p>Year 10 July 2019 – Grade 5 Year 11 July 2019 – Grade 5</p>																														
	<p><b><u>Above the Expected Progress</u></b></p> <p>If students finish the academic year on a specific attainment grade and subsequently increase their attainment by <u>one full</u> DIS attainment grade the following year, they will make 'Above Expected Progress'.</p> <p>If, however the attainment grade, at the end of the academic year is above 'Expected Attainment' then students will make 'Above Expected progress' if the grade is maintained or better in the following year.</p>	<p><b><u>Primary</u></b></p> <p>Year 3 July 2022 – Secure- Year 4 July 2023 – Secure + Or Year 3 July 2022 – Secure + Year 4 July 2023 – Secure +</p> <p><b><u>Secondary</u></b></p> <p>Year 10 July 2021 – Grade 5 Year 11 July 2022 – Grade 6 Or Year 10 July 2019 – Grade 6 Year 11 July 2019 – Grade 6</p>																														
Primary and Secondary	<p><b><u>Value Added</u></b></p> <p>Value Added (VA) measures the progress students make from a starting point (e.g., baseline assessments like CAT4) to their final outcomes (e.g., GCSE results). It reflects the school's or program's impact on student learning beyond expected outcomes. Positive VA scores indicate that students have exceeded predictions, demonstrating the effectiveness of teaching and learning.</p> <p>Our "Value Added" approach also compares students' progress against their expected outcomes based on their initial cognitive abilities, as measured by the <b>CAT4</b>. By analysing the <b>SAS scores</b> from the <b>Progress Tests</b> in relation to the <b>CAT4 SAS</b>, we can determine how much academic progress has been made beyond what was predicted. This approach enables us to assess the effectiveness of teaching strategies, identify students who are excelling or underperforming, and ensure that interventions and support are appropriately targeted to maximise each student's learning potential.</p>	<p>A student with a <b>CAT4 SAS</b> of 100 is expected to achieve a <b>Progress Test SAS</b> of 100. If the</p> <table border="1"> <thead> <tr> <th>Student</th> <th>AG</th> <th>ALPS</th> <th>Residual</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>6</td> <td>8</td> <td>-2</td> <td>Below</td> </tr> <tr> <td>2</td> <td>7</td> <td>8</td> <td>-1</td> <td>Below</td> </tr> <tr> <td>3</td> <td>4</td> <td>4</td> <td>0</td> <td>On</td> </tr> <tr> <td>4</td> <td>6</td> <td>5</td> <td>1</td> <td>Above</td> </tr> <tr> <td>Average</td> <td>5.75</td> <td>6.25</td> <td>0.5</td> <td></td> </tr> </tbody> </table> <p>student scores 110, this demonstrates "value added," indicating that the student has made 10 points more progress than expected.</p>	Student	AG	ALPS	Residual	Progress	1	6	8	-2	Below	2	7	8	-1	Below	3	4	4	0	On	4	6	5	1	Above	Average	5.75	6.25	0.5	
Student	AG	ALPS	Residual	Progress																												
1	6	8	-2	Below																												
2	7	8	-1	Below																												
3	4	4	0	On																												
4	6	5	1	Above																												
Average	5.75	6.25	0.5																													

## **Attainment**

### **Attainment Grading Scheme**

Phase	Below Expected Attainment for Curriculum Standards	At Expected Attainment for Curriculum Standards	Above Expected Attainment for Curriculum Standards
1. Foundation Stage	Not on Track	On Track	
2. Primary	Working towards	Secure	Secure +
3 Secondary (Year 7 - 11)	Grades 1 – 3	Grades 4 – 5	Grade 6+
4. IB (Year 12 – 13)	Grades 1 – 3	Grade 4	Grade 5+

### Recording of Data

#### Tapestry

Tapestry is the main digital platform that is used to record and measure attainment and progress of each student in the Foundation Stage. Each child is assessed against the ages and stages objectives through observations of independent learning and focused group work within all areas of the curriculum. This then leads to an overall attainment grade for the students against age expectations (on track, currently not on track). Overall attainment is measured through the coverage of age expected milestones.

#### Go4Schools - Primary

Go4Schools is the main digital platform that is used to record and measure attainment and progress of each student in primary (Year 1 – 6). Each student is assessed against each objective taught (Target, almost met, met, exceeding) within all core subjects. This leads to an overall attainment grade for the student against age expectations (working towards, Secure, Secure +). Overall attainment is measured through the percentage of objectives met or exceeded of those objectives that have been assessed at the point of the data capture.

Go 4 Schools is used to assess attainment and progress of each student and identify gaps in learning which inform interventions and future planning. Teachers consistently update Go4Schools to ensure an accurate picture of attainment for each student.

#### Go4Schools - Secondary

##### **Formative Assessment**

The Secondary School uses Go4Schools as a method for tracking assessment results and data throughout the year. There is no specific data capture point where staff are required to input current grades, as this takes place throughout the year. Data is live and real-time, ensuring that a current working at grade is automatically updated and generated with the weighting of various assessments. However, there are snapshots at the end of each term where quality assurance takes place with Subject Leaders and the Leadership Team.

##### **Summative Assessment**

In the Secondary School, teachers input a grade for each markbook sheet on Go4Schools and it then generates a current working at grade for that subject, weighted according to the subject leader. This is then measured against their baseline, end of year targets and ALPs Indicators. The data is analysed on a Senior Leadership and Middle Level Leadership level using Go4Schools and during Pupil Progress Meetings.

Teachers also record student behaviour and achievement, attendance, effort, key assessment data and quality of homework for each data capture.

Each subject and class will have a markbook which consists of the following:

##### **Mark book Requirements**

1. All mark books should have weighted components and reflect the nature of the course / curriculum for your subject. (KS3 – one year, iG and IB – two-year MBs.
2. All mark books should reflect the assessments rubrics/ curriculum standards at KS3 and / or assessment criteria at GCSE /IB. (1-9) or (1-7)
3. All mark books have applied grade thresholds (if using marks) that align with the national agenda for attainment and examination boards.
4. All mark books have a column or columns to record assessments in each term. The frequency of each will look different in each subject and key stage. Further details including frequency of each can be

- found in department handbooks.
5. Each mark book should identify strengths/weaknesses in students' knowledge, understanding and skills. The data recorded will help tailor the future planning of lessons. Question Level Analysis (QLA) used where appropriate.
  6. Each mark book should show the students' learning journey and progress over the key stage and qualification

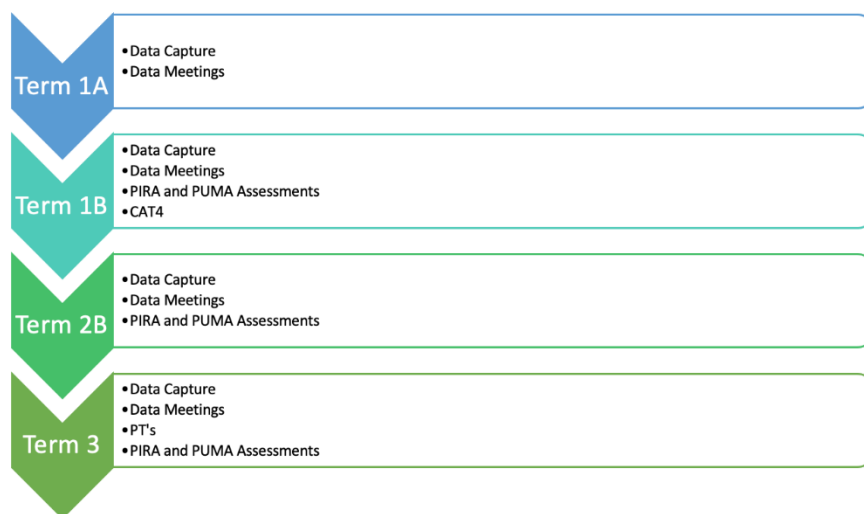
**Other software used to support assessment:**

- Active Learn
- Century Tech
- Sparx
- TT Rockstars
- Numbots
- Accelerated Reader
- Seesaw
- STAR Reader
- White Rose Maths

**Assessment Cycle**

**Primary**

Data is collected continually through the use of our assessment platforms. Data capture points are held 4 times throughout the year. At each data capture point progress and attainment data for every student is gathered. Data is analysed at class, cohort and subject level for all core curriculum areas by teachers, Heads of Year, Curriculum Leaders and SLT. Data meetings are held with teachers identifying focus students and strategies put in place to maximise progress and raise attainment. Cohort and curriculum coaching conversations take place and data is presented to SLT, identifying trends in data, focus groups of students and strategies to raise attainment and progress.



**MONITORING**

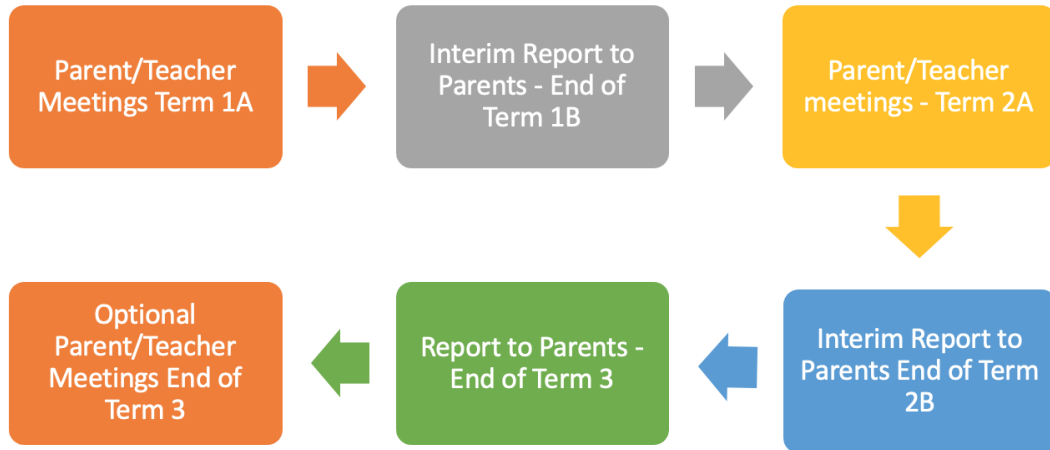
Assessment will be regularly monitored by leaders at all levels to ensure accuracy and consistency, following a robust quality assurance schedule. Quality Assurance forms an integral part of regular departmental meetings, with routine dialogue with subject SLT links. With regards to assessment quality assurance, the largest focus is on the moderation of work and assessments. Following the marking and summative grading of work, departments are required to cross-moderate to ensure the accuracy of grading. SLT Links will also take a sample selection of students to ensure this has been conducted. This must all be referenced using the various proformas on Lessons Learned. Other quality assurance will include:

- Lesson observations
- Book looks
- Planning checks
- Learning walks
- Data captures

- Data meetings
- Go 4 Schools checks
- Moderation
- Triangulation of data

### **Reporting to parents**

#### **Reporting cycle – Primary**



#### **Reporting cycle – Secondary**

We regularly update parents on the progress of students. There are currently three reports sent home to parents during the academic year. In most cases, these are progress reports with a summary of the key data for each subject each term. One of these is an annual written report that includes key data, plus additional comments including strengths and areas of improvement for each subject.

Parents are also invited to attend parent teacher conferences throughout the year. Reporting data and attitude to learning forms an integral part of these. Students and parents in secondary school have access to Go4Schools and are able to see the real time and live assessment data of their children, in addition to attendance and behavior records.

Report Dates G4S Deadlines	T1 Report	T2 Report	End of Year Report
Year 7	Effort Home learning Update AG (if required) All Subjects	Effort Home learning Update AG (if required) All Subjects	Effort Home learning Update AG (if required) Student Comments All Subjects
Year 8	Effort Home learning Update AG (if required) All Subjects	Effort Home learning Update AG (if required) All Subjects	Effort Home learning Update AG (if required) Student Comments All Subjects
Year 9	Effort Home learning Update AG (if required) All Subjects	Effort Home learning Update AG (if required) All Subjects	Effort Home learning Update AG (if required) Comments All Subjects
Year 10	Effort Home learning Update AG (if required) All Subjects	Effort Home learning Update AG (if required) All Subjects	Effort Home learning Update AG (if required) Comments All Subjects
Year 11	Effort Home learning Update AG (if required) Comments All Subjects	Effort Home learning Update AG (if required) All Subjects	
Year 12	Effort Home learning Update AG (if required) All Subjects	Effort Home learning Update AG (if required) All Subjects	Effort Home learning Update AG (if required) Comments All Subjects
Year 13	Effort Home learning Update AG (if required) Comments All Subjects	Effort Home learning Update AG (if required) All Subjects	

Formal parent teacher meetings are held 3 times a year in primary and twice a year per year group in secondary. Parents meet with the class and specialist teachers. Teachers share progress and attainment information and next steps in learning. Parents can request further meetings throughout the year if required.

### **Interim Reports**

In Primary parents will receive interim reports 2 times within the year which outlines attainment and attitude to learning in all core subjects. In Secondary this will be across all subjects along with homework, attendance and punctuality.

### **End of Year Reports**

In Primary parents will receive an end of year report which outlines attainment and attitude to learning in all curriculum areas as well as areas of strength and next steps in learning for all core subject areas. In Secondary, students will receive the same along with a homework grade, their overall attendance and a written comment by all subject teachers, tutor and the Head Teacher.