



# NORD ANGLIA INTERNATIONAL SCHOOL AL KHOR

*Reviewed October 2017*

## Assessment Policy – Secondary School

The aim of this policy is to provide a clear statement of the principle and practice of Assessment for Learning and Assessment of Learning at Nord Anglia International School Al Khor. It provides a framework that enables the teachers to guide their teaching and the students to know where they are in their learning journey.

At NAISAK, we aim to help our students to:

- Become independent, confident learners who are empowered to lead their own learning.
- Become resilient, reflective, resourceful and reciprocal learners.
- Develop key skills, such as collaboration, oral communication and problem solving.
- Set targets for themselves, review them and celebrate personal goals.

### External Examinations

The students in Year 9 take the Cambridge International Examinations Secondary 1 Checkpoints in April in English First or Second Language, Mathematics and Science.

The students in Year 10 start preparing for the CIE IGCSEs sat in Year 11. Currently, early entries are not made; however, the offer is differentiated according to academic background, learning abilities and future aspirations.

For the current Year 11s, the subjects offered are: English First Language, Arabic First Language, English Second Language, English Literature, Mathematics, Science Combined, Science Co-ordinated, Biology, Chemistry, Physics, Global Perspectives, French Foreign Language, Hindi as a Second Language (studied independently), Arabic Foreign Language and Urdu as a Second Language (studied independently). Students are expected to study a minimum of 5 IGCSEs, as per the admissions guidelines of Qatar University.

For the current Year 10s, the subjects offered are: English First Language, Arabic First Language, English Second Language, English Literature, Mathematics, Additional Mathematics, Science Combined, Science Co-ordinated, Biology, Chemistry, Physics, Global Perspectives, Geography, French Foreign Language, Hindi as a Second Language, Arabic Foreign Language, Malay Foreign

Language (studied independently), Urdu as a Second Language (studied independently), Art and Design, and Physical Education. Students are expected to study a minimum of 5 IGCSEs, as per the admissions guidelines of Qatar University.

In addition to being fully accredited by Cambridge International Examinations, NAISAK has successfully received full accreditation by Oxford International AQA Examinations.

### **Yearly Learning Objectives (YLOs)**

A bank of YLOs for the core subjects (including English 2<sup>nd</sup> Language) at KS3 was created by the team of Secondary teachers. YLO statements are context-based and set against age-related expectations. They provide the teachers, the students and their parents with a clear overview of knowledge and skills to gain during the current academic year.

YLOs are to be considered as a support system to guide and monitor progress. YLO statements are stuck in every student's Communication Book. The teachers and the students work together to highlight 'focus' YLOs and record evidence of success in the date columns.

For NAE's purpose and to track/target progress, the teachers enter data on each student for each YLO in the WWL system, four times a year (six for English First Language).

With the highlighting and recording of dates in the Communication Books, the teachers assess the students and allocate a point on the following scale for each YLO: Beginning, Developing, Meeting, Exceeding. This ranking is shared internally (NAE and NAISAK), and is not communicated officially to parents or the Ministry of Education (MoE) (hence does not appear on the reports). When the time comes to rank the YLOs on the WWL system, the teachers are advised to ask a Learning Assistant (LA) during a lesson to collect the Communication Books and photocopy the YLO pages in colour, to support the teachers' records when making a decision on the scale point to allocate and so as to file the evidence in the RAFs. Subject teams may have their own way to record and track progress with the YLO system; however, all subject teams record and track progress using the YLO system. Subject teams keep their tracking system updated on the shared for colleagues to access.

The YLOs are a platform to discuss the learning path of the students, monitor their success and set learning foci. Being ambitious, the next focus for the subject teams is to reword each YLO to provide an unambiguous description for each point of the scale.

### **Assessment and Reports**

All students are assessed throughout the term through continuous assessment (worth 30% for the core subjects) and at the end of the term with a test paper (worth 70% for the core subjects) sat during the exam week in Terms 1 and 3 (there is no set exam week in Term 2, but an 'exam period' usually spanning over two weeks to allow for flexibility at this time of the year). Students are assessed on what has been taught that term, the previous term(s) of the academic year and the previous academic years. The objective is (1) to help the students understand that their learning is cumulative and that end-of-KS examinations encompass their entire learning, not their most recent acquisitions, and (2) to prepare the students to perform under the pressure of examination conditions and time constraints, as this is what they will face for future official examinations. Results are calculated as percentages and translated into a letter grade; the letter grade only is

shared on the reports to parents. The use of letter grades is a result of many complaints received from our varied audience, and therefore meant to support unequivocal communication with the MoE, the local Independent Schools, the non-British International Schools, and most importantly, our students' families. A table of equivalencies is provided to the team for consistency and shared below.

All students are also assessed on 'Pride & Respect' and 'Preparedness' criteria. The 'Pride & Respect' criteria are attendance, uniform, punctuality, sociability, politeness, ability to work in a group, ability to communicate orally and ability to problem solve. The 'Preparedness' criteria are effort, behaviour for learning, equipment and home learning. These criteria are given a 1 to 5 ranking. The descriptors for each criterion have been written collegially, are shared with the students at the beginning of the academic year and reviewed regularly, so the students are aware of our expectations and have the opportunity to discuss them. The descriptors for the Pride & Respect criteria are displayed in all Secondary classrooms.

At Key Stage 3 at NAISAK, expected attainment is met when a student reaches the step described as 'good' (letter grade C) in all subjects and a rating of 4 out of 5 in the criteria for 'Pride & Respect' and 'Preparedness'. Below that, the school considers that the student's attainment endangers prospects of future academic success.

Although attainment is crucial, we consider progress to be more reflective of a student's dedication to his/her studies and more indicative of future achievements.

At Key Stage 4, the assessment rationale strictly follows the IGCSE structure and grade boundaries. As such, only IGCSE grades (alongside the 'Pride & Respect' and 'Preparedness' criteria) are reported for IGCSE subjects at KS4. For non-IGCSE subjects, only a rating against the 'Pride & Respect' and 'Preparedness' criteria is provided since the students do not follow the IGCSE expectations and examination requirements.

The school communicates with parents seven times a year through parent meetings and reports:

- September - Meet and Greet
- December- Short written report and Parent-Teacher Meetings
- March – Long written reports and Parent-Teacher Meetings
- June - Short written report and Student Reflection Meetings

## Data Records

The teachers are expected to maintain a clear and accurate record of all data collected. The teachers are expected to collect Continual Assessment data at least three times per unit / YLO and Final Assessment data at least once every term (during the set Assessment Weeks/Period in Terms 1, 2 and 3). The data record sheet must reflect the continual assessment for the unit, prior to the commencement of the new unit.

The title given to the columns where data is inputted needs to include the date, the type of activity assessed (role play, oral presentation, spelling test, surprise quiz ...) and the 'unit of measurement' (most probably a percentage, to keep consistency across the subjects as well as convenience when working out the overall grade for the term). Teachers are asked to remember that colleagues will check their Assessment Worksheets and these need therefore to be easily understandable.

At KS4, students work is assessed using the relevant examination board mark scheme.

### Continual Assessment

**Continual Assessment** is a record of some of the formative assessment taking place in the classroom. It is designed to monitor student progress throughout a unit and provides teachers with an opportunity to contact home should there be any concerns regarding a student's performance. Continual Assessment will be assessed using YLOs for each subject.

Data may take various forms: vocabulary quiz, spelling test, role play, oral presentation, end-of-unit test, participation in special events ... The teachers are expected to create a Rubric of assessment for each activity assessed so as to guide the students towards success. A Rubric of assessment is a grid that makes expectations clear and supports the students' achievement. Examples of rubrics are provided in Teachers/Secondary School/Rubrics.

### Assessing using YLOs at KS3

Teachers must follow the grade-boundary table below:

NAE-point scale against YLOs	End-of-Term %	Letter Grade	Grade description on reports	YLO marks out of 8	YLO marks out of 10
Beginning	0-19	U	Insufficient	0-1	0-1
Developing	20-29	G	Beginning	2	2-3
	30-39	F	Emerging	3	4
	40-49	E	Developing	4	5
Meeting	50-59	D	Satisfactory	5	6
	60-72	C	Good		7
	73-79	B	Very good	6	8
Exceeding	80-89	A	Excellent	7	9
	90-100	A*	Distinction	8	10

Shaded: does not go on reports to parents

**Final Assessment** data is collected when the students sit an end-of-term assessment. End-of-term assessments are cumulative. As such, knowledge and skills met the previous terms, and to some extent the previous academic years, need to be included.

At the moment, the teachers must create their own Assessment Worksheets in Teachers/Secondary/Assessment Records to record their data. The end-of-term reports are generated on iSAMS once the data is fed into the system. Supporting the teachers' workload and ensuring that they only need to input the data in one place is one target for the Secondary School this term. This policy will therefore be updated once the IT logistics are confirmed and in line with the needs.

## Baseline Assessments

Last academic year, all students in Secondary School took the CAT4 (Cognitive Abilities Test) so as to provide background data for analysis and future trends, support target-setting and predict future achievements. The full data is available in Secondary School/Data and Reports 2016-2017. The main data is saved on the Data Tracking sheets, available on the shared.

This academic year, the students in Years 7, 9, 10 and 11 will take the CEM (Centre of Evaluation and Monitoring) tests, which are computer-adaptive assessments. The timing is yet to be decided. These assessments will provide a similar set of information as the CAT4 did, including in addition value added.

All students in Secondary School take baseline assessments in the core subjects in the first three weeks of teaching. These are recorded in percentages. The difference between these and the previous June's results provides the teachers with instrumental information to plan/adapt schemes of learning. Baseline assessment data is saved in the teachers' Assessment Worksheets (and ultimately on the shared).

## Record of Achievement Folder (RAF)

Each student has a RAF. This is a white plastic folder in which all Final Assessments are saved (end-of-term assessments). As such, 3 Final Assessments are saved for English, Mathematics, Science and Humanities per year. Additional assessed pieces may be collated there.

In addition to the termly Final Assessments, the teachers select two pieces of work per term to evidence the students' progress. These may be different pieces of work from one student to another.

Furthermore, the core-subject teachers will include a photocopy of the YLO page three times a year, so one photocopy per term, to highlight progress.

The teachers must insert the two pieces of work, the Final Assessment and the YLO page photocopy in one plastic pocket only every term. The Learning Assistants are trained to organise the RAFs, and with clear instructions from the teachers, will assist them in filing the work as expected.