



Assessment, Reporting and Recording Policy

Date	Review Date	Lead Policy Writer/s	Leader Responsible
Jan 2020	Jan 2021	Michael/Tayyba Qureshi/Tara Lambert/Carrie McNerney	Michael/Tayyba Qureshi/Tara Lambert/Carrie McNerney

Introduction

Assessment is an integral part of our curriculum planning and is interdependent with the teaching and learning process. It plays a fundamental role in improving progress and attainment levels within the school. We believe that effective assessment provides information for teachers to improve teaching and learning and ensures appropriate progress is made. Feedback to students on their learning is regular and consistent, so each student understands what he/she needs to do to improve and maximise their potential.

Aims & Objectives.

NAS Dubai is firmly committed to ensuring that all students make outstanding progress from their respective starting points when they join our school. Their performance is tracked and monitored throughout their time here by teachers at all levels. The main objectives for assessment are:

- Assessment should have a positive impact on student's work, promoting their progress, by ensuring they know what they have to do to make improvements.
- Assessment provides the means by which teachers can determine how best to respond to a students' individual learning needs and plan lessons to ensure appropriate provision is made for all students to achieve
- Assessment should encourage students to review, reflect and redraft their work
- Assessment should be based on a clear criterion, shared with students.

Teaching & Learning

The Teaching and Learning Agreement at NAS Dubai secondary school is clear, concise and an accessible document designed to demonstrate our typical lessons and the learning experiences our students have come to expect from their education here at NAS Dubai; in individual lessons and lessons over time.

This agreement was created by our staff, for our staff and students to:

- Ensure we have a consistent approach to our core teaching practices at NAS Dubai
- Encourage all learners to be ambitious
- Ensure the needs of all the learners are met through high quality first teaching
- Create and facilitate opportunities for our students that enable them to excel
- Provide our students with a challenging and rigorous academic environment, where they achieve success
- Provide our students with a learning environment where they have fun and develop lifelong skills of independent and collaborative learning
- Create intellectually confident learners through our high standards and expectations
- Help students to develop personally, socially and emotionally with enriching opportunities in the classroom and beyond.

Appropriate and timely assessments (formative and summative) with effective feedback underpins the policy in order to support student progress and ensure students achieve the best possible outcomes. (see T & L Agreement/Policy).



Whole School Assessment

Assessment is a fundamental aspect of Teaching and Learning at NAS Dubai and is a driving force to improving the outcomes for our students whilst informing the teaching and learning. It is interdependent with our Teaching and Learning Policy and should be used in conjunction with our Marking and Feedback Policy to ensure our students receive the best possible education.

What is Assessment?

Assessment is one of the most powerful educational tools for promoting effective learning but it must be used in the correct way. There is no evidence to suggest that increasing the amount of testing will enhance learning. Instead, the focus must be on helping teachers use assessment as part of Teaching and Learning, in ways that will help to raise students' achievement. Assessment is generally referred to activities undertaken by teachers and students to assess themselves and provides information to be used as feedback to modify Teaching and Learning. Assessment for learning (AfL, also known as Formative assessment) is a snapshot of the learning that has taken place at a given point in time, where the evidence is used to adapt teaching activities to meet the needs of the learners in the classroom. (Black and William, 2004).

- Day-to-day assessment for learning: this is formative assessment - an integral part of teaching and learning: the interactions between learners and teachers within lessons that shape the next steps for improvement
- Transitional assessment – this is the use of summative assessments and tasks that formally recognise student achievement

Formative Assessment

All staff should include Assessment for Learning (AfL) strategies in lessons to enhance the learning outcomes for students. AfL is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the students are in their learning. Characteristics of AfL that promote learning are:

- It is embedded into Teaching and Learning
- It aims to provide students with skills and strategies for taking the next steps in their learning to make appropriate progress
- It involves sharing learning intentions/outcomes/objectives with students
- It aims to help students to know and recognise the standards that they are aiming to achieve
- It involves students actively participating in peer and self-assessment
- It provides feedback, which leads students to recognise their next steps and how to take them in order to improve
- It involves both teacher and students in reviewing and reflecting on assessment data
- It is underpinned by confidence that every student can improve

(See Teaching and Learning Policy)

Summative Assessment

In addition to AfL (formative assessment) teachers use summative assessment. This is to evaluate students' learning at the end of an instructional unit, by comparing itself against a standard or benchmark. Examples of summative assessments are tests, exams, presentations, projects, booklets etc. Results from summative assessments will be used in a formal capacity and recorded as part of the AR&R calendar. (Please see AR&R calendar).

NB. NAS Dubai follows KHDA regulations and uses GL Cognitive Ability Tests 4 (CAT4) assessments as baseline indicators for all students, which progress is measured in addition to using Progress Tests in core subjects as well as school assessments.

IBDP Assessment

For more information on assessment within the IBDP please see our IBDP Assessment Policy.



Marking and Feedback

Marking and Feedback is one of the most constructive tool that a teacher can use to empower students and aid their learning as well as their own teaching. Outstanding marking and feedback is an integral aspect of Teaching and Learning here at NAS Dubai and is at the core practice of every member of our staff. There is a colour code for teacher feedback, self and peer assessment and redrafting of work. In addition to this verbal, feedback is often recorded as well as the feedback stickers (secondary only, see below) as evidence for the progress students are making (see Marking and

Feedback Policy). Assessment criteria is an essential element of student learning through reflection, so they know what they are being assessed against and what they need to do to make improvements. The feedback staff give to students should be thought provoking and engage them in a dialogue with their teacher, encouraging them to take responsibility for their learning and progress (primary example below).

Example of Feedback stickers and Success criteria: Primary

Week Beginning:	
LI: to identify and name a variety of common plants, including garden plants, wild plants and trees. Steps: I can identify and name plants in the UAE. I can identify and name plants from other parts of the world. I can identify and name plants in the playground.	Teacher comments:

Secondary

	<input type="radio"/> Self <input type="radio"/> Peer <input type="radio"/> Teacher Assessment <input type="radio"/>	Effort 1 2 3 4 Presentation 1 2 3 4	States of Matter Assessment: 1 = achieved and exceeded (I can explain it to others and have done some challenges to develop my understanding further) 2 = achieved (I understand it) 3 = working towards (I don't understand it right now)																																				
	Assessor's Comment:.....	<table border="1"> <thead> <tr> <th>Pre-Assess</th> <th>Student</th> <th>Teacher</th> <th>Learning Outcomes</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td>I can compare and group materials together, according to whether they are solids, liquids or gases.</td> </tr> <tr> <td></td> <td></td> <td></td> <td>I can observe and know which materials change state when heated or cooled.</td> </tr> <tr> <td></td> <td></td> <td></td> <td>I can measure the different temperatures when investigating the stages of materials changing matter.</td> </tr> <tr> <td></td> <td></td> <td></td> <td>I can explain what the water cycle is and how evaporation and condensation plays its part.</td> </tr> <tr> <td colspan="4" style="text-align: center;">WORKING SCIENTIFICALLY</td> </tr> <tr> <td></td> <td></td> <td></td> <td>I can record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.</td> </tr> <tr> <td></td> <td></td> <td></td> <td>I can set up simple practical enquires, comparative and fair tests.</td> </tr> <tr> <td></td> <td></td> <td></td> <td>I can make careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers.</td> </tr> </tbody> </table>		Pre-Assess	Student	Teacher	Learning Outcomes				I can compare and group materials together, according to whether they are solids, liquids or gases.				I can observe and know which materials change state when heated or cooled.				I can measure the different temperatures when investigating the stages of materials changing matter.				I can explain what the water cycle is and how evaporation and condensation plays its part.	WORKING SCIENTIFICALLY							I can record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.				I can set up simple practical enquires, comparative and fair tests.				I can make careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers.
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How to make progress:.....	Date																																						
Reflective Comment:.....	Date																																						

Learning Walks take place every term where a range of lessons and books from all year groups and abilities across all subjects are reviewed, shared for good practice, and celebrated. Books/online portfolios that do not meet expectations are referred to the teachers to address and develop further. **(See Marking Policy)**

Recording

Primary

Summative assessment data drop takes place at 4 intervals during the academic year for all students, supported by teachers' formative assessments during weekly team meetings. Attainment grades, moderated at whole school level. Termly Pupil Progress Meetings track, monitor and review the progress of every student.

All Year 4, 5 and 6 students complete CAT4 assessments which give us likely indicators of achievement that are used alongside internal assessments to quality assure moderation. Progress is measured by analysis of teachers' assessments against CAT4. All students from Y2 to Y6 complete GL Progress Tests in English, Maths and Science that allows us to benchmark against UK, UAE and Dubai averages. NGRT tests are completed 3 times throughout the year too.



Secondary

Summative assessments will take place at least four times over the year, which will inform the four data entry points for each student. Students in year 7-11 will be awarded a grade from A*-G and the number 9-1 for these summative assessments. Grades are now given numbers as per the exam boards (please see the equivalence table in Appendix 1). Marks in IB courses are reported using the IB 1 - 7 scale (see Appendix 2). The 1-7 marks are based on the IB standardised criteria on levels of achievement in each course.

In addition to this, teachers will also record end of KS4/5 predictions based on the learning journey that the student is on. Subject staff may choose to do more assessments than this, based on the syllabus they are following. Grades are all then uploaded onto isams – our managing information system platform.

CATs give us an indication of the minimum grade a student could achieve in every subject (CAT Likely), along with an Aspirational grade. Progress in all subjects is measured by analysing teacher predicted grades against CAT 'Likely' grades. The GL Progress Tests does this in the core subjects and generates values to measure and compare against UK, UAE and Dubai averages.

Reporting - Secondary

Reporting to parents is very important as parents and students both play a crucial role in progress and academic outcomes. Together with teachers, we should triangulate the work being done in order to ensure the best possible outcomes for our students.

Parents are able to access this data through the NAS Dubai Parent App at any given time throughout the year. There are four data entry points. This is in addition to parent consultation evenings, meet the tutor event, one full written report in the year and one interim report. We encourage our parents to have 'live' conversations with the subject specialists throughout the year to keep abreast of the progress being made and discuss with the students how they too can support their achievements.

Data reported to parents is divided into three different grades; Assessment grade, Working At grade & Predicted grade.

Assessment Grade: This is the grade the student has attained in the most recent summative assessment, most likely an end of unit test taken at a given point in time. This can be in the form of a written test, presentation, project, booklet, multiple choice assessment and many more. Assessments may also be taken online (where required). Please see Online Assessment Policy in Appendix 3.

Working At grade: This is an accumulative grade of where you think the student is, taking into consideration any previous assessments, classwork, homework, approach to learning, ability demonstrated in lessons. This is a more holistic grade of a students' progress rather than an assessment grade. This grade should not be heavily impacted by one strong or weak assessment. It is important to note that 'Working At' Grades are not only calculated as a simple mean average of grades over a given reporting period. It is meant to represent an accurate assessment of student performance during the grading period. Certain assessments may require more advanced thinking skills. Weighting will then be different for different assignments. The validity of grades is essentially based upon reliable evidence that represents student achievement against the appropriate criteria in individual subject areas.

Predicted Grade: Individual subject teachers give a professional judgement based upon student performance up to that point of how a student is likely to succeed in the final GCSE/IBDP exam. Teachers will consider all assessment grades and how the student has been performing both in and out of the classroom. They should be as accurate as possible. Over-prediction and under-prediction are not helpful in assessing progress of students in their courses. Predictions are only required for Year 9-13.

NOTE: Predicted grades in year 12 & 13 will often be required for University applications but will be confidential and not given publicly to students and parents. Predicted grades for the IBDP will be submitted according to IB guidelines and will form the level of achievement on the last NAS Dubai report card to promote transparency and accountability on the school's behalf.



An internal AR&R calendar is created and published for the school community so that all stakeholders are involved in a transparent process to support the students through their learning journey.

Reporting- Primary

Reporting to parents is very important as parents and students both play a crucial role in progress and academic/non-academic outcomes. Together with teachers, we should triangulate the work being done in order to ensure the best possible outcomes for our students.

Parents are able to access this data through the NAS Dubai Parent App at any given time throughout the year. There are 2 full written reports, one in December and one in June. This is in addition to parent consultation evenings and meet the teacher events. We encourage our parents to have 'live' conversations with the class teachers and specialists' teachers throughout the year to keep abreast of the progress being made and discuss with the students how they too can support their achievements.

Internal summative and formative assessments will inform the four data entry points across the year. Students from Y1 to Y6 will be awarded an achievement grade from 1 to 4 and A to D for effort.

- 1- Exceeding age-related Curriculum expectations
- 2- Meeting age-related expectations
- 3- Working towards age-related expectations
- 4- Below age-related expectations

- A- Outstanding
- B- Good
- C- Satisfactory
- D- Unsatisfactory

Formative assessments within the primary school:

- Observations of student's progress within lessons
- Photographs
- Teacher's comments noted referring to the learning intention
- Discussions with children
- Moderation against National standard moderation blurbs

In addition to AfL (formative assessment) teachers use summative assessment. This is to evaluate students' learning at the end of an instructional unit or term, by comparing itself against a standard or benchmark. Examples of summative assessments are tests, presentations, projects, etc. Results from summative assessment are used to confirm information gained through summative assessment.

Children from Y2 – Y6 complete end of year Progress Tests which are reported to the KHDA. Parents may request this information if they wish to know the result. These test results support the internal assessment judgements given by the class teacher. CAT4 test results are shared on the NAS Parent APP for parents and children to access.

In Early Years, we follow the UK EYFS framework. The EYFS sets the standards that all Early Years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. There are seven areas of learning and development that must shape educational programmes in Early Years settings. In planning and guiding children's activities, practitioners must consider the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are: playing and exploring, active learning and creating and thinking critically. Individual observations are linked to Development Matters bands as part of formative assessment. Learning and development is compared with the most appropriate band(s) of descriptors and the band which most closely describes the child's developmental stage is identified (see Managing data in EYFS policy).



Using ‘E’, ‘D’ or ‘S’, a level can be awarded within each developmental age/stage band using a ‘best fit’ approach.

- if the child is working just within the band record as a ‘E’ (entering):
- if the child is working comfortably within the age band record as a ‘D’ (developing)
- If the child is very proficient within the band record as an ‘S’ secure)

An internal AR&R calendar is created and published for the school community so that all stakeholders are involved in a transparent process to support the students through their learning journey.

Linked Policies

▪ Curriculum Overviews	▪ Teaching and Learning
▪ Marking and Feedback	▪ Self-Evaluation & School Improvement
▪ Special Educational Needs & Disabilities	▪ Gifted and Talented
▪ IBDP assessment policy	

Principal:

Date:



Appendix 1

GCSE conversion table of grades of numbers:

<u>New GCSE Grades</u>	9	8	7	6	5	4	3	2	1	
<u>NAS Internal Grades</u>	A**	A*	A	B+	B-	C	D	E	F	G

Appendix 2

Assessment in the IB Diploma Programme

- An IBDP student’s final Full Diploma result score is made up of the combined scores for each subject plus the total combined points scored for the Theory of Knowledge and Extended Essay components.
- Each subject in the diploma programme is graded using the Grade Descriptors for that subject area
- The summary of the grade descriptors for all the IBDP groups can be found here: [Grade Descriptors](#)
- Within the IBDP, students receive grades ranging from 1 to 7, with 1 being the lowest and 7 being the highest. Students receive a grade for each DP course attempted.

The individual IB subject grading scheme is shown below:



- The IBO awards the same number of points for Higher Level (HL) and Standard Level (SL) courses, reflecting the IB’s belief in the importance of achievement across a broad range of academic disciplines.
- HL and SL courses differ in scope but are assessed against the same grade descriptors, with HL candidates expected to demonstrate the various elements of the grade descriptors across a greater body of knowledge, understanding and skills.



The Diploma Programme Core

- The Theory of Knowledge (TOK) and Extended Essay (EE) components are awarded individual grades (A to E)
- Collectively, the grades contribute up to 3 additional points towards the overall Diploma score.

ToK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

- Creativity, Activity, Service (or CAS), which is the remaining element in the DP Core, does not contribute to the points total but authenticated participation in and full completion of the 7 ‘Learning Outcomes’ is a prerequisite for the award of the Full IB Diploma.



Appendix 3

Nord Anglia International School Online Internal Assessment and Exam Policy

Introduction

Maintaining academic integrity is paramount in the completion of internal assessments and examinations. Therefore, both teachers and students completing online examinations and topic assessments must ensure full adherence to the conditions below which replicate (as far as possible) the conditions followed when completing such tasks in a physical classroom. By receipt of this policy all students and parents enter into an agreement to adhere to this Policy.

Expectations for suitable conditions:

- Students are on time for all their examinations and ready with a positive mindset to begin their exam.
- Examination room is quiet and without disturbances and/or interruptions.
- No other person(s) may enter during the preparation and conduct of the examination.
- Surfaces and walls are free of all materials except those required for the examination (see the required materials list)
- Unauthorized materials such as mobile phones, smart watches etc. are not present in the room.
- There is reliable internet connection.
- On the laptop/smart device, all tabs other than Microsoft Teams must strictly be closed.
- Smart devices are charged, have a microphone and webcam and you have headphones (required for speaking and listening assessments only)
- Any students who have specific access arrangements will have communication through the class teacher or the Inclusion department
- IB calculator examinations require GDC calculators must be put in test mode prior to any assessment paper requiring the use of a GDC.
- To support our assessment procedures, all parents to take responsibility for ensuring these conditions are met prior to the start of the examination/assessment

Conduct of examinations:

- The teacher will begin the exam by starting the session through the normal class Team on Microsoft, using their video. This will be done at the scheduled time (as per the Exam timetable)
- Students and parents should organise their time using the exam timetable and ensure they are ready to begin their exam/assessment at the scheduled time and day.
- Students should go for a toilet break prior to the examination and not during the examination
- The teacher will ask the students to turn their cameras on for the start of the exam, so they can assess the surroundings visibly, which are adhering to the conditions stated above.
- Mobile phones or any other devices are strictly prohibited and are not allowed in the room
- Under no circumstances are students allowed to communicate with any other student during the assessment via Microsoft Teams or any other device or format
- Breach of these conditions could result in up to and including, removal of students from the Microsoft Team for their exam and an ungraded examination paper.

Beginning the assessment:

- Students must be on time for all assessments, no additional time can be granted to students who are late.
- Once the above conditions have been established to the satisfaction of the teacher, the assessment instructions will be shared on screen and read out to all students.



- For non-computer-based assessments the laptop/desktop must be immediately positioned at arm's length away from the seated position of the student (at the back of the desk).
- Following the assessment instructions, students will be given the opportunity to ask for clarification on the assessment instructions.
- During the exam, the teacher cannot help with the content of the examination questions, but if the students do have any general questions during the exam, then these must be asked using the 'chat' function in the meeting.
- Following the examination instructions, students will be allowed to access the assessment and supporting materials through the Assignments feature
- The assessment timings are per the assessment timetable; IB students will be given an additional 5 minutes as reading time before they begin writing (with the exception of multiple-choice papers).
- The teacher will give an update to students intermittently throughout the exam, with how much time is remaining, specifically the end of the assessment with a 10- and 5-minute countdown. IB students will be given their updates at 30 minutes and 5 minutes as per the IB guidelines.
- Any students allowed extra time will have individual notifications from the teacher or PL

Once the assessment has finished:

- The teacher will announce that the assessment has ended
- The student will be given a 5-minute window to upload all exam responses following the end of an examination.
- Any material uploaded outside of the 'upload window' will not be marked or counted towards the assessment grade awarded

Academic Honesty Notice:

- If at any point before, during or after the assessment the teacher has reason to believe that the student has violated any of the above regulations the teacher will speak to the student and investigate and if there is evidence suggesting plagiarism, then the student may receive a failing grade.



Points to be considered	Policy	Yes	No	N/A	Evidence
• Policy annually reviewed					
• Policy in line with current legislation and/or KHDA requirements					
• Lead person in place					
• Lead person carries out role effectively					
• School personnel aware of this policy					
• School personnel comply with this policy					
• Students aware of this policy					
• Parents aware of this policy					
• Necessary resources in place					
• Policy referred to the School Handbook					
• Policy available from the school administration					
• Policy available from the school website					
• All stakeholders including students involved in further development of this policy					
• All associated training in place					
• All outlined procedures complied with					
• Links made between this and other policies in place					
• Associated policies in place and up to date					

Lead Reviewer: _____ **Date:** _____

Principal: _____ **Date:** _____



Policy Approval

Policy Title:						Date written:			
Policy written by:						New Policy (✓ or x)	<input type="checkbox"/>	Revised Policy (✓ or x)	<input type="checkbox"/>
Stakeholders consulted in policy production: (✓ or x)	Principal	Senior Leadership Team	Teachers	TAs	Administrative Personnel	Parents	Students	Other relevant stakeholders	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Date when approved by Principal:			Date when presented to stakeholders:			Date implemented:			
Published on: (✓ or x)	School Website			Staff Handbook			Student Handbook		
	<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>		



References

- 1 – ‘Diploma Programme assessment Principles and Practice’. IBO. 2004
- 2 - ‘Diploma Programme assessment Principles and Practice’. IBO. 2004
- 3 – ‘IB Diploma Programme Simplifying the diploma requirements and failing conditions’. IBO. 2014.
- 4 – ‘IB Diploma Programme Simplifying the diploma requirements and failing conditions’. IBO. 2014.
- 5 – ‘Guidelines for developing a school assessment policy in the Diploma Programme.’ IBO 2010.