GEMS FirstPoint School
مدرسة جيمس فيرست بوينت
THE VILLA

Assessment, Recording and Reporting (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.

Policy Adopted	September 2019
Review Cycle	1 Year
Last Review	September 2019
Next Review	July 2020

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Vision

Assessment, Recording and Reporting (ARR) at FPS will be consistently outstanding and ensure that work from all students is measured, recorded and shared with accuracy and clear significance. ARR at FPS will ensure a rigorous and continuous drive to maximise and accelerate learning for all students. The entire FPS family will understand the ARR procedures so that the journey is supported and enhanced to ensure the highest standards and levels of personalisation for our students.

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 alongside targets and all collected data will compare with this. Targets on how to improve will be a consistent and continuous feature in the ARR policy so that students enhance their learning frequently.

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 assessment enables all students to reach their highest potential.
- To ensure that students and parents are a constant part of the assessment journey.
- To ensure marking is consistent throughout the School.

Assessment:

Why will 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 in order to continually improve their learning.
- To assess student progress and identify ways to enhance this.
- 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:
- All students in Year 2, 3, 4, 6, 7, 9 and 10 will complete their GL Cognitive ability test (CAT4) in Term 1a.
- All students in Year 2, 3, 4, 5, 6, 7, 8 and 9 will complete their GL Progress test in Mathematics (PTM), English (PTE) and Science (PTS) in Term 3b.
- All students in FS2 complete the GL Baseline test in Term 1a, followed by the GL Progress tests 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 1b.

NB:
- If students are absent during any of the above, arrangements for them to complete this at their earliest convenience will be made.
- If new students join us throughout the year, arrangements for them to complete the above will be made as soon as possible.

External Examinations
At FPS, we will make decisions for when students are ready to sit external examinations. A timetable for these examinations will be produced by the Examinations Officer in Term 2/3 so that preparations for these can be made.

Assessment that is ongoing throughout the year:

Academic:

Independent Learning
Work produced by students outside of the classroom is continuously assessed by the teacher. The class teachers and Heads of Department will ensure that the ongoing data collection for independent learning is recorded to inform the termly data captures.

<u>Classwork</u>
Work produced by students within the classroom is continuously assessed by the teacher. The class teachers and Heads of Department will ensure that the ongoing data collection for independent learning is recorded to inform the termly data captures.

<u>Formative/summative assessment</u>
Students will be formatively and summatively assessed across their subjects in line with an assessment rubric. The class teachers and Heads of Department will ensure that the ongoing data collection for these assessments is recorded to inform the termly data captures.

<u>Pastoral:</u>
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:

<u>TIMSS (Trends in International Mathematics and Science Study)</u>
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 tests will take place in 2023 for Year 5 and 9 with details for this TBC.

<u>PISA (Programme for International Student Assessment)</u>
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 next PISA tests will take place in 2021 for Year 9, 10 and 11 with details for this TBC.

<u>PISA ENGLISH, MATHEMATICS AND SCIENCE</u>
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. Every year, Year 10 and 11 complete these assessments in term 3a.

<u>PIRLS (Progress in International Reading Literacy skills)</u>
PIRLS is an international comparative assessment that measures student learning in reading and is aligned to the UAE National Agenda. The next PIRLS tests will take place in 2021 for Year 5 with details for this TBC.

Recording:

Why will we record at FPS?
- To ensure a consistent approach across the School for assessment.
- To ensure we are looking at students as a whole 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 then ready to 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, 3, 4, 6, 7, 9 and 10.
- GL Progress test in Mathematics (PTM), English (PTE) and Science (PTS) in Term 3b for all students in Year 2, 3, 4, 5, 6, 7, 8 and 9.
- GL Baseline test in Term 1a, followed by the GL Progress tests in Term 3b for FS2.
- Phonics screening assessment in Term 3b for all Year 1 students.

Pastoral:
- GL PASS survey in Term 1b 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 with the Examinations Officer.

Recording that is ongoing:

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

Academic:

Independent Learning
Work produced by students outside of the classroom is continuously assessed by the teacher. The class teachers and Heads of Department 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 class teachers and Heads of Department 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 class teachers and Heads of Department will ensure that the ongoing data collection for these assessments is recorded to inform the termly data captures.

<u>Pastoral:</u>
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 will participate in TIMSS. Details of how this information will be recorded are TBC.

- **PISA (Programme for International Student Assessment)**
The next PISA tests will take place for Year 9, 10 and 11 in 2021 and details for recording this information are TBC.

- **PISA ENGLISH, MATHEMATICS AND SCIENCE**
Every year, Year 10 and 11 complete these assessments in term 3a.

- **PIRLS (Progress in International Reading Literacy skills)**
The next PIRLS tests will take place in 2021 for Year 5 with details for this TBC.

Reporting:

Why will we report at FPS?
- To allow parents to be part of the journey of their child's assessment.
- To give parents a regular overview of how their child is doing on an academic and pastoral level.
- To encourage parents to use the information to support their child make further progress.
- To constantly and consistently acknowledge 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.

The table below gives an overview of how and what we report at FPS.

Aspect	When	Frequency
Live Reporting	Live, ongoing	Always
Half termly data capture	Half termly	6 times a year
Written report	Term 2a Year 9 and 11 Term 2b Year 8, 12 and 13 Term 3a Year 1, 2, 3, 4, 5,6, 7 and 10 Term 3b FS1 and FS2	Annually
Parent consultation evening	Term 1a - All years – target setting evening Term 1b - FS1, FS2, Year 1, 2, 3, 4, 5, 6, 7, 12 and 13 Term 2b - Year 9 and 11 Term 2b - Year 12 and 13 Term 3a - Year 8 Term 3b – FS1, FS2, Year 1, 2, 3, 4, 5, 6, 7 and 10	2-3 times a year

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 MINI-SCHOOL
Heads of Mini-School will work to ensure that all of the SLT section is adhered to with a focus for their Mini-School.

HEADS OF DEPARTMENT (SECONDARY)/SUBJECT LEADERS/DIRECTORS OF KS/YEAR LEADER(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 aspects of the School so that FPS continues to enhance assessment, recording and reporting.
- Attend appropriate training/CPD to ensure assessment, recording and reporting is always at the highest standard possible.

STUDENT COUNCIL (PEC):

The Student Council will work to:

- Participate in feedback regarding aspects of the School so that FPS continues to enhance assessment, recording and reporting.

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 1/2 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 1/2 to have support with this).

ARR Schedule – GEMS FirstPoint 2019-2020

Year	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
FS1	- Target setting evening for parents - Meet the teacher intro session - Data capture 1a	- Parent Consultation evening - Data Capture 1b	Data Capture 2a	Data capture 2b	Data Capture 3a	- Written Report - Parent Consultation evening - Data Capture 3b
FS2	- Target setting evening for parents - Meet the teacher intro session - GL Baseline Test - Data capture 1a	- Parent Consultation evening - Data Capture 1b	Data Capture 2a	Data capture 2b	Data Capture 3a	- Written Report - Parent Consultation evening - Data Capture 3b - GL Progress Tests
1	- Target setting evening for parents - Meet the teacher intro session - Data capture 1a	- Parent Consultation evening - Data Capture 1b	Data Capture 2a	Data capture 2b	- Written Report - Data Capture 3a	- Parent Consultation evening - Data Capture 3b - Phonics Assessment
2	- Target setting evening for parents - CAT4 assessment - Meet the teacher intro session - Data capture 1a	- Parent Consultation evening - Data Capture 1b - PASS assessment	Data Capture 2a	Data capture 2b	- Written Report - Data Capture 3a	- Parent Consultation evening - Progress Tests (PTE/PTM/PTS) - Data Capture 3b
3	- Target setting evening for parents - CAT4 assessment - Meet the teacher intro session - Data capture 1a	- Parent Consultation evening - Data Capture 1b - IBT tests Arabic A/B - PASS assessment	Data Capture 2a	Data capture 2b	- Written Report - Data Capture 3a	- Parent Consultation evening - Progress Tests (PTE/PTM/PTS) - Data Capture 3b
4	- Target setting evening for parents - CAT4 assessment - Meet the teacher intro session - Data capture 1a	- Parent Consultation evening - Data Capture 1b - IBT tests Arabic A/B - PASS assessment	Data Capture 2a	Data capture 2b	- Written Report - Data Capture 3a	- Parent Consultation evening - Progress Tests (PTE/PTM/PTS) - Data Capture 3b
5	- Target setting evening for parents - Meet the teacher intro session - Data capture 1a	- Parent Consultation evening - Data Capture 1b - IBT tests Arabic A/B - PASS assessment	Data Capture 2a	Data capture 2b	- Written Report - Data Capture 3a	- Parent Consultation evening - Progress Tests (PTE/PTM/PTS) - Data Capture 3b
6	- Target setting evening for parents - CAT4 assessment - Meet the teacher intro session - Data capture 1a	- Parent Consultation evening - Data Capture 1b - IBT tests Arabic A/B - PASS assessment	Data Capture 2a	Data capture 2b	- Written Report - Data Capture 3a	- Parent Consultation evening - Progress Tests (PTE/PTM/PTS) - Data Capture 3b

7	• Target setting evening for parents • CAT4 assessment • Data capture 1a	• Parent Consultation evening • Data Capture 1b • IBT tests Arabic A/B • PASS assessment	• Data Capture 2a	• Data capture 2b	• Written Report • Data Capture 3a	• Parent Consultation evening • Progress Tests (PTE/PTM/PTS) • Data Capture 3b
8	• Target setting evening • Data capture 1a	• Data Capture 1b • IBT tests Arabic A/B • PASS assessment	• Data Capture 2a	• Written Report • Data capture 2b	• Parent Consultation • Data Capture 3a	• Progress Tests (PTE/PTM/PTS) • Data Capture 3b
9	• Target setting evening • CAT4 assessment • Data capture 1a	• Data Capture 1b • IBT tests Arabic A/B • PASS assessment	• Written Report • Data Capture 2a	• Parent Consultation evening • Data capture 2b	• Data Capture 3a	• Progress Tests (PTE/PTM/PTS) • Data Capture 3b
10	• Target setting evening • CAT4 assessment • KS4 Parental information evening • Data capture 1a	• Data Capture 1b • IBT tests Arabic A/B • PASS assessment	• Data Capture 2a	• Data capture 2b	• Written Report • PISA Eng/Maths/Sci • Data Capture 3a	• Parent Consultation evening • Data Capture 3b
11	• Target setting evening • KS4 Parental information evening • Data capture 1a	• Data Capture 1b • PASS assessment	• Written Report • Data Capture 2a	• Parent Consultation evening • Data capture 2b	• PISA Eng/Maths/Sci • Data Capture 3a	• Data Capture 3b
12	• Target setting evening • Academic Review Day • Data capture 1a	• Parent Consultation evening • Academic Review Day • Data Capture 1b • PASS assessment	• Academic Review Day • Data Capture 2a	• Written Report • Parent Consultation evening • Academic Review Day • Data capture 2b	• Academic Review Day • Data Capture 3a	• Data Capture 3b
13	• Target setting evening for parents • Academic Review Day • Data capture 1a	• Parent Consultation evening • Academic Review Day • Data Capture 1b • PASS assessment	• Academic Review Day • Data Capture 2a	• Written Report • Parent Consultation evening • Academic Review Day • Data capture 2b	• Academic Review Day • Data Capture 3a	• Data Capture 3b

Please note:

- New admissions - CAT4 assessment as soon as possible from start date.
- TIMMS next assessment 2023 (Year 5 and 9 – current Year 2 and 6)
- PISA next assessment 2021 (Year 9, 10 and 11 – current Year 8. 9 and 10)
- PIRLS next assessment 2021 (Year 5 – current Year 4)
- Although data captures feature in every half term, this is a live, ongoing process.