

## Assessment Policy 2021-22

Implemented: September 2011  
Next Review: June 2022

### 1. Introduction

1.1 We believe that Effective Assessment is to inform planning, value children's work, allowing them to be creative and produce best work. Assessment is not an end in itself; its main purpose is to support teaching and learning by identifying what children already know and can do and what their next steps should be. Assessment is an integral part of Learning and Teaching which is evident in every lesson. Objective and outcomes should be linked to provide information, improve teaching and learning and acknowledge achievement. To do this in our school we undertake two different but complementary types of assessments: assessment for learning and assessment of learning.

1.2 Assessment for learning (**Formative Assessment**) involves the use of assessment in the classroom to raise student achievement. It is based on the idea that students will improve most if they understand the aim of their learning, where they are in relation to this and how they can achieve this aim (i.e. to close the gap in their knowledge and skills). Self-evaluation is a key component of assessment in the school. Children use rubrics, checklist or success criteria to evaluate their own work (self-marking) and that of their peers (peer marking).

**Formative Assessment** is ongoing and provides evidence of and for progression in learning. It supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities.

#### Formative Assessment

- happens during the learning
- helps to improve learning
- assists in growing learning
- is done with learners
- is personally referenced
- is focused on the process

Teachers should integrate the following AfL strategies into their Learning and Teaching:

1. Learning Objectives – clearly communicate at start of lesson/task
2. Learning Outcomes (success criteria): set of criteria, shared and agreed with children, determining exactly what is the learning from a particular task or assignment, differentiated for different abilities and personalised for SEND and Talented students.
3. Effective Questioning
  - Asking questions better and asking better questions for learning
  - Giving thinking time for students: e.g. think / pair / share

Formative Assessment is done through

- Set against success criteria tracked through rubrics assessed ongoing basis
- Self-assessment/peer assessment / teacher assessment
- Should be accompanied by diagnostic feedback and targets

Feedback given to children should be about the particular (specific) qualities of their work with advice on what they can do to improve, and should not have comparison with other children. It should be based on Growth Mindset.

We give our children regular oral and written feedback on their learning so that they understand how to progress. Their involvement in the review process raises standard, and it empowers students to take action towards their next steps in learning.

1.3 Assessment of Learning (**Summative Assessment**) involves judging students' performance as per Curriculum standards.

Summative Assessment is used mainly to measure performance and clearly identifies a standard of student attainment. It is carried out at the end of a period of learning, e.g.:

- end of topic/unit tests/termly tests
- internal school examinations
- external examinations

Summative Assessment

- happens after the learning
- proves learning has taken place
- assists in measuring learning
- is focused on the outcome
- is externally referenced (for examination classes)

1.4 International Benchmark Assessments- the school conducts the following International Benchmark Assessments

- CAT4 for Year as specified by KHDA and GEMS.
- Progress Tests in English and Maths for Year 3-10 and in Science for Year 3-9 (excluding Year 7)
- PBTS for Year 10
- PASS for Year 3-11

These tests give a standardised report on student's ability, attainment, progress and attitudes. The data is comprehensively used to inform next steps in provision and personalise support.

\*As per the mode of learning and KHDA/GEMS guidelines, there may be some changes in these assessments. We will keep all members updated on how these will be conducted.

## 2. Objectives

2.1 The objectives of assessment in our school are:

- to use suitable forms of assessment based on expectations which are clear, realistic and understood by the children;
- to enable our children to demonstrate what they know, understand and can do in their work;
- to ensure that all children experience challenge and a measure of success;
- to help our children recognise the standard to aim for, and to understand what they need to do next to improve their work;
- to use a range of assessment strategies to assess such as: oral, interaction, questioning, observing, discussion, peer and self-assessment;
- to give equal opportunities to children with varied learning styles;
- to enable children to develop skills that are needed to become effective learners;
- to allow teachers to plan work that accurately reflects the needs of each child;

- to provide constructive feedback to children, discuss weaknesses in children's learning and offer remedial strategy;
- to provide regular information for parents that enables them to support their child's learning;
- to provide the SLT, Middle Leaders and teachers with information that allows them to make judgements about the effectiveness of the learning at school.

### 3. Planning for assessment

The school endorses a wide spectrum of assessment methods, ranging from the informal to the formal, e.g.:

- Children's self-assessment
- Teacher-children interactions/verbal feedback
- Home learning and course work
- End of topic / unit assessments
- Formal internal tests
- Formal externally set examinations
- International benchmark assessments

3.1 We use our school's curriculum plans (Schemes of Work) to guide our teaching. In this plan we give details of what is to be taught to each year group. In our SOW, we also identify opportunities for assessment within each broad unit of work.

3.2 We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's ability. Our lesson plans indicate clear differentiated outcomes for each lesson. All-LA, Most-MA, Some-HA and then personalised for SEND, G&T, ELL, Emirati, FL and target group students. These are personalised after rigorous evaluation of data and class stories.

3.3 Teachers always share the lesson's learning objective outcomes with the children as the lesson begins. They also indicate the way in which the activity is linked to the learning objective and the criteria against which the work will be judged. Students should have a clear understanding of the aims of their work and what steps they need to take to complete it successfully.

The objectives are also connected to real life and other areas of learning to build interdisciplinary and transferable learning skills.

3.4 Teachers ask well-phrased questions using BLOOM's Taxonomy and analyse students' responses to find out what they know, understand and to reveal any misconceptions. This establishes clear starting points for the class in general/ group/ individual students. Teachers then adapt their T&L accordingly.

3.5 Teachers share the levelled rubrics/checklist/success criteria with students for a unit of work/specific task. Self-assessments and reflection is deeply encouraged.

3.6 Online/Face to Face assessments during regular/blended/distance learning will be conducted as per assessment plan (annexure).

### 3.7 Absence during Summative Assessments

- If Year 1 to 9 students are unable to attend Summative Assessments due to ill health or a preapproved reason, teacher's assessed grade will be awarded. No re-assessment will be conducted.
- From Year 10 to 13, the question paper will be sent to parents in a sealed envelope for them to conduct the assessment at home in examination conditions. The answer script is to be sent back to subject teacher/Head of Examination for correction the following day in a sealed envelope signed by the parent.
- For unapproved reasons of absence, in Year 10-13, student will be marked Absent and no grades will be given.
- Please note if your child is representing any sports, debates events etc. you will need to give consent for being absent for the assessment well in time to the respective HOKs/HODs and HOS and follow school assessment policy which is mentioned above.

## 4 Target-setting

4.1 The Winchester School is committed to giving all children every opportunity to achieve the highest of standards. Target-setting is the means by which we identify specific and measurable goals that help to improve the standards achieved by all our children. Targets may relate to individual children, groups of children within classes, or whole cohorts of children. Target-setting also enables the school to ask some key questions about its performance. These are:

- How well are we doing?
- How much value do we add to the progress of children at each Key Stage?
- How do we compare with similar schools?
- How well should we be doing?
- What more should we aim to achieve?
- What must we do to make it happen?
- What action should we take, and how do we review progress?

4.2 Target-setting is a significant strategy in our school for improving children's achievement. We know that it will be effective only if we remember that the child is at the heart of the process. The targets that we set are aspirational and challenging, but realistic, and take into account each child's starting point & ability.

We set targets for all children using formative and summative assessments throughout the year.

Each year, we identify and prioritise targets which will have an impact on our children's learning. These take the form of data related targets to monitor and improve children's attainment and progress as well as school development targets which are detailed in the school development plan.

An essential part of improving attainment is to set targets for each child that are aspirational. We believe that education is about acquiring knowledge, developing skills, and exploring ideas and attitudes. Targets may be agreed for academic attainment, social and personal development, attendance and behaviour.

In all online formative and summative assessments, target setting is a must with clear diagnostic feedback and next steps to improve on the work.

4.3 Children are involved in the target-setting process and reviewing their progress against targets set, and wherever possible, teachers negotiate and encourage them to set targets for themselves. Regular feedback from teachers makes children aware of how they can improve their work and achieve their targets. Recognition of targets achieved and next steps planned is evident in children's notebooks. Target-setting for our children means that they have to make decisions about their own learning. This helps them learn more effectively, by making clear what it is that they need to do next in order to improve.

We inform parents about our target-setting process and our targets for their children through reports, emails, calls and PTMs. Regular opportunities are scheduled for parents, children and teachers to celebrate achievements and discuss next steps and progress towards end of year targets. An assessment and reporting calendar is in place to ensure that these updates are regular. This helps parents identify the ways in which they can support and encourage their child with their learning at home.

In our school the targets we set:

- challenge all children to do better
- set high expectations for all
- take into account each child's starting point for learning
- encourage children to discuss and review their progress with teachers regularly
- involve parents in their children's learning
- lead to more focused teaching and learning and inform the planning process
- help us to make judgments about how well our school is doing when compared to similar schools

## **Foundation Stage (FS1 and FS2)**

In Foundation Stage we baseline the children on entry, usually in October. Judgments are made using the 7 areas of the Early Years Foundation Stage Outcomes document. From this point each child is then set achievable and aspirational targets, which are personalised to meet their individual needs. Target groups are set with a member of Senior Leadership Team (SLT) during the year, which provide the opportunity to discuss the progress of each child and identify any areas for development or strengths of individual children. This also enables the teachers to review any extra support or use various strategies that will develop the child's learning further. Assessments and targets are updated on a regular basis and shared with the child and parent. The data from assessments and observations are used to inform and create personalised planning for every child.

### **Key Stage 1 (Year 1 and 2), Key Stage 2 (Years 3-6) and Key Stage 3 (Years 7-9)**

National Curriculum descriptors are set for all children from Year 1 to Year 9 in English, Mathematics and Science, other subject assessment outcomes are derived from NCfE guidelines and Arabic, Islamic, UAE SSt and Moral Education outcomes are derived from MOE guidelines (Year 9- some elements of IGCSE are introduced in English, Math and Science). The targets are aspirational and with high expectations for all. Middle Leaders, with support from the SLT, work with class teachers to set aspirational targets appropriately for each child in their class. End of Year targets can be reviewed and changed on an individual basis within the academic year, although any changes will need to be informed by evidence and justified. Target Group meetings with SLT provide teachers/MLs an opportunity to discuss individual children alongside the story of the class, which is reviewed in each term. This process is also supported through Middle Leaders data presentations to SLT each term.

### **Key Stage 4 (Year 10 and 11 – IGCSEs ) and Key Stage 5 (Years 12 and 13 – A levels)**

At IGCSE (Year 10 and 11), in AS and A level, targets are set closely following the respective subjects' curriculum expectations and marking schemes from the respective boards.

### **Whole School Analysis**

Middle Leaders across the Key Stages and Departments, present the finding of the baseline assessments done in October and predicted end of year attainment at Target Group meetings. This is then compared against trends, the cohorts' (homegrown) prior attainment, CAT4 predictions & Progress Test data and internal progress data to ensure challenge, celebrate successes and identify target areas. This is repeated at the beginning of Term 2. This provides an opportunity to analyse data, reflect on targets achieved and next steps during mid-year. In Term 3, MLs present their final data to SLT. This is an important part of the handover process in preparation for each cohort moving up to the next academic year and is attended by the Middle Leaders of the current and subsequent year as well as members of SLT.

Assessment data is tracked for attainment and progress for all Year groups and subjects, section wise/teacher wise/student wise to understand gaps and plan next steps. Sharing of class stories from previous to new teachers is an important part of end of year transition routines.

## **5 Conducting Assessments and Recording**

We recognise various methods of assessing a child's learning. A range of formative and summative assessments are recorded to inform next steps in learning.

**Please refer to the Assessment Plan for more details.**

### **Term 1 and Term 2:**

For FS1 to Year 9-There will be ongoing formative assessments online on PHOENIX/MS TEAMS/CLASS KICK which will be consolidated and recorded in teacher's trackers.

For Years 5 to 9, end of term assessments will be conducted on campus (if H&S condition permit).

For Years 10-13, there will be ongoing formative assessments, monthly tests on campus on PHOENIX/MS TEAMS/CLASS KICK. End of term assessments may be on hard paper (if feasible at that time as per health and safety requirements).

### **Term 3**

For FS1 to Year 9-There will be ongoing formative assessments online on PHOENIX/MS TEAMS/CLASS KICK which will be consolidated and recorded in teacher's trackers.

For Years 5 to 9, end of term assessments will be conducted on campus (if H&S condition permit).

For Years 10-13, there will be ongoing formative assessments, monthly tests on campus on PHOENIX/MS TEAMS/CLASS KICK. End of term assessments may be on hard paper (if feasible at that time as per health and safety requirements).

For Year 11 to 13 there will be external exams in May/June (if the situation then permits) and result will be updated in August.

### **Recording**

5.1 We use our annotated lesson plans as a record of progress measured against learning objectives.

5.2 The teachers tracking sheets will record all assessments and also help to track progress.

5.3 In Phoenix, recording will be done 4 times – Baseline in October and T1 in December, Term 2 in March and EOY in May/June.

5.4 We take the objectives for individual lessons from the broad learning objectives within the Schemes of Work. These in turn reflect the demands of the National Curriculum, M O E and IGCSE/AS/A Level/ B T E C programmes of study. Our teachers record the progress of each child against these broad objectives. Teachers are expected to analyse the result and understand class stories. This enables them to make a judgement about the work of each child in relation to the National Curriculum/MOE/IGCSE/AS/A level/BTEC attainment expectations. This allows us to monitor the progress of each child. Each teacher passes this information on to the next teacher at the end of each year.

5.5 We aim to develop an online system on Phoenix where progress against Early Learning Goals for FS and grades descriptors for Years 1 to 13 will be available on the online assessment system for parents and students to monitor/track progress of each child.

### **6 Reporting to parents**

6.1 We have a range of strategies that keep parents fully informed of their child's progress in school through emails, virtual meetings, phone calls. We encourage parents to contact the school if they have concerns about any aspect of their child's work.



6.2 We offer parents the opportunity to meet their child's teacher virtually/face to face as per the prevalent conditions three times per year.

- Through QAP – Pulse process, by October information on how well the child has settled in the new academic year as well as child's targets based on baseline is shared with parents.
- At the first PTM in December, we share achievements and review the targets that we have identified for students with the parents.
- At the second PTM in March, we evaluate their child's progress as measured against the targets of Term 1.
- At the End of Year PTM in June, we review their child's attainment and progress over the year and the targets identified for the next school year.

Following Target Group Meetings with SLT, 1:1 online meeting with parent is conducted to share how they can help at home to support attainment. This partnership has produced positive outcomes.

6.3 The parents receive three written reports at the end of each term of their child's progress and achievements available on line during the year. In these reports we identify target areas for the next term or school year for core subjects.

6.4 Attainment will be reported in:

FS : against the 17 areas of Early Learning Goals

Year 1-9: as Grades A\* to E for all subjects. Arabic, Islamic Education, PSHCEE, UAE SST and Moral Education which are reported in Marks 1-100 (for Data Analysis, the marks are converted to grades in Phoenix).

Year 10-13: as Grades aligned to the external examination guidelines for different subjects. Arabic, Islamic Education, PSHCEE, UAE SST and Moral Education are reported in Marks 1-100(for Data Analysis, the marks are converted to grades in Phoenix).

6.5 Students joining within a month of the end of term are not issued a report for that term.

6.6 For students taking TC in the middle of the academic year, report will be generated only at the end of that term and only if they have attended school till the end of that term.

## **7 Feedback to children**

7.1 We believe that positive and constructive feedback based on Growth mindset, to students is very important, as it tells them how well they have done, and what they need to do next in order to improve their work.

7.2 We give children on-going verbal/written/online feedback on their work. We usually do this when the children are working during the lesson, although we sometimes give feedback on a particular lesson at the beginning of the next one. We write comments on the children's work during marking (physical/online). We give written comments to children of all ages which are both positive and constructive.

7.3 Marking supports a child's learning and it should be remembered that too many marks on a piece of work can overwhelm and demoralize a student. Marking by teacher is done with green ink.



7.4 We allow time at the beginning of lesson for the children to absorb any comments written on their work, to answer any questions written on it by the teacher, and also to ask any questions of their own. There may also be improvements they can work on during this time. We start the lesson in this way in order to ensure that the time our teachers spend on marking really has an impact. We believe that learning is maximised when children enter into a dialogue about their work.

7.5 Having children assess their own or each other's work is an integral aspect of AfL in the school. Students refer to the rubrics/success criteria and write evaluative and constructive feedback and targets for peers and self – assessment (during BL/DL on padlets, chat boxes, Class Kick, Phoenix assignments, MS forms, Pear deck, Edmodo etc. also follow similar expectations).

## **8 Monitoring and Moderation for Consistency**

8.1 All subject leaders evaluate examples of children's work and set up a monitoring and moderation schedule within their subject areas. Subject leaders use the National Curriculum /MOE/CAIE/Edexcel/BTEC exemplification materials to make judgements about the levels of the children's work and complete a gap analysis. All our teachers discuss these levels, so that they have a common understanding of the expectations in each subject.

8.2 Work scrutiny is conducted termly with regard to consistency in terms of marking, presentation, progression, differentiation, assessment policy, target setting and follow up of targets & SOW (Schemes of Work).

8.3 There is extensive moderation of Assessments, from standardisation for assessment, papers/tasks, moderation of marking, reviewing, grade thresholds and analysing data after every assessment cycle to ensure consistency of assessment focused outcomes. (Refer to attached Assessment moderation Form). These are done within a Year and across Year groups and phases.

8.4 Malpractice/Plagiarism contract is signed by all students including those writing board examinations as well as BTEC students whether they are giving assessments online or campus

### **Roles and responsibility of The Principal and SLT:**

- Ensure there is a coherent strategy for the effective management of performance data (this will include noting which optional tests will be used and how and when data will be made accessible to staff).
- Set targets in consultation with MLs which are SMART and robust for End of Year and Key Stage for cohorts and groups of children derived from school self-evaluation and international benchmarking. The Assessment Tracker provides an effective tool to collate this data.
- Provide all leaders with training on the interpretation and use of data to inform target setting and expectations to inform planning of teaching and learning.
- Ensure performance management appraisal targets focus on student progress and attainment for all teachers and leaders.
- Recognize and celebrate the effort and success of children and all staff.
- Meet with teachers/MLs to prepare and complete assessment analysis and termly synopsis. This will include analysis of current data, celebrating strengths and identifying individual child's/cohorts/subjects/teachers needs and focus to improve underperforming areas.

### **Role of Head of Departments:**

- Analyse students' attainment and progress data in their curriculum area.
- Monitor progress of children and staff towards the targets at regular intervals.
- Evaluate outcomes with reference to local and national comparative data, focusing on trends over time, the relative performance of different groups of children, the LA, MA and HA students, Boys vs. Girls, Gifted, Talented, Emiratis, SEND, ELL, fragile learners, and attainment within and progress between Key Stages and performance compared to different subject areas.
- Use the data to accurately deploy resources and identify staff training need.
- Observe each year group and use this as part of their analysis to support target setting for their subject area.

### **Roles and responsibility of teacher:**

- Ensure all targets set for students are clear, aspirational but achievable and progressive, encouraging the student to achieve higher.
- Use and apply their data analysis and tracking training to ensure children are attaining well and making good value added progress between years and Key Stages.
- Complete required tasks as set out on reporting and assessment calendar.
- Monitor tracker and follow up with students for completion, submission and quality of tasks/assessments.
- Ensure targets set for students are followed up as per expectations and parents are informed in time promptly if students are not working towards their targets so that they can engage and help.
- Have high expectations of all children progress over the academic year. Be aware of different groups of children and their relative attainment and progress against targets set, national averages and between groups.
- Encourage children to assess their progress towards their targets and help them understand what and how they have to improve.
- Ensure their planning for teaching and learning is based upon a crucial awareness of where children are in their learning and where they need to go next.
- Include opportunities for peer and self-assessment during weekly planning in regular and online context.
- Ensure children know their 'next steps targets' in all areas/content/skills of the curriculum.
- Reward children upon achieving their targets. Send monthly appreciation mails to parents.
- Involve TA's wherever possible to maximize progress.
- Report concerns about progress of individual children or groups of children to Head of ACe, HOYs, HOKs, HODs and subsequently SLT line manager to ensure these pupils receive early intervention outside 'quality first teaching' in the classroom.
- Any child considered as underperforming (below the personalised expected level) should have copies of a recorded conversation with parents. A paper trail must exist for referral in order for ACe to become involved. Failure to provide this evidence may result in disciplinary procedure.
- Report the progress of children against their targets to parents regularly as per assessment and reporting calendar. Communicate regularly to share positive feedback as well as areas of development.

- Use displays to model the use of target language WWW/EBI (AfL displays), and displays to highlight visible progress.
- Work with designated Middle Leader to complete a thorough analysis of all their classes and identify next steps during performance management meeting and ensure action for impact.

#### **Role and responsibility of Student:**

- Know their current attainment and 'next targets' in all their subjects and apply them to their learning on a weekly basis.
- Use self-assessment to measure their progress against rubrics/success criteria and set personal targets.
- Value achieving their targets and know this means they are making progress.
- Support their peers by respectful and helpful feedback on their learning using success criteria (peer assessment).
- Seek advice and help when they need it from teachers, peers or leaders.
- Share their learning and progress with their parents/guardians.

#### **9. Assessments and Recording in PHOENIX 2020-21**

- Formative assessments are ongoing, however they are consolidated and entered in Phoenix termly as given in the table below.
- **For CAT4/Progress Test/PASS** the individual students reports' will be uploaded in the students lockers' in Phoenix within 3 weeks of availability and data will be uploaded in Phoenix
- All FA1/MT1 are used as Baseline data.
- There will be four recording cycles for all subjects for FS1 to Year 13. Baseline, Term 1, Term 2 and EOY as well as EOY actual and aspirational prediction.
- In Primary (Y1 to Y6) subjects like: French, ICT, Music, PE, PSHCEE, Moral Education- will have no predictions
- In Secondary (Y7 to Y9) subjects like: PE, Art, PSHCEE, Moral education will have no predictions.
- In secondary (Y10 to Y13) subjects like: PSHCEE and Moral Education will have no predictions.
- **Reporting to parents** :- 3 reports in the Year, at the end of each term (T1, T2, EOY).
- **Please note that all FAs cycles are a reflection of the cumulative performance of the student till that FA snapshot is consolidated.**



	TERM 1	TERM 2	TERM 3
<b>FS</b> All formative assessments only	FA1 and FA2 consolidation done FA1 + FA2 both recorded in PHOENIX FA1 = Baseline FA2 = reported to parents	FA3 and FA4 consolidation done FA4 recorded in PHOENIX FA4 = reported to parents	FA5 and EOY consolidation done Summative assessment done for Arabic and Islamic Education EOY recorded in PHOENIX EOY = reported to parents
<b>YEAR 1 – YEAR 4</b> All formative assessments only	FA1 and FA2 consolidation done FA1 + FA2 both recorded in PHOENIX FA1 = Baseline FA2 reported to parents CAT4 for all students of Year 2 and Year 4 and new students of Year 3	FA3 and FA4 consolidation done FA4 recorded in PHOENIX FA4 = reported to parents	FA5 and EOY consolidation done Summative assessment done for Arabic and Islamic Education EOY recorded in PHOENIX EOY = reported to parents PROGRESS TEST for Year 3 and Year 4
<b>YEAR 5 to Year 6</b> Combination of Formative + Summative Assessments	FA1 and FA2 consolidation done FA1 + FA2 recorded in PHOENIX FA1 = Baseline FA2 reported to parents CAT4 for all students in Year 6 and new students in Year 5	FA3 and FA4 consolidation done FA4 recorded in PHOENIX FA4 = reported to parents SA1 for all subjects (except PSHCEE, Music, PE, ICT)	FA5 and EOY consolidation done EOY recorded in PHOENIX SA2 for all subjects (except PSHCEE, Music, PE, ICT) EOY reported to parents PROGRESS TEST for Year 5 and Year 6
<b>YEAR 7 to Year 9</b> Combination of Formative + Summative Assessments	FA1 and FA2 consolidation done FA1 + FA2 recorded in PHOENIX FA1 = Baseline FA2 reported to parents CAT4 for all students of Year 7 and Year 9 and new students of Year 8	FA3 and FA4 consolidation done FA4 recorded in PHOENIX FA4 = reported to parents SA2 for all subjects	FA5 and EOY consolidation done EOY recorded in PHOENIX EOY = reported to parents PROGRESS TEST for Year 7, 8 & 9 SA2 for all subjects
<b>YEAR 10</b> Monthly tests and Summative assessments	MTs + SA1 conducted MT1 recorded as Baseline T1 (30% of MTs and 70% of SA1) recorded in PHOENIX T1 = reported to parents CAT4 for new students	MTs + SA2 conducted T2 (30% of MTs and 70% of SA2) recorded in PHOENIX T2 = reported to parents PBTS	SA3 conducted EOY (20% of T1 + 20%T2 + 60% SA3) recorded in PHOENIX EOY = reported to parents PROGRESS TEST

<p><b>YEAR 11, 12 &amp; 13</b> Monthly tests and Summative assessments</p>	<p><b>MTs + SA1 conducted</b> <b>MT1= recorded as Baseline</b> <b>SA1= recorded in Phoenix</b> <b>SA1 (T1)= reported to parents</b> <b>CAT4 for Year 11</b></p>	<p><b>MTs + Mocks conducted</b> <b>Mocks recorded in PHOENIX</b> <b>Mocks (T2) = reported to parents</b></p>	<p><b>External Examinations</b>  <b>Results to be entered by Data Team in August</b></p>
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## 9 Progress

### Expected progress is defined as progress of

- **For FS1:** 2 steps over 1 year of FS1 (In each development matters age band 22-36, 30-50, 40-60, children can achieve emerging or expected each equivalent to one-step progress. We measure students' progress from the development matters band 22-36 emerging as step one, expected as step two, 30-50 emerging as step 3 and so on and ELG expected as eight and exceeding as 9)
- **For FS2:** 3 steps over 1 year of FS2 and 5 steps over 2 years of FS (In each development matters age band 22-36, 30-50, 40-60, children can achieve emerging or expected each equivalent to one-step progress. We measure students' progress from the development matters band 22-36 emerging as step one, expected as step two, 30-50 emerging as step 3 and so on and ELG expected as eight and exceeding as 9)
- **For Year 1 to 13:** Maintaining grades till C.

### Better than expected progress is defined as progress of

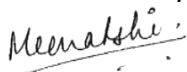
- **For FS1:** 3 steps over 1 year of FS1 (In each development matters age band 22-36, 30-50, 40-60, children can achieve emerging or expected each equivalent to one-step progress. We measure students' progress from the development matters band 22-36 emerging as step one, expected as step two, 30-50 emerging as step 3 and so on and ELG expected as eight and exceeding as 9)
- **For FS2:** 4 steps over 1 year of FS2 and 6 steps over 2 years of FS (In each development matters age band 22-36, 30-50, 40-60, children can achieve emerging or expected each equivalent to one-step progress. We measure students' progress from the development matters band 22-36 emerging as step one, expected as step two, 30-50 emerging as step 3 and so on and ELG expected as eight and exceeding as 9)
- **For Year 1 to 13:** One or more grade progress or maintaining high grades of A\*, A or B.

**For SEND students, progress is measures against their IEP targets. Meeting their IEP targets is considered as expected Progress and exceeding their IEP targets is considered better than expected progress.**

## 11 Monitoring and review

This policy will be reviewed in one year or earlier if necessary.

Signed :



Date : June 2021

ANNEXURE 1: *See the Assessment Plan for more details.*

ANNEXURE 2: *See separate Assessment Policy for BTEC students*