Assessment Policy 2026-27

Implemented: September 2011
Next Review: June 2027

Introduction

This Policy outlines the purpose, nature and management of assessment at The Winchester School, Jebel Ali. Assessment complements and assists teaching and learning; it plays an integral part in each teacher's planning and enables the evaluation of current practice as well as student achievement. High quality formative assessment is an essential part of teaching and learning. It ensures a whole school approach to the provision of an excellent education for all children at Winchester and enables teachers to deliver education that best suits the needs of their students.

Teacher judgement is an estimation by a teacher of a student's progress and achievement using evidence collected over time and in a range of contexts. Teacher's judgements should be based on:

- a clear understanding of how specific outcomes/objectives can be demonstrated
- a range of assessment strategies including ongoing and cumulative observation of student achievement
- assessment evidence documented over time and in a range of contexts
- an understanding of inclusivity and differentiation and how it can be applied

The process of assessment is about gathering information in order to make decisions about how, what and how well students are learning. It is a purposeful activity. This evidence gathered then needs to be interpreted. The interpretation requires a frame of reference - normally a combination of norms and criteria - a clear identification of what students should know, do, understand at increasing levels of proficiency and sophistication.

The teacher uses formative assessment to help support and enhance student learning; summative assessments to identify student progress and attainment at a specific point in time; and standardised assessments to help moderate their judgments. All ultimately for the purposes of grading, accountability and reporting to parents.

Black and William have shown that assessment which is learning oriented and not test oriented can raise levels of achievement and it also impacts positively on student motivation and engagement. Teachers' judgements are subjective, but they are also well informed by multiple observations and evidence points including tests; and when interpreted against an agreed framework and collegiate discussion and moderation, they have been shown to be more reliable than standardized test information.

Making Good Confident Judgements About Student Learning

Over time teachers need to make on balance summative judgements about the extent to which students have achieved

learning outcomes/objectives. They do this by exercising their professional judgement about the relative weight of evidence collected and taking into account the context, frequency, consistency and degree of independence shown by the student in demonstrating the outcomes.

Under what conditions or circumstances will teachers be confident about their judgements? The teacher needs to:

- have the confidence and competence in appropriate teaching of the content/subject matter
- have an in-depth understanding of the outcomes/objectives/standards i.e. the breadth and depth of understanding or skills and curriculum expectations
- have an in-depth knowledge of their students
- have clarity on how students "get better" in their understanding or skill
- provide a range of experiences and opportunities over time and in different contexts for students to demonstrate their understanding or skills
- see a range of evidence i.e. observations, products, performance, self and peer reflections etc.
- engage with colleagues around students' work, standards and expectations.

Aims

The aim of the policy is to give a clear outline of all assessment techniques at The Winchester School, Jebel Ali, to ensure that assessment is used as a tool to inform planning, to track student progress and to raise standards.

Roles and Responsibilities

The overall responsibility for assessment belongs to the Vice principal along with respective Head of school, Teaching and Learning coaches and Examination Officer. Class teachers are responsible for assessment of all children in their care and curriculum subject leaders.
(Head of Departments) are responsible for monitoring assessment within their subject area and Head of Key Stage support in monitoring and tracking progress. At WIN each SLT has a specific area of responsibility to oversee students' attainment and progress.

Entitlement

It is the entitlement of every child at Winchester to be given an education that builds on their strengths, addresses their individual needs and ensures progression. Assessment is an essential tool in the delivery of this entitlement.

Implementation

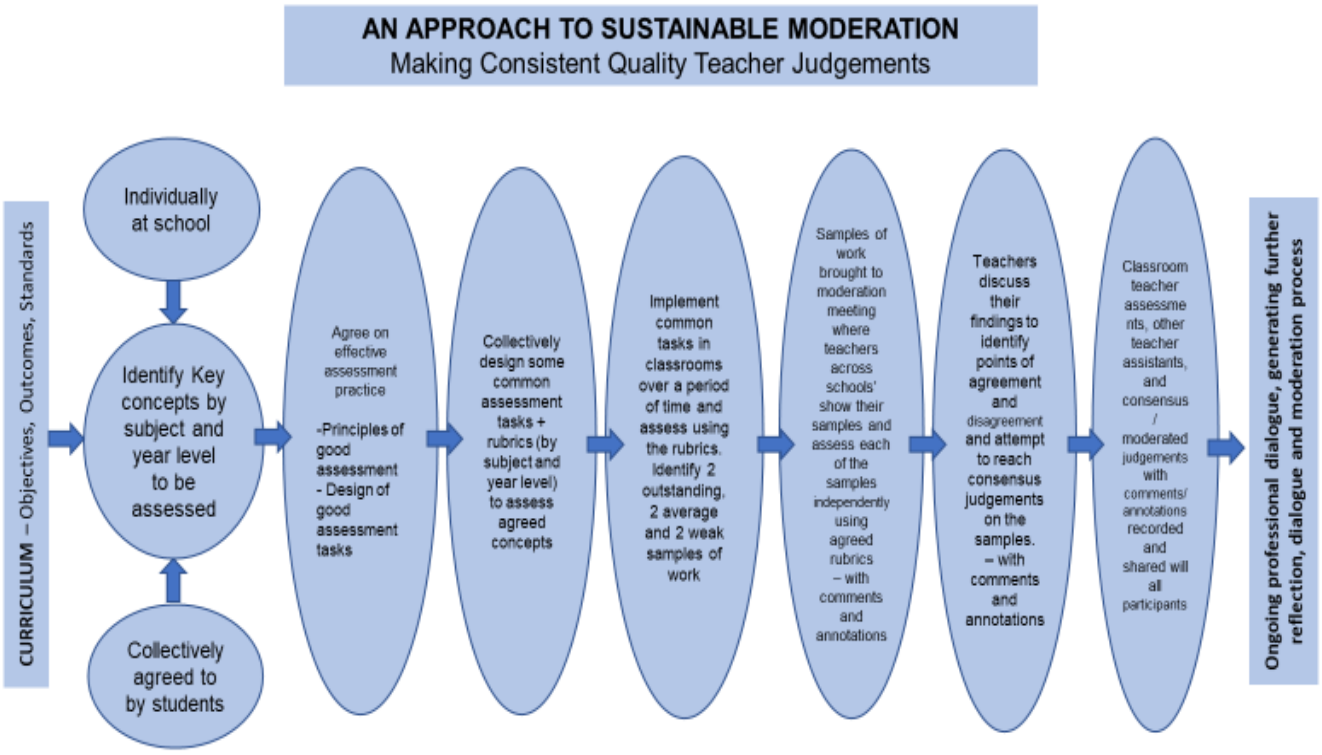
Moderation involves teachers in a structured and facilitated examination of, and collaborative discussion about, student work based on pre-determined assessment criteria. Little et al. (2003) found that teachers who engaged consistently in the moderation process were able to:

- assess student performance more consistently, effectively, confidently, and fairly.

- build common knowledge about curriculum expectations and levels of achievement.
- identify strengths and areas for growth based on evidence of student learning.
- share effective practices to meet the needs of all students, monitor progress, and celebrate growth.

"When teachers gather to review and assess student work, they bring different experiences and often find that their understandings of curriculum expectations, levels of achievement, and instructional effectiveness differ. Assessment practices can have wide variance from classroom to classroom. Opportunities for professional dialogue about assessment practices bring coherence to those practices, nourish a climate of inquiry that supports student learning, and challenge teachers to focus future instruction on specific learning outcomes." (Ontario September 2007)

2. AN APPROACH TO SUSTAINABLE MODERATION (See Diagram Below}



2.1 Purpose

- Enhancing comparability of judgements against standards.
- Effecting greater consistency of teachers' judgements.
- Building assessment literacy for staff - using good data in good ways.
- Providing effective professional learning for teachers.
- Sharing effective practice across schools.

2.2 Key Elements

- School-based assessment that is part of a broader assessment regime (formative, summative,

standardised) and as part of the teaching and learning cycle.

- Assessment practice that is valid and reliable and based on good assessment principles.
- Assessment tasks that are rich and open to ensure students are able to demonstrate their understanding/skill.
- Teachers who understand and interpret assessment information and are able to respond appropriately.

2.3 Some Considerations

- How best to ensure that different assessment types, data, and curriculum are accommodated with common broad frameworks
- Do we know where schools are at in their experience/expertise? Self-assessment and other data? What is the evidence of need?
- Identify key people in schools who have some expertise or experience? Are there schools/clusters who internally are doing well?
- Do we focus on some subjects i.e. Mathematics, English, Science, Social Studies? Which year/grade levels? What time period?
- Can technology, for example, adaptive assessment, help? How? Cost? Pilot?
- How do we make this a sustainable model and tap into available expertise and training models?

2.4 Next Steps

a. Proposal for discussion - to be presented to Education team for review and then Extended Education team for comment.
b. Discussion with TELLAL about building facilitation training and facilitator capacity into a clearly defined process.
c. Initial communication to schools outlining project rationale and seeking information - F2F cluster meetings + all principals meeting.
d. Collection of information from schools - self-assessment against criteria; experience and expertise within schools and individuals; specific subjects/grades as priorities; and potential teacher participants.
e. Information to all schools for voluntary participation - rationale; desired outcomes; evidence including research; links to UAE Agenda + testing agenda + specific curriculum and assessment contexts; process, timeline, commitment; and follow up/evaluation.

Assessment is a daily part of the life of the school. Assessments, through monitoring of children's work are used, and marking and feedback is used by teachers to inform their teaching and ensure that children know their next step and what they need to do to improve. More formal methods of assessment provide feedback on student progress and ensure a rigorous approach to curriculum delivery.

The purposes of assessment are:

- to be formative, providing information for the teacher to plan the next steps in the children's learning and support children identifying their own next steps.
- to be diagnostic, providing more detailed information about individual children's strengths and weaknesses.
- to be summative, providing a snapshot of each child's achievement – these can be reported to parents.

- to be evaluative, allowing the school and individual teachers to evaluate how effective their teaching is.
- to inform the children to enable them to develop their learning.

Specific learning intentions objectives and outcomes with assessment opportunities are identified in our SOW. All assessment outcomes, including standardized test results, are used to evaluate current practice and to inform future planning.

Curriculum Links

Assessment is an integral part of curriculum delivery at The Winchester School, Jebel Ali. Tracking of individual and class progress informs planning and enables systematic progression to be maintained. Assessment methods vary from formal testing to informal observation depending on the curriculum area. For example, in Math regular testing of subject knowledge is appropriate, whereas in art teachers will use their observations of children's work to inform their judgements.

Forms of Assessment

Day-to-day In-School Formative Assessment (Assessment for Learning):

Formative assessment is carried out by teachers every day in every lesson and provides evidence of and for progression in learning. It allows teachers to understand student performance on a continuing basis. This type of assessment is used to assess knowledge, skills and understanding, and is used to identify gaps and misconceptions. It enables teachers to identify when students are struggling, when they have consolidated learning and when they are ready to progress. It supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities It also enables teachers to identify if children are working at greater depth. Teachers are then able to provide appropriate support or extension as necessary. The methods of formative assessment we use include the use of pertinent questioning, marking of students' work using our marking guidelines (see marking policy) and observational assessment. Formative assessment enables teachers to evaluate teaching of particular objectives of the curriculum and plan future lessons accordingly. For students, formative assessment helps them to measure their knowledge and understanding against the lesson objective and success criteria. They can then identify how they can improve.

Assessment for learning is a key part of our approach to teaching and learning at The Winchester School, Jebel Ali. Staff use success criteria/ rubrics, peer marking and peer and self-assessment to involve students in their learning and to inform them of their next steps. Assessment of Learning opportunities are identified in planning. Marking should be against the learning objective and should identify successes and areas for improvement. Effective questioning is also used to inform assessments. Our Response to Marking System and pink and green system ensures that children know what they need to do to improve and what they have done

well.

- It happens daily during the learning through questioning – verbal or MCQ's, Quiz using different ICT tools, tasks, assignments, live discussions in lessons, short answer questions.
- helps to improve learning.
- assists in growing learning.
- is done with learners.
- It can be online through ICT tools or paper based.

Platform used for online assessments: MS Form/ Collin connect and sometimes – other ICT tools like Kahoot, Nearpod, google forms.

We use Collins for English for Year 1 to Year 9, Mathematics for Year 3 to Year 9 and Science for Year 7 to Year 9.

Using MS forms, the student performance is tracked in quick time, and this informs and allows teachers to plan for identified gaps and also prepare for the challenge each child needs to reach their next level in progressing lessons.

Prompt feedback to students, and a tracker for teachers allow to better cater to students' needs and challenge students to achieve the best outcomes.

Summative Assessment (Assessment of learning): Summative assessment enables teachers to evaluate both students learning and the impact of their own teaching as per curriculum standard at the end of a period of time. It is used mainly to measure performance and clearly identify a standard of student attainment. It is carried out at the end of a period of learning, e.g.: End of Unit Test, End of Term Assessment, End of Year assessment, External Board Examination. It provides evidence of achievement against the objectives of the curriculum. It is useful in informing teaching and learning in subsequent lessons. This type of assessment is shared with parents at parent/teacher consultations and enables them to support their child's learning. In Writing, teachers plan for a 'Big Write' at appropriate times in the term. In Maths, teachers use Mental Maths and Collins assessment resources alongside other bespoke assessment material to provide evidence of achievement against the curriculum objectives. In Reading, teachers use guided and shared reading sessions to record progress and achievements against the national curriculum objectives. The progress of students with SEN and disabilities is reviewed and summative assessment adapted as necessary. Children who have not made expected progress or whom have fallen behind are targeted for interventions and rapid response work.

Feedback

Positive and constructive feedback with Growth Mindset allows and encourages students to evaluate their work, how well they have done and what they need to do next to achieve their aspirational targets

Assessments for FS to 13

Foundation Stage Assessments

The Foundation Stage Profile is an ongoing assessment, which is completed throughout the year. Written information and record sheets are passed from the FS1 to the FS2 class teacher and from FS2 to Year one. The EYFS teacher meets with the Head of Foundation Stage to discuss the children's progress at termly PPM meetings.

The Foundation Stage Profile begins in FS1, added to each term, and completed by the end of the year. On entry to EYFS at The Winchester School, Jebel Ali, the seven areas of learning are assessed using Development Matters statements to develop an initial overview of children's abilities. These seven areas of learning are then regularly assessed through both teacher and child-initiated activities in the form of observations and evaluations. These assessments are then fed into the Foundation Stage E Profile each term and progress tracked over the year. Judgments are made using the 7 areas of the Early Years Foundation Stage Outcomes document. From this point each child 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.

The FS teachers work collaboratively in the EYFS forum and moderation is a regular agenda of the network.

Students of Year 1 to 9 will be assessed based on the below criteria

We follow National curriculum of England assessment expectations and grading for reporting. A* to E Year 1 to 9.

- Working below the expected standard (D and Below), working at the expected standard (C) and working above expected standard (A* to B).

Year 1 Ongoing formative assessments are conducted for Islamic education, Arabic, English, Math, Science, Humanities, PE, Music, ICT, Moral Eduction, MSC, PSHCEE and UAE SST. These assessments are consolidated and reported to parents in each term.

Phonics Screening Test: This test is administered at the end of Year 1 and results are communicated to parents.

Year 2

Ongoing formative assessments are conducted for Islamic education, Arabic, English, Math, Science, Humanities, PE, Music, ICT, Moral Eduction, MSC, PSHCEE and UAE SST. These assessments are consolidated and reported to parents in each term.

Year 1 and 2 Summative Assessment

At the end of Year 1 and 2 there are summative assessments and the students will sit tests in Islamic education, Arabic, Reading, Writing, Mathematics and Science which will consist of:

- Islamic: Structured Paper
- Arabic: Reading and Writing
- English: Reading
- English: Writing
- English: Grammar, Punctuation and spelling
- Mathematics: Arithmetic and Reasoning
- Science: Skills (Scientific Enquiry) + Content

These will be administered in Term 3

Year 3 to 6 Assessments

Ongoing formative assessments are conducted for Islamic education, Arabic, English, Math, Science, Humanities, PE, Music, ICT, Moral Eduction, MSC, PSHCEE and UAE SST. Ongoing formative assessment for French (Year 5 and Year 6)

In addition to formative assessment summative assessments are conducted at the end of at the end of Term1 and term 3 for Year 3 to 6 Students will sit tests in Islamic education, Arabic, Reading, Writing, Mathematics and Science which will consist of:

- Islamic: Structured Paper
- Arabic: Reading and Writing
- English: Reading
- English: Writing
- English: Grammar, Punctuation, and spelling
- Mathematics: Arithmetic and Reasoning
- Science: Skills (Scientific Enquiry) + Content

Year 7 to 9

Ongoing formative assessments are conducted for Islamic education, Arabic, English, Math, Science, Humanities, French, PE, Art, ICT, Moral Eduction, MSC, PSHCEE and UAE SST.

In addition to formative assessment summative assessments are conducted at the end of at the end of Term1 and term 3 for Year 7 to Year 9. Students will sit tests in Islamic education, Arabic, Reading, Writing, Mathematics, Science,Humanities, ICT and French which will consist of:

- Islamic: Structured Paper
- Arabic: Reading and Writing, Speaking and Listening
- English: Writing
- English: Reading
- Mathematics: Arithmetic and Reasoning
- Science: Skills (Scientific Enquiry) + Content
- Humanities: Skills + Content
- ICT: Skills + Content
- French: Reading, Writing, Speaking and Listening
- UAE SST

Year 10,11,12,13

We follow CAIE IGCSE and A level assessment expectations and grading for reporting. A* to G for IGCSE and A* to E for A level

Designing a balanced and comprehensive assessment

Assessment questions are aligned to the learning outcomes listed in the National Curriculum/ IGCSE/ AS-A level and the examination is comprehensive. The formative and summative assessment both test the various levels of: knowledge, comprehension, application, analysis, predictions, hypothesis, evaluation and synthesis. Weightage of Question Paper for Year 1 to 9.

A*(Creativity)	10%
A(Evaluation)	10%
B (Analysis and Synthesis)	35%
C (Application)	30%
D & Below (Knowledge and Understanding)	15%

W2 and W3, G and T	Differentiated paper

For Year 10 to 13 weightage of the paper is as per the CAIE standards.

Standardization of question paper is QA by subject teacher, Head of the Department and SLT in charge.

Click the link below for Primary and Secondary Assessment structure

https://gemsedu-my.sharepoint.com/:f:/p/harpreet_k_win/EipIn4V0JsZDt_b2PbpuajAB7gIaKk4B1ED2N5PBOqv7lw?e=6qgIqo

Students are assessed against criteria under the following heads:

Marking

- Papers are marked at school in a set time where all teachers teaching the subject mark together.
- One experienced and outstanding teacher models and shares exemplars of marking to establish standards and expectations. This is followed by discussions and Q and A session to clear any doubts, such that department wise marking is agreed.
- All the markers read the question paper to understand the demands of each question and resolve any doubts before marking.
- HOD ensure teachers understand the marking criteria and marking principles and how to apply them.
- The teachers are allotted the papers to mark from the overall cohort and not necessarily of the students they are teaching.
- Each teacher marks the papers independently, before comparing and discussing their marking with the rest of the group. The markers reach a consensus on the appropriate mark for each response.
- Whilst marking work, teachers are assessing children's achievements and noting areas of difficulty in order to inform planning of future lessons. Our Marking Policy ensures a consistent approach to marking throughout the school, including opportunities for children to self-assess and peer mark their learning. (See school Marking Policy)

How to Mark Assessment paper?

- All fields of the cover page of the assessment paper must be filled properly.
- Marks to be given on the right-hand side in front of each answer. Marks awarded not to be circled.
- Diagnostic feedback must be at the bottom of the page and not on the side of the answers.
- Teachers must write straight, not tilted and in legible handwriting.
- Total of each page must be written at the bottom the page.
- Please write sp for spelling mistake.
- For Examination classes please write (error carry forward) ecf wherever applicable

Moderation:

Moderation is necessary to ensure accuracy and consistency of teachers' judgements about standards. It is important to agree judgements if our decisions are to be given credence. Teachers will often share opinions informally with subject leaders and other colleagues to clarify 'best fit' judgements or for statutory teacher assessments. Professional Development Meetings and Teacher Development days are arranged for teachers to compare judgements and agree standards. Winchester also works with colleagues in our cluster to ensure that our judgements are accurate and consistent.

Staff training is arranged when there are changes to assessment processes to ensure all staff have a good understanding of assessment. Staff members attend training and cluster meetings for their subject to ensure they stay abreast of good practice. Feedback from this training is shared with staff so that we continue to develop and improve our practice.

Process of Moderation

- Meeting to discuss the mark scheme for the papers in detail. The experienced subject teachers marked three papers of different ability and shared with the team as exemplar.
- All the markers read the question paper to understand the demands of each question and had an opportunity to ask questions and resolve any doubts.
- They worked through the mark scheme together, making sure teachers understand the marking criteria and how to apply them. The generic marking principles were also reviewed closely by the teachers.
- Each teacher marked the papers independently, before comparing and discussing their marking with the rest of the group. The markers reached a consensus on the appropriate mark for each response to ensure the correct application of the mark scheme.

The moderation takes place at various levels:

- After the completion of marking for all students by teachers, Head of department share random sample of papers to be remarked by different teacher.
- Next, the Head of Department moderates a random selection of papers from each teacher to check on the accuracy of marking.
- The SLT in charge conducts the final moderation to ensure the authenticity of standardization, marking and moderation process.
- Lastly, T &L coach and Head of School, Head of Examination, Vice Principal and Principal take random samples to check especially for examination classes and from end of key stage/ year groups.
- Once moderation is completed grade was assigned to each individual based on Grade Thresholds

The process of standardization of marking and moderation is to be strictly adhered as per the School policy

Analysis and Reporting of Assessments

Assessments are used to monitor children's progress and to identify strengths and weaknesses in curriculum delivery. The Senior Leadership Team (SLT), in conjunction with core subject leaders, analyse the results and consider the implications for the content and delivery of the curriculum in each key stage. This information is shared with the staff. Students in Years 1 to 9 are assessed using the National Curriculum Objectives which feature in our SOW. School reporting is on Phoenix Online which records their termly attainment and their progress in learning. This is completed 3 times per academic year. Staff are expected to analyse the results in preparation for Target group meetings which take place with a representative from the SLT after each termly assessments.

Other standardized tests: CAT4 and Progress Test

CAT 4: The Cognitive Abilities Test Fourth Edition (CAT4) is a suite of tests developed to support schools in understanding students' abilities and likely academic potential. Results from CAT4 can be used to inform individual and group teaching, for target setting and monitoring the performance of groups of students.

CAT4 comprises four batteries of tests that assess the main types of mental processing that play a substantial role in human thought. Together, these four batteries provide users with a comprehensive understanding of the core abilities related to learning by assessing a student's capabilities.

The CAT4 batteries assess:

- reasoning with words- Verbal Bias
- reasoning with numbers- Quantitative
- reasoning with shapes and designs- Non-Verbal Bias
- thinking with and mentally manipulating precise shapes. - Spatial Bias

The set of four scores obtained from assessment with CAT4 provides a profile of a student's abilities, as well as providing an overall summary score SAS score of students' r reasoning abilities across the four areas.CAT4 reports contain rich assessment data.

The CAT4 individual report for teachers provides an in-depth analysis of each individual student's results. CAT4 provides a profile of a student's developed abilities across the four batteries to highlight strengths and areas for improvement. It provides student's Standard Age Score (SAS), National Percentile Ranking (NPR), Stanines and Group Rank (GR) and strategies to be used by teachers to increase the progress of the student. In addition to this there is individual report for parents as well as for students.

Progress Test:

The Progress Test in English, Math and Science is the assessment enables teachers to accurately measure how the students are performing – student by student, class by class and year by year.

These tests assess knowledge, understanding and application of the core curriculum subjects, helping to understand current levels of attainment and identify any gaps in learning at both an individual and cohort level.

Detailed reports analyse key dimensions of learning for each subject and provide a question-by-question breakdown to help identify those students who require more challenging targets and those who may need extra support.

All children in specific year groups takes CAT4 each year as per DSIB guidelines and all students in Year 2 to 9 sit for Progress test in English Maths and Science to assess their ability and attainment respectively

NGRT: New Group Reading Test

The New Group Reading Test is the test conducted in English and comprises three sections: Phonics, Sentence Completion and Passage Comprehension. The test is adaptive; each student's performance is assessed as they complete the test and the questions are adapted to be in line with the ability they demonstrate. This is a benefit, particularly to students with weak skills – they can be tested with material at a lower level than that determined by age – and for students with high level skills as they can be tested with material that better reflects their ability. Students enter the test according to their age. All start with the Sentence Completion section. Depending on the score from this part of the test, they will be moved on to the Passage Comprehension section or be given the Phonics

tasks. Those who complete the Phonics tasks will not be presented with the Passage Comprehension. The report reflects the different combinations of sections of the test administered (a maximum of two out of three) and test questions within each section completed by each student. Standard Age Scores reflect the age of the student and the difficulty level of the test questions attempted
All students from year 2 to 11 takes this test as per DSIB guidelines.

All data is stored on the school server and phoenix Online for staff to access. Individual reports from CAT 4, NGRT and Progress test are uploaded on Phoenix in individual vaults of the students for parents to refer.

Arabic Benchmark Test

Arabic Benchmark Assessments are standardized assessments built based on the international standards for Arabic and cover all the four skills for Arabic (Reading, Listening, Writing, and Speaking)
ABT Assessments provide valid data to help the school know the right level of attainment of students, and then the data is used to measure the progress within the academic year and trends over time. All students from Year 2 to 10 takes this test.

Target Setting/Predictions

At the beginning and end of the academic year percentages of students in line and above curriculum standards in English, Math, Science, Arabic and Islamic Education and in all subjects from Year 10 to 13 are set for all students. Predictions are reviewed regularly.

How to make predictions?

Teachers must consider the following while predicting end of Year grade for the student.

- End of previous Year grade
- Consistency in student's performance
- CAT 4 prediction wherever applicable
- Teacher judgment based on triangulation of data (NGRT, PT, Internal) and ongoing observation
- Potential of the student

Teacher must set targets and provide Personalised support to the students to achieve their aspirational predictions.

Predictions

Actual and Aspirational Predictions for all subjects need to be entered in Phoenix except below

- In Primary (Y1 to Y6) subjects like: French, UAE SST, 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.

Monitoring

The SLT monitor phoenix online assessment data during the year. Monitoring of assessment and classroom practice will be carried out through lesson observations, book and planning scrutiny and student conferences. This includes monitoring of agreed assessment arrangements defined in this policy. Feedback, with necessary actions, is then provided to staff to ensure consistency across the school.

If required, staff meetings are held to discuss and review the procedures in the assessment policy.

Equal Opportunities

As outlined above, assessment plays an integral part in identifying the individual needs of all children. It enables children with special educational needs and disabilities, children who excel and children for whom English is an additional language to be given a differentiated curriculum which meets their needs. In addition, the assessment policy at Winchester ensures that identification of these children is systematic and effective.

Special Educational Needs

When assessment indicates a child may have Special Educational Needs or Disability, the Head of Inclusion is informed and the child 's progress is carefully monitored. Further assessment then takes place, as outlined in the SEND policy. For all children at the "Individual Learning Plan" stage, or above, an individual Education Plan will be implemented. Teacher plan differentiated Assessment for a Special need child depending on needs. When teachers assess a child with SEND they will draw upon any on-going formative and summative assessment. Where necessary, they will gain views from parents, the student and any external specialists.

Records

Records of end of unit assessments, formative assessments, summative assessments- are stored in the trackers designed by DATA team and term grades / results are uploaded on phoenix.

Phoenix records and online tracker are used as an aid to effective planning. The progress of children receiving extra support is monitored by the member of staff delivering the support to SEND, ELL, G & T, Emirati, Target group.

The above records enable each teacher to assess the progress made by each child and are an important part of the formative assessment needed for future planning. The student's end-of-year report is uploaded on Phoenix and is available for parents.

Reporting to parents

Parents receive three reports in an academic year one at the end of each term. Refer Appendix A for recording

Key Stage	Grades/Marks reporting	Targets/Comments
Foundation Stage	Early Learning Goals	Development Matter Statements for all seven areas
Key Stage 1	Grades for English, Math, Science. Humanities, PE, and ICT Marks for Arabic, Islamic education, PSHCEE, Moral education, MSC, UAE SST Efforts for Music NGRT for Year 2	Targets for English Math and Science
Key Stage 2	Grades for English, Math, Science. Humanities, PE, ICT, and French (Year 5 and 6) Marks for Arabic, Islamic education, PSHCEE, MSC, Moral education, UAE SST Efforts for Music NGRT Progress test CAT 4	Targets for English Math and Science
Key Stage 3	Grades for English, Math, Science. Humanities, PE, ICT, Art, French Marks for Arabic, Islamic education, PSHCEE, MSC, Moral education, UAE SST NGRT Progress test CAT 4	Targets for English Math and Science
KS4	Grades for all IGCSE subjects Marks for Islamic Education, PSHCEE Moral Education, MSC, UAE SST (Year 10 only) NGRT Progress test CAT 4	Targets for all subjects except Islamic Education, Moral Education, MSC and UAE SST
KS5	Grades for all AS A level subjects Marks for Islamic Education and Moral Education	Targets for all subjects except Islamic Education, Moral Education.

*For CAT4/Progress Test/PASS the individual students reports' will be uploaded in the students Vaults in Phoenix within 3 weeks of availability and data will be uploaded in Phoenix.

Parent/teacher consultation take place three times a year. During these meetings teachers share the students' attainment against, next step targets and the progress students have made to date. An Open-Door policy is offered for any parents who would like to come in and have an informal discussion about their child if there are concerns.

Retest for Years 7 to 10

- Students in Years 7 to 10 who attain a grade of F or below in any subject will be required to sit for a retest. Their final results will remain on hold until the retest is completed.
- If a student fails to meet the minimum required grade of E in the retest, they may be retained in the same year group, subject to approval from KHDA.
- The promotion criteria for Year 10 will be reviewed on a case-by-case basis, and appropriate pathways will be discussed where applicable.
- Students achieving a grade F or below in four or more subjects in the end-of-year assessment will be retained in the same grade level.

Promotion Criteria for Year 7 to 10

- Years 7 to 9: A student must achieve at least a grade E in all subjects to be eligible for promotion to the next academic year.
- Year 10: A student must attain a minimum of grade E in at least five subjects, including English and Mathematics, to qualify for promotion to Year 11.