Cambridge International School

Assessment, Recording & Reporting Policy and Procedures

NAME OF POLICY	Assessment, Recording and Reporting (ARR) Policy
APPROVED BY	Principal
LAST REVIEW DATE	August 2025
NEXT REVIEW DATE	August 2027
RELATED POLICIES	Marking and Feedback Policy, Moderation Policy, External Examination Policy

Introduction:

Assessment is an integral part of Teaching and Learning and is required to optimise all students' learning and teachers' teaching by providing a picture of progress and achievements and to identify the next steps to success.

Aim of this policy:

- The purpose of this policy is to promote and monitor the progress of students at Cambridge International School, Dubai via a comprehensive assessment and reporting system that records data on a centralised system, enabling management information to be analysed and reports produced for a variety of audiences
- It is fundamental to our mission that we are open and clear when making judgements about students' progress. We believe that students and parents have an entitlement to assessment information through a precise, informative and understandable reporting system
- This information should tell students and parents how progress is being monitored, what targets and support are required, what an individual's attainment is and how comparable this is in relation to his or her peers.

Principles of this policy:

There are a number of principles upon which the philosophy of the ARR Policy is founded. These are:

- Marking and testing in all subject areas and faculties will be undertaken according to a common format which recognises readiness for learning, presentation and attainment
- Reports will be sent to parents that comment on progress against baseline targets, examination performance, and readiness for learning
- Every parent will receive three reports per year
- Faculty and subject/grade areas will record individual student achievement in each National Curriculum Attainment Target where available, thus providing the appropriate information which will be required at the end of Foundation Stage and Key Stage 1/2/3
- Internal assessments should be made and recorded by all staff and kept by Faculty Leaders in the e-mark book. Standardisation where appropriate and moderation will also take place
- Specific assessment data will also be recorded on Assessment Manager in Phoenix to enable CIS to monitor, evaluate and set targets for individual students
- Provide teachers, students and parents with effective feedback regarding attainment, progress and next steps required, including intervention strategies
- Provide opportunity to evidence measurable progress and attainment in lessons to align with DSIB criteria and external examination expectations
- Provide opportunities to track student progress and attainment throughout the year and over the course of their education (min 3 years trend)
- Monitor attainment and progress data, within the teaching faculty and benchmark against international standards (Gender, Exceptional Learners [G&T}, Emirati, Student of Determination SoD) using Progress Test series, TIMSS, PISA, PIRLS and National averages
- Satisfy all external assessment centre criteria

- To inform teaching and learning, practice, pedagogy and intervention

1. Types of Assessment

Assessment for / Of Learning / As Learning:

- There are three principal functions of assessment- **assessment for learning**, **assessment of learning** and **assessment as learning**
- Assessment for learning highlights and emphasises the contribution assessment can make to the day to day process of teaching and learning (formative)
- Assessment of learning helps to create a cumulative record of children's progress and attainments (summative)
- Assessment as learning is the use of a task or an activity to allow students the opportunity to use assessment to further their own learning. This offers students the chance to set their own personal goals and advocate for their own learning

I. **Summative** is Assessment **of** Learning. It is used mainly to measure performance and clearly identifies a standard of pupil attainment against given criteria. It is carried out at the end of a period of learning. Examples:

- Internal School Examinations

II. **Formative** is Assessment **FOR** Learning. It 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 can also be used to evaluate the effectiveness with which a teacher in mediating the curriculum and thus inform his/her future planning.
- This includes:
    i. Weekly tests
    ii. Assignments
    iii. Class work
    iv. Group Activity – Project work etc
    v. CENTURY Tech diagnostics (Y3-Y11)

III. **Self-Assessment** encourages pupils to take responsibility for their own learning by:

a. Evaluating their own achievement against shared learning outcomes
b. Identifying their own strengths and areas for improvement
c. Encouraging individual learning goals and action plans for future progression
d. Fostering a self-reflective learning culture
e. Encouraging independence in learning

IV. **Peer Assessment** is used when relevant. Pupils are encouraged to clarify their own ideas and understanding of both the learning intention and assessment criteria while assessing other pupils' work.

V.Screening / Assessment

CIS may undertake screening and assessments to determine the right placement of a student. The screening and assessment of a student will be determined by the admission team, and will be necessary to complete the registration process for the school. CAT4 assessments where available are used for all entrants. Once this step has been completed, a student will be offered a seat or intervention and support put in place.

VI.External Assessments at CIS

CIS takes part in Baseline (F/S student test), The Cognitive Abilities Test (CAT4), and Progress Tests (PT English, Maths and Science), TIMSS, PISA, PASS, NGRT and IGCSE, GCSE, AS & A level.

Baseline

These test measures a pupil's stage in Language, Literacy and Mathematics upon completion of FS2. The assessment contains a mixture of oral and touch based questions, with full-colour illustrations that will be highly appealing to young children. There are three sections that measures Literacy, Language and Mathematics on entry and, optionally Literacy, Language and Mathematics at the end of the Foundation Stage.

Used together the assessment provides a more rounded view of each pupil which compliments teacher's observational assessments.

Table A: Mandatory components for all schools

The National Agenda Parameter 2023-2024 components		Requirements	
		Targeted Years	Number of students
1	GL Cognitive ability test – CAT4	Years 2,4,6,7 & 9 (provided all students have a valid report for 2 years)	All students in the targeted year and all new students that joined the school. Year 2-13 teachers use the CAT4 implications/ projected grades
2	One benchmark assessment in Mathematics, Science and English listed in Table B	All Years 2-10	All students in the targeted year group Where test is available

The Cognitive Abilities Test (CAT4):

CAT4 assesses a pupil's ability to reason with and manipulate different types of material through a series of Verbal, Non-Verbal, Quantitative and Spatial Ability tasks. Together, these four tests provide teachers with a comprehensive profile of a pupil's reasoning abilities, and as such the core abilities related to learning.

The resulting data can then be used to identify a pupil's strengths, weaknesses and learning preferences, providing accurate and reliable information that is essential for personalised learning. The more we know

about a pupil, the better position we should be in to offer a learning environment and ways of teaching and learning that allow pupils to maximise their potential. Information about a pupil's reasoning ability will be key to many decisions and is considered alongside attainment data and other factors known to impact on learning, such as attendance and attitude.

Comment 1: The CAT4 test needs to be repeated every two years for the same students.

Table B: Benchmark tests

Curriculum	Recommended assessment	Targeted Year group	Number of students
UK Curriculum schools	GL (PTE, PTS and PTM) NGRT	Years 2,3,4,5,6,7,8,9 and 10	All students

Progress Tests (PT)
These are nationally benchmarked assessments. They will be used year-on-year to support teachers at CIS in identifying current levels of attainment and monitoring progress. The group of tests reflects the English National Curriculum as well as the other UK curricula, making it up-to-date and highly relevant.

Table C: Time frames for administering the NAP tests

Test	Time frames for administering the NAP benchmark tests
GL CAT4	Online format only. The test has to be completed by 1st November
GL PTS, PTM, PTE	Online format only. The test has to be administered between: April- June (when window is opened) (The students are tested only once during one academic year- specific dates will be notified each year by GL)

GL Education

Phase	Key Stage	Year (UK)	Grade (US)	Age		CAT4	PTM	PTE	PTS	PASS
Primary	Foundation	Nursery	Nursery	3-4						
		Reception	Preschool	4-5			5	5		PASS 1
	KS1	1	Kindergarten	5-6			6	6		
		2	1st	6-7			7	7		
	KS2	3	2nd	7-8		Pre-A	8	8	8	
		4	3rd	8-9		A	9	9	9	PASS 2
		5	4th	9-10		B	10	10	10	
		6	5th	10-11		C	11	11	11	
Secondary	KS3	7	6th	11-12		D	11T*/12	11T*/12	11T*	
		8	7th	12-13		E	13	13	13**	
		9	8th	13-14		F	14	14	14***	PASS 3
	KS4	10	9th (Freshman)	14-15		F				
		11	10th (Sophomore)	15-16		G				
Sixth Form or College	KS5	12	11th (Junior)	16-17		G				PASS 4
		13	12th (Senior)	17-18						

Red levels are paper testing only
Blue levels will be published April 2016
Green levels will be published September 2015
* 11T must be administered in the first half term of secondary school
** Level 13 to be used in Year 8 when KS3 is taught over 2 years only
*** Level 14 to be used in Year 9 when KS3 is taught over 2½-3 years or to test knowledge embedded where pupils have completed KS3 in Y8

PLEASE NOTE ALL LEVELS FOR THE PROGRESS TEST SERIES, EXCEPT 11T, ARE BASED ON END OF YEAR TESTING. WHEN TESTING AT THE BEGINNING OF THE YEAR PLEASE SELECT ONE LEVEL DOWN FROM THE ABOVE

CIS

PISA 2022 & TIMSS 2023 RESULTS AND 2025/2027 TARGET

How well did CIS students perform in TIMSS?

2023 Performance against set targets	Year 5 (Grade 4)		Year 9 (Grade 8)	
	Mathematics	Science	Mathematics	Science
CIS TIMSS 2023 Target Scores	563-568	559-569	586-596	594-604
Actual TIMSS 2023 scores	564	577	573	582
TIMSS 2027 (E33) Target Range	568-578	582-592	578-588	586-596
Average Score All Private Schools in Dubai	564	550	550	550
TIMSS Average Score	503	494	478	478

How well did CIS students perform in PISA?

2022 Performance against set targets			
	Science	Mathematics	Reading
CIS PISA 2022 Target Scores	546	551	556
Actual PISA 2022 Scores	518	514	534
PISA 2025 Target Scores	528	524	544
Dubai Private Schools Average	497	503	498
CIS Emirati Score	450	459	553
Expatriates students in CIS	519	516	533
Emirati students in private schools	427	428	414
Expected Emirati student target for 2025	500	500	500

Vision 2021 national Target: 510
OCED Average: Science (472) Mathematics (472) Reading (476)

How well did CIS students perform in PIRLS/ePIRLS?

CIS New 2026 Targets		
	Pirls	ePIRLS
CIS School Score	577	575
CIS Pirls 2026 Target scores	587	NA

PASS Survey Report

With wellbeing at the centre of everything that underpins practice at CIS, we recognise that the success of young people's educational experience is heavily determined by the attitudes that they bring to their learning, their sense of aspiration and the feelings they have about their place in the broader social context of the school. The PASS diagnostic is a powerful, multi-factorial measure of students' attitudes to school, learning and success. Its robust nature enables the data it yields to be used as a means of establishing baselines and to support effective planning, implementation and evaluation of interventions at individual, group and whole school levels. The data combined with other student data such as GL CAT4, Progress Test, gives staff in school, in collaboration with the young people, greater opportunity to make informed decisions about their future learning and to help them towards further success. PASS action plans are created, bespoke for each students, based off the bi-annually surveys that students complete.

New Group Reading Test (NGRT)

A standardised, adaptive, termly assessment to measure reading skills against the national average. Use it to identify where intervention may be needed, and then to monitor impact and progress made. It is conducted for Years 2 to 10 three times a year (Form A, B & C). It is an adaptive test that responds to a pupil's ability as they complete the test so more able readers are challenged and the weaker ones remain engaged. This test provides school with a Standard Age Score (SAS), a reading age, Key Stage 2 or GCSE indicators and progress measure. It includes a practical guidance for teachers to define the next steps.

IGCSE/ GCSE/ AS & A Level:

Cambridge Assessment International Examinations (CAIE) & Pearson Edexcel are the world's largest providers of international education programmes and qualifications for 5-19 year olds. Recently we have introduced IGCSE and AS/ A level qualifications from Oxford International AQA. These qualifications are recognised by universities, education providers and employers across the world. At CIS students in Year 10 embark on IGCSE/GCSE courses that include English Language, Mathematics and 5 Optional subjects.

At AS/ A levels students choose 4 subjects to pursue their career pathways. At AS/ A level we offer a range of BTEC Vocational courses that include are internally and externally verified and assessed. The BTEC courses are accredited by KHDA.

We ensure the spectrum of subjects offered meet the exit qualifications nationally and internationally and prepare students for Universities.

Target Setting

Aim:

- For pupils to be aware of their End of Year (EoY) target
- For them to see how we generate their target grade/level
- Provides an opportunity at the start of the term for pupils to reflect on their prior attainment and set a topic-based target (for that upcoming half term) so they can reach their EoY target level/grade
- Target sheets should be pasted on the inside front cover page of the class book (Student Flight Path - Secondary)
- Secondary School students complete the Directed/ dedicated Improvement Reflection Time (DIRT) sheet after an assessment and evaluate WWW, EBI and formulate targets collaboratively with the teacher (DIRT sheet)

Recording and Reporting

This ensures regular and relevant communication of pupil attainment and progress to pupils, teachers, parents and other appropriate external audiences. It is linked to both formative and summative methods of assessment and the recording and reporting of individual pupil assessment outcomes, measured against agreed and shared assessment criteria, is the responsibility of each teacher, within the context of agreed departmental and whole School Assessment policies.

Recording

Consistent record keeping by all teachers allows the effective monitoring of pupil progress and the regular evaluation of teaching content/styles/methods. Teachers are required to keep accurate records of all assessment that takes place in their e- mark book. Faculty Leaders further collate the year group records after the moderation process

This includes:

- Common Assessment marks/grades duly recorded
- Homework marks/grades duly recorded
- Internal Exam marks/grades duly recorded
- Evidence of student learning (portfolios etc. especially in EYFS, files, notebooks in Primary and Secondary school
- Teacher records can inform reporting, both formal and informal, to pupils, parents, Academic Heads and Senior Management. They should incorporate knowledge, skills and understanding of the pupil.

Student Achievement Judgements

Attainment is measured against UK National average and international benchmarks such as Progress Test, CAT4 or World Statistics.

Progress is measured against their starting points such as the baseline conducted at the start of the year or progress made from the end of one academic year to the other keeping in mind the grade/ age curriculum standard expectations

Reporting

The aims of reporting:

- Reports should provide parents with an accurate picture about pupils' achievements and progress, in clear and accessible language
- Reports should reflect attainment and achievement within the National Curriculum
- Reports should be based on evidence from formative assessment and recording
- Reports should be manageable for teachers to produce
- Reports should have a positive effect on pupils' attitudes and motivation
- Reports should support pupils' learning by setting targets
- The reporting process should provide opportunities for pupil involvement
- The reporting process should be part of a continuing dialogue with parents and encourage parental involvement and support

Direct contact between staff and parents:

Parent Teacher Meetings – One day in the EYFS-Primary is allocated three times during the school year, for parents to meet with classroom/ Subject teachers and discuss progress, attainment, effort and attitude to learning. In Secondary at least one Parent-Teacher meeting per year group in Secondary is allocated to discuss progress, with some year groups having more meetings.

- On regular basis, parents are free to communicate through email/ online zoom meetings or face to face meetings to received feedback
- Groups of students- (SoD, ELL, ExL, Emirati and Take Three), Teachers regularly communicate with these parents and share the IEP/ ILP/ Cognitive ability overviews that outline the intervention strategies and targets
- Parents are contacted monthly by phone to update on the academic and social well- being of the pupil (Pulse)

CIS Point Scale

CIS Point scale is used to track students' education at CIS from Years 1 -13. This is used when assessing all internal testing. For all summative assessments external examination groups follow the published subject thresholds that are formulated based on the questions selected for the specific examination series paper. Assessments are formulated using the assessment objectives and the weighting for each.

CIS - Point Scale				
Marks	**Indicator by colour**	**Point Scale**	**IGCSE Grade**	**Descriptor**
91 -100		9	A*	Student demonstrates both breadth and depth of knowledge and understanding of the topic/curriculum standard. Originality and insight are consistently evident.
85 - 90		8	A*	
80 - 84		7	A	Student demonstrates extensive knowledge and understanding of the topic using them effectively in a wide range of contexts. Originality and insight are generally evident.
77 - 79		6+	B+	Student applies a wide range of technique to exhibit his/her understanding of the topic and use abstract knowledge in a range of contexts.
74 - 76		6	B	
71 - 73		6-	B-	Student is able to apply and use knowledge and understanding in unfamiliar contexts. Analysis, synthesis and evaluation are occasionally evident. He/ She **meets the expected curriculum standards**.
68 - 70		5+	C+	
65 - 67		**5**	**C**	
62 - 64		4	C-	Student understands and relates to the topic using appropriate terminology. He/She applies and uses knowledge and understanding in familiar contexts.
59 - 61		3	D	
56 - 58		2+	D-	Student shows his/her developing knowledge and understanding of the topic. He/She begins to identify the different the ways in which the topic is represented and suggest answers relevant to the questions.
53 - 55		2	E	
50 - 52		2-	E-	
40 - 49		1+	F	Student shows his/her emerging knowledge and understanding of the topic. He/She begins to recognise and respond to the questions with the help of prompts and suggestions.
30 - 39		1	F-	
20 - 29		1-	G	
0 - 19			U	Ungraded

CAMBRIDGE INTERNATIONAL SCHOOL, DUBAI

Year Group: Faculty Leader:

Subject: Subject Code:

PRE- MOCK EVIDENCE 1 2021 -2022										
Paper Component	Section and Questions		Which Year's Past paper				Component Maximum Marks		Weightage of Questions taken	
Grade Threshold										
Year / Option	Combination of Components	Marks	A*	A	B	C	D	E	F	G
Rationale:										

Phase 1

Foundation Stage Assessment: FS

- Ongoing observations of student progress in line with the EYFS Development Matters/Birth to 5 recorded on EvidenceMe.
- Assessment sheets/records kept daily related to focus activities.
- Data input onto the school information system every half term.
- Moderation is conducted half termly both internally and externally with other GEMS schools.

There are seven areas of learning and development in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three prime areas prime are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

CIS also supports children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

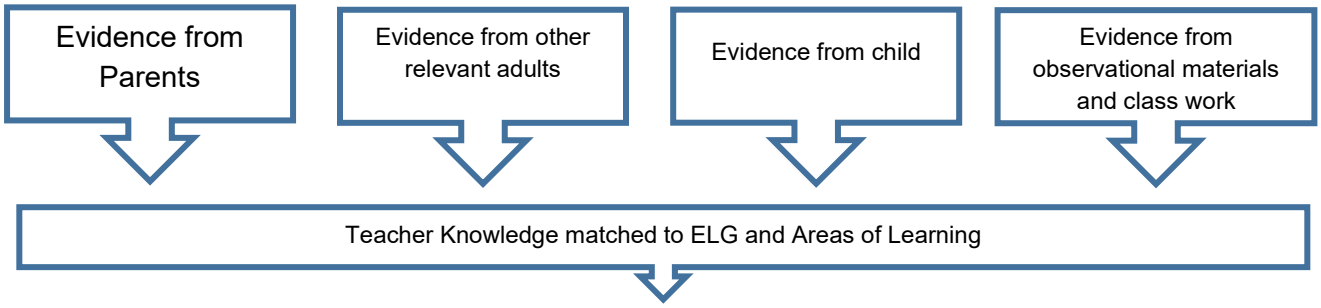
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Recording in the Foundation Stage:

Assessments in the Foundation Stage are primarily based on teachers' observations both in child-initiated activities and during focussed activities. Information from these assessments will be used for parents and teachers to support children's learning and development at CIS. Each half term the teacher will use the Check point assessment sheet to decide if a child is Working Significantly Below, Working Slightly Below, Working OnTrack or Working at Greater Depth. These judgements use a 'best-fit' method.

Children develop at their own rate and in their own way, similarly children do not need to have achieved every part of each Early Learning Goal (ELG) to be deemed as on track as a 'best fit' method is used.

How foundation Stage Profile is completed



Reporting: Early Learning Goals (ELG):

At the end of the Foundation Stage, each child will be assessed against the 17 ELG's. For each ELG, teachers will judge whether a child is Working below, On Track or Working at Greater Depth.

The completed Foundation Stage Profile also includes a short commentary on each child's skills and abilities in relation to the key characteristics of effective learning. This will support future curriculum planning and will provide the Year 1 teacher with important information about each child's approach to learning. In addition to this, to assess each child's social and emotional wellbeing and their attitudes to learning, PASS assessments are administered in FS2.

Phase 2

- Students and teachers reflect on student attainment levels and progress each half term
- Formal assessments are conducted, marked, moderated and recorded each term and at end of units.
- Target levels and personalised targets set for pupils and regularly reviewed
- External moderation to be carried out in core subjects annually

Key Stage 1: (Years 1 and 2)
Teacher assessment (TA) is the main focus for Key Stage 1 assessment and reporting. It is carried out as part of teaching and learning and is an on-going process.

Students are assessed in formative assessments, observations of their on-going work and other appropriate assessment strategies throughout the year and the progress is recorded and tracked against age related expectations and the National Curriculum in:

- Reading, Writing, and Speaking and Listening
- Mathematics
- Science

Internal assessments are carried out throughout the academic year and are recorded in a mark book. At the end of each term, an assessment is conducted to track progress and monitor achievement. Students in Year 2 benefit from additional external assessments through CAT4x, NGRT and PT in English and Maths. In addition to this, to assess each child's social and emotional wellbeing and their attitudes to learning, PASS assessments are administered in KS1.

Key Stage 2: (Years 3-6)
Students undertake both formative and summative assessments through the term and records of all subjects are kept on individual teacher's mark book, tracking progress against a quantitative measure of attainment. This data is triangulated to give a full picture of each child's level of attainment and progress and to highlight or identify the need for intervention.

Assessments in KS2 are consistent with the National Curriculum. Assessment being an integral component of teaching and learning, CIS use Progress Tests (PT) in English, Maths and Science to monitor progress and attainment. NGRT assessments are administered three times a year to assess standards in Reading. These are externally set and intended to provide feedback with respect to how well the student is grasping the concepts being taught. PT tasks are graded and these scores are maintained for the purpose of term end reports. However, all assessments conducted will be shared with parents on an ongoing basis. In addition to this, to assess each child's social and emotional wellbeing and their attitudes to learning, PASS assessments are administered at the start of each year and the results also feed into the data triangulation process. CENTURY Tech diagnostic assessments are used to test students pre and post learning and to inform curriculum planning and interventions required for different groups of students.

Phase 3 & 4

Key Stage 3: (Years 7-9)
Students undertake both formative and summative assessments through the term and records of all subjects will be kept in teacher e- mark book, Faculty cohort e-mark books and Phoenix tracking progress against a quantitative measure of attainment.

Assessments in KS3 are consistent with the National Curriculum. Assessment being an integral component of teaching and learning, CIS will use Progress Tests (PT) in English, Maths and Science to monitor progress and attainment. These are externally set and intended to provide feedback with respect to how well the student is grasping the concepts being taught. PT tasks are graded and these scores are maintained for the purpose of term end reports. However, all assessments conducted will be shared with parents on an ongoing basis.

Key Stage 4- 5: (Years 10-13)
- Assessments are conducted, marked, moderated and recorded each term and at end of units
- External moderation to be carried out in core subjects annually if appropriate
- Pre -Mock, Mock examinations are carried out for all subjects in November/December and March/April
- Annual review of all examination awarding body certification, BTEC Pearson, CAIE, Edexcel Pearson and Oxford International AQA

Assessment Cycle in the Calendar

Proposed dates 2023-2024

- Assessment dates are published along with course summary well in advance
- A week is set aside for moderation/standardisation
- The week after the data deadline, subject teachers share the data with Faculty Leaders and complete Phoenix
- Faculty Leaders set interventions and share the data with Head of School each term

Year	External Assessments/ Examinations					Internal Examinations/ Assessments			
	CAT4	PASS	PASS	PT	NGRT	Baseline	Term 1	Term2	Term 3
FS1						Sept	December	March	June
FS2		Oct	April						
1									
2	Oct			May-June	Oct/Feb/ May				
3									
4	Oct								
5									
6	Oct								

Year		External Assessments/ Examinations					Internal Examinations/ Assessments							
	Base	CAT4	PASS	NGRT	PT	IGCSE AS/A	Baseline	Term1	PreMock	Mid term	Term 2	Mock	Mid term	Term3
7		Oct	Oct/ April	Oct/ Feb/ April	Jun		Sep	Nov-Dec		Feb	Mar		April	May-June
8														
9		Oct												
10						May								
11		Oct							Nov- Dec			Feb-Mar		
12		Oct												
13														

Report Release Dates:

Year Group	Dates	Report
FS1-13	December	Term 1
11-13	January	Pre-Mock
FS1-13	March	Term 2
11-13	March/April	Mock
11-13	June	Final Predicted
FS1-10	June	Final (Term 3)
11-13	August	External Result

For Moderation, Marking and Presentation – see the marking and moderation policy

Roles and Responsibilities
The Assessment Policy and its implementation within and across the school is implemented by all teachers and is monitored and evaluated by:

- SLT
- Curriculum or Faculty Leaders
- Class/ Subject teachers

Senior Leadership team

It is the responsibility of the Senior Leadership Team to review monitor and evaluate all aspects of the Assessment Policy within the context of whole School development planning and self-evaluation.

Heads of Year and Curriculum/ Faculty Leaders

It is the responsibility of Heads of Year, Curriculum /Faculty Leaders to apply and embed the principles of the School Assessment Policy.

Subject Teachers

It is the responsibility of Subject Teachers to:

- Implement year/faculty/whole School policies on Assessment, evaluating their implementation
- Mark in accordance with year /faculty policy in a positive, accurate, meaningful and diagnostic style

- Compile and maintain individual student records
- Report to students, parents and staff on individual and group progress (December/March/June)
- Liaise with Head of Faculty/Learning Manager regarding individual student support as required

Class Teachers

It is the responsibility of Class teachers to:

- Liaise with Head of Year /Subject teachers concerning individual pupil progress
- Report to parents as required regarding individual pupil progress
- Produce a termly Report in December, March and June

Students and Parents

Students and parents may be asked to contribute to the evaluation of assessment practice in school.

Standardisation and Moderation Policy

Rationale:

Standardisation and Moderation supports consistent and fair judgements on student academic performance, creating a shared understanding.

1. **Design of assessment tools** – Academic assessment tools should support the teachers' ability to collaboratively moderate judgements on students' performance
2. **Judgements on student performance –** Collaborative judgements are likely to be more consistent, and fair than individual judgements

Aims of the policy:

- Ensure consistent and effective assessment within year levels and subjects
- Ensure teacher judgements are aligned with international standards/ benchmarks

Process:

Teachers will refer to the assessment checklist to ensure that the standards are achieved in the assessment

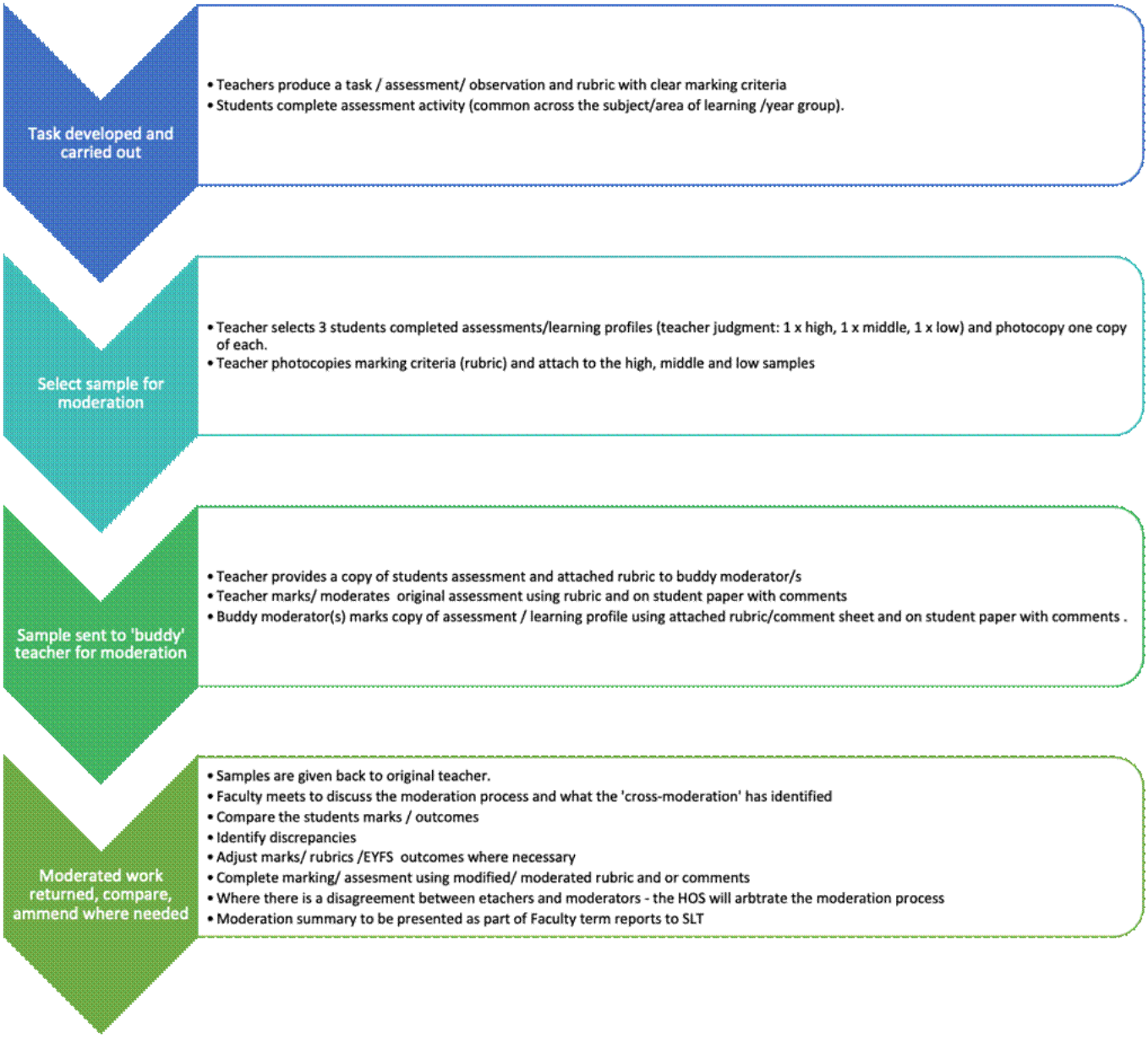
1. **Design of assessment tools**:

- Adequate coverage of curriculum outcomes
- Assessments set should be common to all students within the subject and year group
- Balanced degree of challenge (difficulty)
- Should include the level of tasks, practical application of skills and knowledge
- Accurate English / Arabic translation (where appropriate)
- Appropriateness of assessment tasks in consideration of time allowed
- A correct and clear marking schedule
- A range of assessment opportunities and level
- Rubrics in student-friendly language and available to students prior to the commencement of the assessment
- Teachers mark assessment tasks against the relevant rubric (Marking Scheme)
- IGCSE/GCSE/ GCE assessments are set based on the assessment objectives and keeping in mind the weightage for each of these assessment focus
- A mark scheme and grade thresholds are formulated based on the selection of questions from past examination papers. These are quality assured in the standardisation meeting
- Question papers highlight the assessment objectives, these are useful when students reflect on their performance and evaluate the skills that are their strengths and those that need development

2. **Process of Moderation**

Continuous Assessment Moderation Process:

The following chart outlines the process for moderating tasks/ observations. This series of steps outlines the best case scenario for moderation of assessments/observations. The school based moderation will reflect the dynamic and evolving nature of assessment and adherence to this process will be on a 'best – fit' scenario



Subject moderation follows the assessment week and needs to identify and resolve any differences in teacher assessments and to agree and moderate standards against the National Curriculum criteria

- To make the process manageable, it might be helpful to have a **focus** for the moderation rather than try to moderate all the judgements made for every single grade
- It is important that teachers come to the meeting having made judgements (this can be done using exemplar material)
- The Faculty Leader would make a selection of completed tasks and or observations from the class set (for instance different ability groups based on their cognitive ability profile, SoD) on which the team would make agreed judgements
- When moderating, it is important to have time to discuss judgements and evidence for each grade / level criteria so **all** teachers feel confident in their own judgements when evaluating pupil progress
- A moderation form is completed, signed off and attached to each moderated assessment
- All marked, moderated tasks are stored in ordered class and assessment sets

- Exemplar moderated work will be maintained in the Faculty moderation file and used for future PD
- Faculties in Senior School hold standardisation discussions around exam specifications for future assessments and moderation sessions when appropriate

Maintaining High Standards

There are several further considerations to ensure that students' progress, development and achievements are reliably recorded and are valid measurements. The following points should take into account the range of experience of teachers within the Faculty/Phase. The process of quality assurance is on–going and the focus is to ensure that this process is thoroughly understood throughout the Faculty, modelled and embedded for sustainability. Faculties and teachers should not expect that all of these points will be covered for every task at every year level, but features of the list should be unpacked and where possible introduced and used to ensure the high standards of student work.

- ✓ **Marking and remarking** – Where moderation happens this will be within 2 weeks of the assessment. If moderation occurs after a task activity/observation has been marked, and discrepancies of a critical nature are found then the task activity/observation may need to be remarked/re-observed. Instances of this should be brought to the attention of the Secondary Examination Team and SLT, addressed and actioned as a result and recorded
- ✓ **Checking of mark addition** – again should be done on an on–going basis. If marks profile points are changed or added as a result of the process, all teachers concerned need to be aware of why this has taken place. Again, this should be recorded within the Faculty moderation file
- ✓ **Transfer errors** – transfer errors can occur at many times in the elaborate process of marking and collation before entry into electronic systems. Where possible teachers should record assessment data electronically in their e- mark book.

Internal standardisation

Internal standardisation is a process that takes place at the beginning of marking to make sure all teachers involved in marking the work (markers) agree to apply the mark scheme in the same way.

- Internal standardisation is applied only if more than one teacher is marking the work, such as the common assessments/ Mock examinations where multiple students have carried out the same task, and the work has not yet been marked
- In cases where work was completed earlier in the course and has already been marked, it is possible that more than one teacher applied the same mark scheme but the teachers did not standardise their marking. In such cases, **internal moderation should apply**

How to carry out internal standardisation

The process of internal standardisation may vary depending on the type of work being marked. The method followed in the Secondary School for all examination assessments is as follows:

- Teachers read through the question paper (or other task instructions) together, making sure all markers understand the demands of each question or task and have an opportunity to ask questions and resolve any uncertainties.
- Teachers work through the mark scheme together, making sure all markers understand the marking criteria and how to apply them. Markers review generic marking principles, agree to the definitions of

phrases within levels-based mark schemes, identify lists of acceptable and/or unacceptable responses to points-based questions, and note any other relevant points for consideration.

- Where other support materials are available such as samples of Candidate Responses, Specimen Answers, teachers work through these together to make sure all markers understand how the marks have been awarded
- If work is marked prior before the standardisation process, then each teacher should make copies of three pieces of work and distribute a copy of each response to all markers. Each marker should mark these independently, before comparing and discussing their marking with the rest of the group.
- A consensus on the appropriate mark for each response, is grounded in the correct application of the mark scheme
- The **internal moderator (Faculty Leader/ Lead Teacher)** should resolve any remaining disagreements about how to apply the mark scheme

Internal moderation

Internal moderation is a process that takes place at the end of marking to make sure all teachers involved in marking the work (markers) have applied the mark scheme in the same way.

Where more than one marker has applied the same mark scheme, the markers involved should take part in a formal process for sampling each other's marking to check for consistency. Internal moderation should be carried out for all such work, including work marked earlier in the course and therefore not included in internal standardisation. Where markers find inconsistent marking approaches, candidates' marks should be adjusted as necessary, using a method such as the one outlined below.

Where there is only one teacher marking the pieces of evidence for all candidates, there is no need to have a formal process of internal moderation. Nevertheless, it is strongly recommended that the marker should discuss their approach with another teacher or the Faculty Leader, making sure that appropriate safeguards are put in place to enable fair and objective marking.

How to carry out internal moderation?

The below method of moderation is followed for all summative assessments in the Secondary School.

1. Selecting an internal moderator

One teacher per component or school-created task is selected as an **internal moderator**. The internal moderator is usually the Faculty Leader or the Lead teacher of the subject. It is their responsibility to check that all markers are marking the component or school-created task consistently to the same standard. An internal moderator makes sure all students in each teacher's class have been judged in the same way, against the same marking criteria for that component or school-created task.

2. Initial sampling of marks from every teacher

Each subject teacher marks their own students' work and provides a list of their students' marks to the internal moderator. The internal moderator then checks the marking of each of these markers at the top, middle and bottom of the mark range to see if they agree with the marks. If the internal moderator disagrees

with any of the marks they have sampled, they will discuss the marking with the markers involved. Following this discussion, the internal moderator may decide to override some of the marks originally given and to expand the sampling of marks from the markers involved.

3. Expanded sampling of marks from some teachers

If the internal moderator needs to change marks for the marking they have reviewed, they will begin by looking at other students' work that has been marked by the same marker. If the internal moderator finds a consistent trend or pattern in a marker's marking they may adjust the marks of other students' work, marked by the same teacher, in line with this trend or pattern.

Exemplar Faculty/Phase Moderation Record Sheet

ASSESSMENT MODERATION RECORD SHEET						
YEAR & SUBJECT:	ASSESSMENT:		DATE ASSESSED	DATE MODERATED		COMMENTS/ACTIONS REQUIRED
STUDENT NAME	Assessment Mark	Moderated Mark	Signed by Teacher	Signed by Moderator	FL Check	

ASSESSMENT MODERATION RECORD SHEET (EYFS ONLY)						
AREA OF LEARNING:	ELG/DM STRAND:		DATE MODERATED:			COMMENTS/ACTIONS REQUIRED
STUDENT NAME	Source of Evidence:	Outcome/ELG achieved or more evidence required?	Signed by Teacher	Signed by Moderator	HOY/HOS Check	

EXAMINATION POLICY- INTERNAL/ EXTERNAL

The Policy Purpose

The purpose of this Examinations Policy is:

- To ensure the planning and management of exams is conducted efficiently and in the best interest of candidates
- To ensure the operation of an efficient exam system with clear guidelines for all relevant staff
- It is the responsibility of everyone involved in the centres exam processes to read, understand and implement this policy
- The Examinations Policy will be reviewed biennially by the Senior Leadership Team and Examinations Officer

Exam responsibilities (Examinations Officer & Deputy)

- Manages the administration of external and internal exams;
- Advises the Senior Leadership Team, Faculty Leaders, Subject Teachers and Learning Managers and other relevant support staff on annual exam timetables and application procedures as set by the various awarding bodies;
- Oversees the production and distribution to staff and candidates of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events;
- Ensures that candidates and their parents are informed of and understand those aspects of the exam timetable that will affect them;
- Consults with teaching staff to ensure that necessary coursework is completed on time and in accordance with appropriate guidelines;
- Provides and confirms detailed data on estimated entries;
- Receives, checks and stores securely all exam papers and completed scripts;
- Administers access arrangements and makes applications for special consideration using the appropriate channels and reasonable adjustments;
- Identifies and manages exam timetable clashes;
- Accounts for income and expenditures relating to all exam costs/charges;
- Takes responsibility to ensure that exam invigilators understand and follow the conduct of invigilators in exams;

- Submits candidates' coursework marks, tracks despatch and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule;
- Arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any appeals/re-mark requests;
- Maintains systems and processes to support the timely entry of candidates for their exams;
- In the event of examination cancellation during unforeseen circumstances such as COVID 19 pandemic, teachers, students and parents are updated on the procedures adopted to formulate School Assessed Grades (SAGs) or Centre Assessed Grades (CAGs);
- Gathers data and shares with the Head of Secondary on the introduction of new courses that are compliant with the National regulatory body (MoE);
- Ensures that the school complies with all external regulations for examination bodies.

Teachers are responsible for:

- Notification of access arrangements requirements (as soon as possible after the start of the course);
- Submission of candidates' names to Head of Faculty/Head of Year;
- Completion of the syllabus and the examination requirements for their subjects.

The SENCo /team is responsible for:

- Identification and testing of candidates and the requirements for access arrangements
- Provision of additional support - with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment - to help candidates achieve their course aims.

Lead invigilator/invigilators are responsible for:

- Collection of exam papers and other material from the examination office before the start of the exam;
- Collection of all exam papers in the correct order at the end of the exam and their return to the examination office;
- Provide adequate time warnings **as per the required format** prior to the end of an examination (10/5 minutes remaining).

Candidates are responsible for:

- Confirmation and signing of entries;
- Understanding coursework regulations, ensuring that the coursework is their own.

Qualifications offered:

- The qualifications offered at this centre are decided by the Faculty Leaders and Senior Leadership Team;
- The qualifications offered are IGCSE, GCSE, GCE and BTEC
- The subjects offered for these qualifications in any academic year may be found in the centre's published options booklet for that year. If there has been a change of syllabus from the previous year, the exams office must be informed by the June 26th of the preceding academic year;
- Informing the Exams officer of changes to a syllabus is the responsibility of the Faculty Leader and should take place only after consultation with SLT (Head of Secondary);

- Decisions on whether a candidate should be entered for a particular subject will be taken in consultation with the Candidates, Subject teachers, Faculty Leader, parent and Head of School.

Exam Series and Timetables

Exam seasons

- External exams and internal assessments are scheduled accordingly in November, January, May and June;
- Some internal exams will be held under external exam conditions (Mock examinations);
- The Faculty Leaders and Senior Leadership Team decide which exam series are used in the centre and may vary in the school calendar from year to year.

Timetable:

- Once confirmed, the Examination Officer will circulate the exam timetable for External exams.

Entries, entry details and late entries:

- Candidates are selected for their exam entries by the Faculty Leaders;
- Candidates or parents cannot request a subject entry, change of level or withdrawal without formal meetings to discuss the request prior to the examination;
- The centre accepts entries from external GEMS candidates but permission will be provided collaboratively by the Principal/Exams Officer;
- The centre does not act as an exam centre for other organisations;
- Entry deadlines are circulated to Faculty Leaders via e-mail;
- Late entries are authorised by the Exams Officer, Faculty Leader and Vice Principal
- Exiting students are offered the provision to take resits in the October/ November and May/ June series with prior approval from the KHDA.

Special Cases:

- All special cases will be made after consultation with the Exams Officer, Faculty Leaders, Head of Secondary School and Vice Principal
- 2 GCSE retakes are allowed for Year 12 candidates. This will only be sanctioned if the student has already qualified for entry into Year 12 with other examination results and will not be sanctioned for a subject they wish to go on to study at year 12;
- 1 AS retake is allowed for Year 13 candidates. This will only be sanctioned if the student has already qualified for entry into year 13 with other examination results and will not be sanctioned for a subject they wish to go on to study at Year 13;
- A2 retakes will be allowed but there may be implications in terms of paying additional fees. The SLT and Exams Officer will discuss and decide upon individual cases;
- Students will only be able to sit a maximum of 2 subject exams in advanced in their GCSE outside those chosen in the curriculum;
- Students must qualify for consideration by having a predicted grade of A/A* in the specific subject as well as having shown this level of understanding in current assessments. Students must also have a high academic profile across all subjects

- Completion/re-submission of BTEC coursework may be considered by the centre. There may also be implications on paying the first term fee if additional consultation with teachers is required;
- Repeating of a particular Year (11, 12 or 13) will be sanctioned by the Vice Principal providing a student's learning profile is appropriate and there is space in the year group.

Exam fees:

- Year 11 candidates will pay for their exam fees prior to the appropriate deadline. This will be completed collaboratively between the Examination Officer and Head of Year. This should pose little to no disruption to learning and teaching;
- Year 12 and 13 students are required to pay for their exams prior to the beginning of the academic year; following a successful interview for a place. Payment of these exams, along with first term fees and toolkit, will secure a seat;
- Students withdrawing from an examination after the formal submission of an entry will forfeit all fees that have been paid. Exclusions to this point will be decided upon on an individual basis by the Vice Principal and Exams Officer;
- Students will be responsible for charges accrued for a late entry;
- Students will not be allowed to sit for an examination if they have outstanding fees pending on their school account;
- Exam fee reimbursements will not be sanctioned from candidates who decide to sit an exam after the late entry/withdrawal deadline/fail to sit an exam/do not meet the necessary coursework requirements without medical evidence or evidence of other mitigating circumstances.

Access arrangements

- The SENCo will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an exam, and the date of that exam. The SENCo can then inform individual staff of any special arrangements that individual candidates can be granted during the course and in the exam;
- A candidate's access arrangements requirement is determined by an accredited Educational psychologist and overseen by the SENCo;
- Making access arrangements for candidates to take exams is the responsibility of both the SENCo and Examination Officer;
- Submitting completed access arrangement applications to the awarding bodies is the responsibility of the Examination Officer;
- Rooming for access arrangement candidates will be arranged by the SENCo with the Examinations Officer and SLT;
- Invigilation and support for access arrangement candidates will be organised by the SENCo with the Exams Officer.

Overseas students

- Managing overseas students is the responsibility of the Examination Officer and SLT.

Contingency planning

- Contingency planning for exams administration is the responsibility of the Examination Officer.Assessment

Private candidates

- No private candidates are permitted unless they are GEMS students.

Predicted grades

- Faculty Leaders are responsible for submitting predicted grades to the Head of Secondary School and Examination Officer when requested, **these should be done in conjunction with predicted grade scores.**

Managing invigilators

- Teachers from across the school will be used to invigilate all examinations, internal and external;
- Assigning invigilators for weekend external examinations is the responsibility of the Examination Officer;
- Invigilators are timetabled and briefed by the Exams Officer regarding roles and responsibilities;
- Weekend/ after working hours external exam invigilators rates of pay are set by the Principal (AED 100/- per session).

Malpractice

The Examination Officer is responsible for investigating suspected malpractice and must report accordingly to the Principal/SLT/Faculty Leader and parents.

Exam days

- The Examination Officer will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilators;
- Managing School's Operation team is responsible for setting up the allocated rooms
- The Examination Officer will start and end all external exams in accordance with exam board guidelines;
- The Examination Officer holds responsibility for ensuring that invigilators understand and follow the conduct when starting and ending internal examinations, should there be a case when the Examination Officer is not available to start/end an exam;
- Lead/invigilators will be responsible for the ongoing conduct of the examination;
- Subject staff may be present at the start of the exam to assist with identification of candidates but must not advise on which questions or sections are to be attempted;
- In practical exams subject teachers may be on hand in case of any technical difficulties;
- Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Papers will be distributed to Heads of department at the end of the exam session;
- A relevant subject teacher may be available to read out any subject-specific instructions and start the exam, if required.

Candidates

- The centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and other electronic devices apply at all times;
- Students will be encouraged not to bring mobile phones/ smart watches on the day of an exam Phones that are brought in will be collected prior to the start of an exam and stored in plastic bags in the admin block. They will be returned once an examination has been completed;

- Students are expected to be wearing full school uniform during all examination, including those held at weekends;
- Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage;
- Disruptive candidates will be dealt with in accordance external examination guidelines. Candidates are expected to stay for the full exam time at the discretion of the Examination Officer;
- Candidates may only leave the exam room for a genuine purpose and are required to return immediately to the exam room. They must be accompanied by a gender-specific member of staff at all times;
- The Admin support is responsible for handling late or absent candidates on exam day or subsequently. Guidance on this point is to be provided by the Examination Officer.

Clash candidates

- The Examination Officer will be responsible as necessary for identifying examination clashes and the provision for them. This includes, but is not limited to, arranging for appropriate holding facilities.

Special consideration

- Should a candidate be ill before an exam, suffer bereavement or other trauma, be taken ill during the exam itself or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the centre, the Examination Officer, or the exam invigilator, to that effect;
- The candidate must support any special consideration claim with appropriate evidence within three days of the exam, for example by providing a letter from the candidate's doctor;
- The Examination Officer is responsible for completing special consideration forms to the relevant awarding body within seven days of the exam.

Internal assessment replaces the largely discontinued term coursework

- It is the duty of Faculty Leaders to ensure that all internal assessment is ready for dispatch at the correct time. The Examination Officer will assist by keeping a record of each dispatch, including the recipient details and the date and time sent;
- Marks for all internally assessed work and predicted grades are provided to the Examination office by the Faculty Leader;
- Appeals against internal assessments must be made in accordance with the guidelines set out in each specification.

Results: Results, enquiries about results (EARs) and access to scripts (ATS)

- For external examinations, candidates will receive individual result slips on results days, providing they have been received by the school. The candidate must attend school to collect the results in person or provide written permission to authorize someone to collect them on their behalf;
- Students may receive their results online direct from the examinations board, but must still collect their formal results from the school;
- Arrangements for the centre to be open on results days are made by the SLT;
- The provision of staff on results days is the responsibility of the Examination Officer.

EARs (Enquiries about results)

- EARs may be requested by centre staff or candidates if there are reasonable grounds for believing there has been an error in marking. The candidate's consent is required before any EAR is requested;
- If a result is queried, the Exams Officer and teaching staff will investigate the feasibility of asking for a re-mark at the expense of the candidate.

ATS (Access to Scripts)

- After the release of results, candidates may ask the Examination Officer to request the return of papers within three days' scrutiny of the results. The cost for this service will be paid by the candidate.

Certificates

- Certificates should be collected by either the candidate or an authorised person acting on their behalf;
- Permission should be written and bear the signature of the candidate;
- In the case where a student has outstanding fee payments to be made to the school, certificates will not be released to candidates. Once paid, certificates will be released;
- The centre retains certificates for one year;
- A transcript of results may be issued if a candidate agrees to pay the costs incurred.