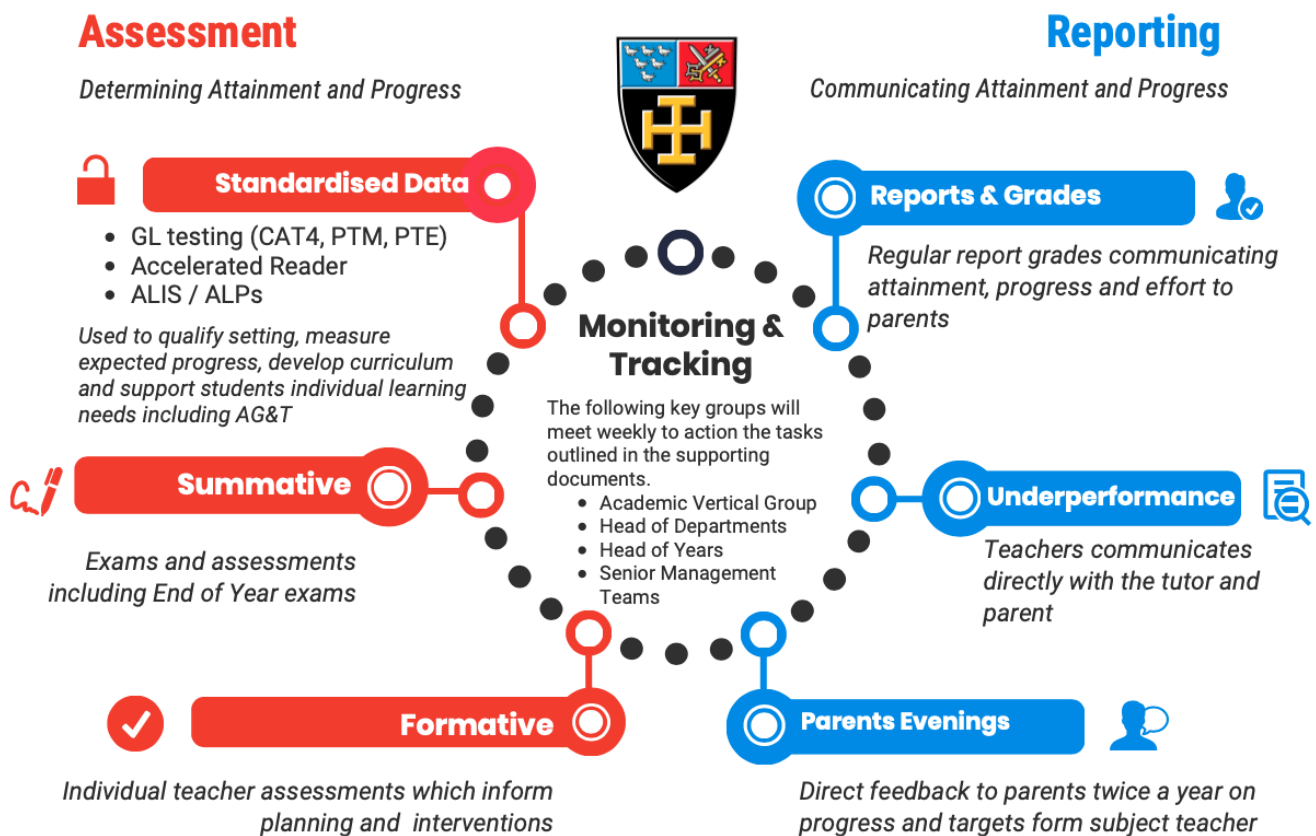


WHOLE SCHOOL ASSESSMENT, REPORTING AND PARENT COMMUNICATION

Monitoring and Tracking Students Progress



AIMS:

- to regularly gather quantitative data so that robust evaluations can be drawn regarding pupil and cohort attainment
- to track progress throughout the year
- to provide insight into the quality and effectiveness of our teaching and learning
- to provide insight into the quality and effectiveness of our assessment practices
- to communicate pupil progress and attainment to the relevant stakeholders

OBJECTIVES:

- to ensure that assessment and reporting systems provide valuable, meaningful, appropriate and timely information
- to ensure that each Assessment Point (AP) is appropriate to the calendar year

- to embed the use of standardised data in assessment and reporting
- to ensure that tracking systems are robust and effective
- to ensure that data is used effectively to regularly review and improve teaching and learning to secure the best outcomes for pupils
- to ensure staff are appropriately skilled to analyse and evaluate data, and also to identify intervention needs
- to ensure that formative and summative assessment practices are built into the Schemes of Work (SOW) and gather accurate and meaningful data
- to ensure that pupils have a range of opportunities to demonstrate progress and attainment through learning check-ins
- to ensure parents can understand and interpret data pertaining to their child

Monitoring and Tracking Overview

Some of the below may be modified slightly to meet the needs of each school.

Assessment - Determining Student Attainment and Progress

Standardised Data (SD)	
Class/Subject Teacher	Be aware of the Standardised Data for their classes and ensure planning meets the needs of all students.
Heads of Department (HoD) / Heads of Year (HoY)	Use the data to make informed decisions on setting, assessments and reporting.
Senior Management Teams (SMT)	Schedule the testing windows. Review year group patterns across all subjects. Ensure student needs are being met for all students through extension opportunities / Learning Support Promote discussion with HoDs / HoYs during 1 to 1s regarding interventions.
Academic Vertical Group (AVG)	Review whole school patterns across Provide the resources needed for testing Ensuring appropriate links are maintained between all stakeholders to ensure progress

Senior Leadership Team (SLT)	Review/ scrutinise
------------------------------	--------------------

Formative Assessment

Class/Subject Teacher	Implement effective formative assessment methods and track progress of students. Adapt planning and teaching methods to ensure progress for all students.
HoD / HoY	Provide a central location for formative assessment to be recorded. Monitor and discuss methods during team meetings. Provide moderation as appropriate.
SMT	Monitor formative assessment methods during learning walks. Provide CPD opportunities. Ensure best practice is shared across the School.
AVG	Evaluate learning walks and action as required.
SLT	Review, scrutinise and approve AVG actions.

Summative Assessment

Class/Subject Teacher	Administer summative assessment in line with other teachers in that year group.
HoD / HoY	Plan and design the assessment. Ensure they are recorded centrally. Monitor and provide / advise on interventions as required ensuring progress for all students. Cross reference results against standardised data. Analyse results against key cohorts.
SMT	Review summative assessments against key cohorts in a subject.
AVG	Evaluate progress of key cohorts and action as required.

SLT	Review, scrutinise and approve AVG actions.
-----	---

Reporting – *Communicating Students' Attainment and Progress*

Underperformance	
Class/Subject Teacher	Conduct assessment and notify Tutor if there is continued under performance after intervention. Contact parents once the tutor has been informed.
HoD / HoY	Advise the class teacher on possible interventions and when to contact home.
SMT	Monitor communications and intervene if needed. Record communication centrally.
AVG	Be aware of interventions and evaluate their effectiveness.
SLT	Review reporting structure as needed.

Interim Grades and Reports	
Class/Subject Teacher	Use the assessment methods outlined to determine the grade to be awarded for interim. Rank attainment against SD.
HoD / HoY	Provide guidelines to staff on completing interim grades and which assessments to use. Monitor and provide / advise on interventions as required ensuring progress for all students. Cross reference results against standardised data. Analyse results against key cohorts.
SMT	Review interim grades against key cohorts. Review interim grades against standardised data. Monitor and provide / advise on interventions as required ensuring progress for all students.

AVG	Evaluate whole school data and interventions and action as required.
SLT	Review and approve AVG actions.

Parents Evening	
Class Teacher	Discuss progress to date and set targets moving forward.
HoD / HoY	Support team in preparing for meetings. Advise on which pieces of evidence should be shared (if any).
SMT	Organise Parents meeting and monitor attendance.
AVG	Be present to answer questions if needed.
SLT	N/A

Assessment Policy Supplement - Pre-Prep School

Standardised Testing

Year 2 children complete CAT 4 tests in late Sept of each academic year.. CAT4 provides a unique profile of pupils' strengths and weaknesses across four batteries: Verbal, Non-Verbal, Quantitative and Spatial Reasoning. The test is not based on any curriculum or dependent on prior learning, so offers a fair assessment of ability regardless of a pupil's prior schooling.

These standardised assessments:

- Should be compared to a teacher's own assessments and any anomalies analysed e.g. a high standardised score and lower teacher assessments may indicate a pupil 'coasting'.
- Give information about pupils' strengths and weaknesses so that teachers can identify possible solutions and interventions.

- Help identify those pupils that may need additional support or more challenging teaching.
- Enables meaningful, achievable targets for individuals, classes and the school as a whole by combining attainment data, measures of ability, and powerful predictions.
- Gives Cranleigh Abu Dhabi independent, objective information to evaluate our school's performance and to act as our school key performance indicators (KPI's).

Standardised data is not normally shared with parents, unless in a face to face meeting.

Assessment Cycle

	Start of Year	Internal assessments tracking	End of year
FS 1 Nursery	Baseline assessment using teacher observations	Ongoing teacher observations	Teacher observations and judgements
FS 2	Baseline assessment using teacher observations RWI assessments Writing and Maths assessment	Ongoing tracking Running Reading Record if required Writing, Phonics and Maths assessment at the end of each term	Teacher end of year assessments in all subjects. Teacher observations and judgements

Yr 1	Baseline teacher assessments in writing, Maths and Science. RWI assessments	Running Reading Record as required Writing, Phonics and Maths assessment at the end of each term	Teacher end of year assessments (Maths, Reading, Writing and RWI) Power Maths end of year assessment Phonics screening
Yr 2	CAT 4 developed ability test Baseline teacher assessments in writing, Maths and Science. RWI assessments	Running Reading Record as required Writing, Phonics and Maths assessment at the end of each term	Teacher end of year assessments (Maths, Reading, Writing and RWI) Power Maths end of year assessment

Reading

For reading assessment for tracking purposes, Class Teachers keep reading records for every child detailing book band levels and any necessary comments. These can be backed up by using the Pearson Primary Progress and Assess guidance for each book band and associated comprehension tasks as well as PM benchmarking or Big Cat online assessment (Yellow books and above).

Writing

For writing assessment, we use a bespoke moderation grid drawn directly from the National Curriculum to aid discussions for writing moderation. Teachers also use evidence from children's work across English / Literacy to make their final judgements. An unaided piece of writing should be assessed at least at the end of each term from FS2 to Year 2. If a particular objective is not

evident in this assessment piece but the teacher is confident that the pupil has achieved this elsewhere, the point can be awarded. This writing must be moderated across each year group and preferably involve teachers from adjacent year groups. There is a portfolio of exemplar writing being developed to reference against as well. The level should be recorded on the Pre-Prep attainment tracker.

Phonics

Phonics progression is assessed every term from FS2. Read Write Inc phonics is used for the progression and sequence of teaching. In the Summer Term of Year 1, pupils will take the UK Phonics Screening Test as a standardised measure.

Maths

Maths progression is assessed from FS1/FS2 using teacher observations. From Year 1 we use the half termly Power Maths assessments and evidence from Maths lessons / teacher observations to identify gaps in learning as well as attainment which is recorded termly using the Pre-Prep attainment tracker.

Moderation

Moderation will be led by Heads of Year with support from the Assistant Head (Academic) and the Pre-Prep Leadership Team. Reading will be moderated every half term with Writing and Maths moderated termly. Moderation meetings will include all teachers from the year group and, where possible or appropriate, teachers from across key stages.

Tracking and Analysis

In KS1 internal assessment data for Reading, Writing and Maths will be entered onto the Pre-Prep Attainment and Progress trackers. These will be used to inform Pupil Progress meetings, planning, Yr Group Data Reports and actions. In the Foundation Stage, internal data for C&L, PD, PSED, Maths, Reading and Writing will be recorded using Pre-Prep trackers.

Assessment Policy Supplement - PREP SCHOOL
The Assessment Cycle for Maths and English across Year Groups

Baselines <i>Within first three weeks of Term 1</i>	English	Reading
		Writing
		Spellings
	Maths	Number; Shape and Space; Measurement; Data Handling; and Algebra
End of Term 1	English	Writing
	Maths	Number; Shape and Space; Measurement; Data Handling; and Algebra
End of Term 2 / Midyear	English	Reading
		Writing
		Spellings
	Maths	Number; Shape and Space; Measurement; Data Handling; and Algebra
End of Year	English	Reading
		Writing
		Spellings
	Maths	Number; Shape and Space;

		Measurement; Data Handling; and Algebra
--	--	---

This does not include GL Assessments (PTE, PTM, PTS and CAT4) and Star Reader. These are scheduled by AVG and Prep HoDs in line with whole-school and ADEK requirements (requirements for 2020/21 included [here](#) for guidance).

Years 3&4

In Term 3 there are two assessment weeks which coincide with exam week for the older Prep School year groups. These assessment weeks allow the pupils to complete extended tasks, which are moderated internally and assessed against the NC standards and standardised data, where available. These are not formal exams.

The pupils regularly complete informal summative assessments in the English and Maths alongside formative teacher assessments.

Years 5 to 8

The main point of summative assessment in these year groups is the summer Exam Week in Term 3. Exam results are mapped against the NC standards and standardised data, where available. There are no formal Exam Weeks in Terms 1 and 2.

Term 3 exams should cover the whole year, but it is acceptable to have an emphasis on more recent work, and to guide pupils concerning which of the earlier topics will be most important to revise.

Formative and summative assessment are ongoing throughout the year. This is led and overseen by the academic HoDs, in discussion with the HoYs.

Reporting (Attainment and Effort)

At each Assessment Point (AP) the attainment grade is based on the work that the student has completed across that Half -Term. It should reflect the pupil’s work and the formative and summative assessments that have taken place since the previous AP. It is not to be based on one standalone piece of work or assessment. The grade will be given according to the department descriptors, which specify the expectations of 1 to 9 in each of the subjects. The subject content covered over the course of the term will be included in the report and this will be what is reported on for both attainment and effort.

When reporting to parents the numeric grades are transposed to a narrative descriptor for clarity and to enable parents and students to gauge their attainment level at a glance. Effort is also reported on using a verbal descriptor. The document linked clearly outlines the descriptor information.

Internal tracking is based on the numerical data for each child from each AP for each subject.

The following document is used for this framework: [Attainment and Effort Descriptors](#)

Senior School: Reporting & Assessment

Introduction:

The aim of our assessment and reporting cycle is to regularly gather quantitative data so that robust evaluations can be drawn regarding student and cohort attainment, and to track progress throughout the year. Each data drop can also help to provide insight into the quality and effectiveness of our teaching and learning, and assessment practices.

Students' standardised data will continue to be used for academic year 2021/22 to generate the Data Expected Outcomes (DEO). In turn, this will then be employed as a benchmark (Relative attainment) by which a student's attainment and progress can be tracked and measured.

Over the course of each assessment period, teachers should be gathering sufficient evidence over a short series of lessons and formative and summative assessments, in order to inform their Assessment Point (AP) grade. Frequent learning check-ins should be embedded into Schemes of Work to support this evidence gathering. Student and cohort data should also be used to inform planning, at both teacher and department level.

The reporting of data is twofold; it provides information for internal use so that students can be tracked, monitored and intervention can occur as necessary. It also enables students and families to understand and have a clear indication of performance relative to the students ability. Parents' evenings are an additional means by which to discuss and communicate attainment and progress, with both students and parents.

Glossary of key components:

Figure 1 (standardised data battery)

Key Component:	Published = Going to parents Internal only = for internal analysis	Level	Battery score
Data Expected Outcome	"What the data expects" this student to achieve. Based on Standardised Data and translated to a 9-1 grading battery: <i>working above/at/below judgements against the subject's Data Expected Outcome</i>	9 8	127 and above 119 - 126
Attainment Grades	Current Attainment within THAT Half term	7 6	112 - 118 104 - 111
Relative Attainment	How well is the student working in comparison with their Expected Outcome: <i>above/at/ below capabilities</i>	5 4	97 - 103 89 - 96
University Predicted Grade	Precisely as named - this appears on student transcript, UCAS profile, other university application systems - teachers communicate to students (not published)	3 2	82 - 88 74 - 81
Learning check - in' s	Sign posted assessments happening throughout the AP where students and teachers know it will form part of the AP ATT grade. Number per AP depends on contact time. Eg assessment, quiz, presentation, debate etc	1	73 and below
Effort Grade	A numeric value illustrating a students effort for the period preceding the AP data drop *see effort grade descriptors below for more information		

Creating the Data Expected Outcome grade (prior to AP1 data drop) and set for the year:

Year 9 & 10:	<ul style="list-style-type: none"> Align the standardised data to 9-1 scale (see figure 1) Standardised Data mean score becomes the DEO HODs review imbalance in independent battery score e.g. high quantitative score for Math. Setting of the Data Expected Outcome grade; input into iSams SMT to discuss with HODs in LM meeting <ul style="list-style-type: none"> Highlight and discuss students below a mean 96 and above 127
Year 11:	<ul style="list-style-type: none"> Data Expected Outcomes set for student in Y10, remains the same for Y11
Year 12:	<ul style="list-style-type: none"> GL adaptive test sat in T1 21/22; test and GCSE outcomes Chances graphs reviewed and Data Expected Outcomes awarded; reviewed by HODs and Academic Team Setting of the Data Expected Outcome grade; input into iSams (pre-AP1)
Year 13:	<ul style="list-style-type: none"> Data Expected Outcomes set for student in Y12, remains the same for Y13

Guidance on determining AP grade:

Aim: To enable teachers to have sufficient evidence to construct a robust 9 -1 attainment grades

HODs: To map in “learning check-ins” to Schemes of Work:

- Sufficient number of “learning check-ins” to enable robust dropping of grade each AP data drop e.g. a GCSE course would have 3 or 4, A- Level may have more, year 9 may have less.

Parents evening purpose and rationale

Parents' Evening T 1 Y9-11	<ul style="list-style-type: none"> Prior to Y9 Parents' Evening, communication sent to families explaining DEO Students expected to attend parents' evenings DEO guide discussion relative to AP1 report
Parents' Evening T 1 Y12:	<ul style="list-style-type: none"> Chances graphs and DEOs guide the discussion along side AP1 report Students expected to attend parents' evening
Parents' Evening T 1 Y13:	<ul style="list-style-type: none"> Predicted grades discussion following drop one in line with student aspiration, relative attainment and action points Students expected to attend parents' evening
Parents Evening T2 Y 11 & 13	<ul style="list-style-type: none"> Post mock exams conversations (AP 3) Students expected to attend parents' evening
Parents Evening T2 Y 9, 10 & 12	<ul style="list-style-type: none"> AP2 discussions Attainment, effort, DEO/RA discussion, intervention and support

Effort grade descriptors:

Effort Level	Description (Version 2 updated academic year 2021/22)
5	<ul style="list-style-type: none"> ● Completes all tasks - in class and outside the lesson - to a standard that is often above expectations ● Takes full autonomy for their learning and will often seek further information to support their ideas ● Will often support others' learning with their contributions in class ● Demonstrates initiative to further their own learning
4	<ul style="list-style-type: none"> ● Completes all tasks to a high standard ● Answers questions regularly in lessons and will often ask curious and insightful questions which contribute to a purposeful learning environment ● Never misses deadlines
3	<ul style="list-style-type: none"> ● Completes most tasks in lessons with thought and care ● Often asks relevant questions to support their learning ● Rarely misses deadlines
2	<ul style="list-style-type: none"> ● Frequent encouragement by the teacher to complete work in lessons ● Seldom asks questions to support their learning ● Frequently misses deadlines
1	<ul style="list-style-type: none"> ● Minimal work completed in lesson or completed, but well below student's capabilities ● Does not meet deadlines ● Hinders teaching and learning unnecessarily

Data drop yearly overview AP1 - AP6	Published = Going to parents		Key: DEO - expected outcome per subject (informed by standardised data in the main)			
	Internal only = for internal analysis		ATT G - attainment grade RA - Relative attainment - Working below/ at/ above capability per subject (colour coded RAG) EFF G - effort grade Tutor comm, subject comm - tutor/ subject teacher comment EOY - end of year grade			
Year Group	AP1 (07/10/21)	AP2 (02/12/21)	AP 3 (30/1/21)*	AP 4 (17/03/22)	AP5 (05/05/22)	AP6 (29/06/22)
9	DEO & RA EFF G ATT G CC EFF G only	ATT G EFF G DEO & RA Tutor com CC EFF G only	Early entry only as with year 11 (languages)	ATT G EFF G DEO & RA Tutor com CC EFF G only	DEO & RA CAP EFF G ATT G CC EFF G only	EOY ATT G DEO & RA EOY EFF G Subject com Tutor com CC EFF G only
10	DEO & RA EFF G ATT G CC EFF G only	ATT G EFF G DEO & RA Tutor com CC EFF G only	Early entry only as with year 11 (languages, Maths, English language, Arabic)	ATT G EFF G DEO & RA Tutor com CC EFF G only	DEO & RA EFF G ATT G CC EFF G only	EOY ATT G DEO & RA EOY EFF G Subject com Tutor com CC EFF G only
11	DEO & RA EFF G ATT G CC EFF G only	ATT G EFF G DEO & RA Tutor com CC EFF G only	DEO & RA EFF G Mock grade Subject com ATT G	ATT G EFF G DEO & RA Tutor com CC EFF G only	DEO & RA EFF G ATT G CC EFF G only	EOY ATT G DEO & RA EOY EFF G Subject com Tutor com CC EFF G only
12	DEO & RA EFF G ATT G CC EFF G only	ATT G EFF G DEO & RA Tutor com CC EFF G only	AS modules as with year 13	ATT G EFF G DEO & RA Tutor com CC EFF G only	DEO & RA EFF G ATT G CC EFF G only	EOY ATT G DEO & RA EOY EFF G Subject com Tutor com CC EFF G only
13	DEO & RA EFF G ATT G Predicted grade	ATT G EFF G DEO & RA Tutor comm Predicted grade (drop 2 05/11)	DEO & RA EFF G Mock grade Subject com ATT G	ATT G EFF G DEO & RA Tutor com Predicted grade	DEO & RA EFF G ATT G	EOY ATT G DEO & RA EOY EFF G Subject com Tutor com

Senior School academic calendar

- Can be found on [this link](#)

Version: 4

Senior Reviewed by: 14/06/22 DH & AH of Senior

Final reviewed by: Head of Senior

Reviewed: **17/06/22**

To be reviewed by: 31/08/2022