Title:	**Assessment Policies**	Version:	V5
Reviewed By:	Assistant Principal Teaching & Learning	Review Date:	06 Aug 25
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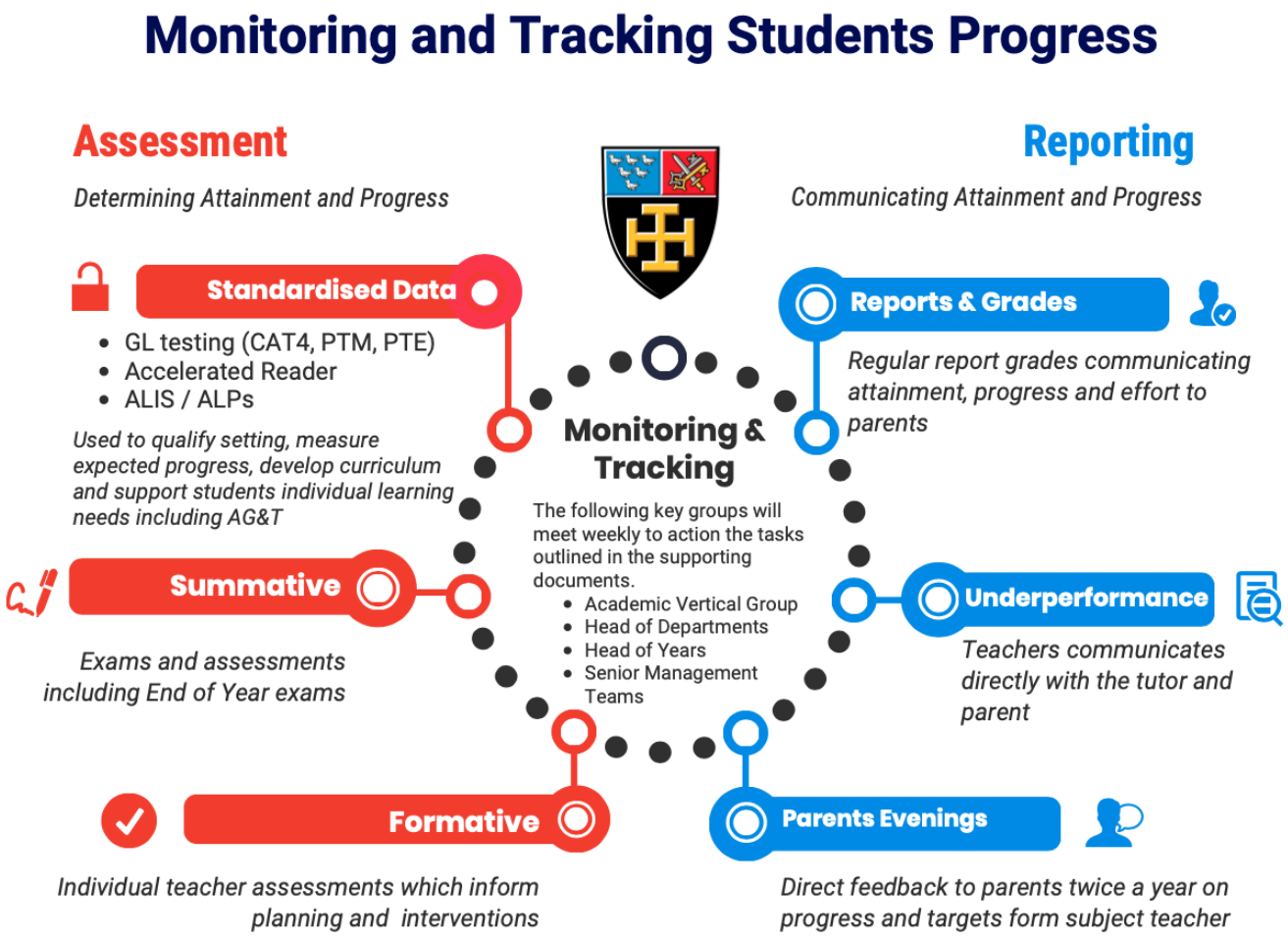
WHOLE SCHOOL ASSESSMENT, REPORTING AND PARENT COMMUNICATION



Classification: General Internal Purpose

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*

Standarised 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) and Faculty leads	Use the data to make informed decisions on setting, assessments, reporting and intervention strategies.

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Senior Management Teams (SMT)	Schedule the testing windows. Review year group patterns across all subjects. Ensure student needs are being meet 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/Faculty lead	Provide a central location for formative assessment to be recorded. Monitor and discuss methods during team meetings. Provide moderation as appropriate.
SMT/ Faculty lead	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

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Class/Subject Teacher	Administer summative assessment in line with other teachers in that year group.
HoD / HoY/Faculty lead	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/Faculty lead	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/ Faculty lead	Advise the class teacher on possible interventions and when to contact home.
SMT/ Faculty lead	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 where appropriate.

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HoD / HoY/ Faculty lead	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/ Faculty lead	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/ Faculty lead	Support team in preparing for meetings. Advise on which pieces of evidence should be shared (if any).
SMT/ Faculty lead	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 PT Series tests in the ADEK provided windows of assessment. These tests give insights into student attainment relative to KS1 National Curriculum Standards in the subjects of English and Maths.

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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).

Assessment Cycle

	Start of Year	Internal assessments tracking	End of year
FS 1	Baseline assessment using teacher observations for prime areas plus pre-reading, pre-writing, Maths and UTW (Science)	Ongoing teacher observations	Teacher observations and judgements using agreed assessment criteria

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FS 2	Baseline assessment using teacher observations RWI assessments Reading, Writing, Science (UTW) and Maths plus prime areas assessed.	Ongoing tracking and observations linked to key learning Writing, RWI and Maths assessment at the end of each term Reading assessments ongoing – children moved through book bands when ready in coordination with RWI assessments	Teacher end of year assessments in all prime areas and Reading, Writing, RWI, Science and Maths. Teacher observations and judgements using agreed assessment criteria
Yr 1	Baseline teacher assessments in Writing Reading, Maths and Science. RWI assessments	Reading, Writing, RWI, Science and Maths assessment at the end of each term Reading assessments ongoing – children moved through book bands when ready in coordination with RWI assessments	Teacher end of year assessments (Maths, Reading, Writing, Science and RWI) UK Phonics screening check
Yr 2	Baseline teacher assessments in Writing, Maths, Reading and Science. RWI assessments	Writing, RWI, Science and Maths assessment at the end of each term Reading assessments ongoing – children moved through book bands when ready in coordination with RWI assessments	Teacher end of year assessments (Maths, Reading, Writing, Science and RWI) GL Progress Tests in Maths and English

Reading

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For reading assessment, Class Teachers keep reading records for every child detailing book band levels and any necessary comments. These can be backed up by moderation from other teachers in the year group or SLT when required. Reading assessments take into account both book bands, RWI assessed levels as well as comprehension skills and fluency/decoding skills. Reading assessments for each AP have detailed descriptors. Different strands of reading are weighted as agreed as a year group team to calculate final grade.

Writing

For writing assessment, we use a bespoke moderation grid for each AP drawn directly from the National Curriculum and EYFS 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 child will not be held back from achieving the grade. This writing must be moderated across each year group and preferably involve teachers from adjacent year groups as well as an SMT moderation meeting. There is a portfolio of exemplar writing to reference against as well on the shared drive including examples from other schools. Different strands of writing are weighted as agreed as a year group team to calculate final grade.

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. Children are reassessed and moved RWI groups during the term where accelerated progress is being seen.

Maths

FS1 and FS2 teachers assessments are ongoing observations and a bespoke moderation grid drawn directly from the EYFS . From Year 1 teachers use detailed and bespoke moderation grids assessing against content taught that term. Assessments are carried out through targeted

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questioning and observations. These observations identify gaps in learning as well as attainment and inform planning for the next term. Different strands of maths are weighted as agreed as a year group team to calculate final grade.

Science

Science assessments are based on hands on practical learning with teachers observing children's ability to show key Scientific skills and language. Open ended concept questions are used to gain children's understanding on taught content and allow them to share their knowledge and opinions based on the terms learning. Science attainment is not limited by the child's ability to write, verbal assessments contribute to the AP grade using agreed assessment criteria.

Moderation

Moderation will be led by Heads of Year with support from the Pre-Prep Leadership Team at every assessment point. Moderation meetings will include all teachers from the year group and, where possible or appropriate, teachers from across key stages. Cross school moderation with other British Schools is also being developed.

Tracking and Analysis

In all Pre-Prep year groups assessment data for Reading, Science, Writing and Maths will be entered onto iSams at data drop points in the year (AP0, AP2, AP4, AP6). These will be used to inform Pupil Progress meetings, planning, Year Group Data Reports and actions. In the Foundation Stage, internal data for C&L, PD, PSED, will also be recorded on iSams.

Assessment Policy Supplement - PREP SCHOOL

The Assessment Cycle for Maths and English across Year Groups

	English	Reading

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Baselines *Within first three weeks of Term 1*		Writing
	Maths	Number; Shape and Space; Measurement; Data Handling; and Algebra
	All other subjects	A baseline assessment on the Academic year's curriculum content to come
End of Term 1	English	Writing
		Reading
	Maths	Number; Shape and Space; Measurement; Data Handling; and Algebra
	All other subjects	Optional for departments – termly assessment on the content covered that term. Descriptors to support.
End of Term 2 / Midyear	English	Reading
		Writing
	Maths	Number; Shape and Space; Measurement; Data Handling; and Algebra

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	All other subjects	Optional for departments – termly assessment on the content covered that term. Descriptors to support.
End of Year	English	Reading
		Writing
	Maths	Number; Shape and Space; Measurement; Data Handling; and Algebra
	All other subjects	Optional for departments – termly assessment on the content covered that term or year. Descriptors to support.

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. These are external assessments used to benchmark our curriculum. They do not contribute to student grades for attainment or progress at CAD. PT results are shared via the Rayah app.

Years 3&4

In Term 3 there are two assessment weeks which coincide with assessment weeks 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 all subjects, alongside formative teacher assessments.

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Years 5 to 8

The main summative assessment point in these year groups are the Assessment Weeks in Term 3.

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 (AP1,3 and 5), Term (AP2, AP4) or cumulatively across the year (AP6). It should reflect the pupil's work and the formative and summative assessments that have taken place in that assessment window. 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 worded descriptors with a supporting quantitative 1 to 9 scale in each of the subjects. The subject content covered over the term will be included in the report in AP2, 4 and 6 (as a curriculum coverage comment), and this will be reported on for attainment and effort.

Parents see a worded descriptor and a numerical grade for each AP cycle. Effort is also reported on using a verbal descriptor. The document linked clearly outlines the descriptor information. Only Reading, Writing, Maths, Science, Arabic, Humanities and Islamic Studies report attainment in AP1,3 and 5, with all other subjects reporting effort only during this period. In AP2, 4 and 6, all subjects report.

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

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Reporting Overview

Prep School

Overview of Key Terms

Key Term	Frequency	Name	Purpose / Description
Assessment Point (AP)	Occurs 6 times a year	AP1 to AP6	Communicate current attainment and effort to parents.
Interim Report	Occurs 3 times a year (Half Term report)	AP1, AP3 & AP5	Provide parents with an indication of how their child is performing that term and flags if interventions are needed to affect the End of Term grade. Effort grade also included. Attainment score is recorded as a 1-9 internally and published as a worded descriptor.
End of Term Report	Occurs 2 times a year	AP2 & AP4	Provides an attainment and effort grade for work completed during the entirety of that Term. This grade is used to measure progress against on a termly basis - attainment in AP1 acts as the individual starting point.
End of Year Report	Occurs 1 time a year	AP 6	Provides an attainment grade for work completed during the whole of the Academic Year. This grade is used to measure progress against for the whole year. Report also includes a comment on performance over the year.

Overview of Key Terms Continued

Key Term	Frequency	Name	Purpose / Description
Parent Teacher Evening	2 times per year	PTE	Discuss attainment against the ability / starting point of the student and to set out next steps in learning.
Baseline	1 time per year (Optional)	Baseline	Helps identify the individual starting point for each student at the start of the year. Used to inform planning at a student, class and cohort level.
Attainment	Occurs 6 times a year for Reading, Writing, Science, Maths, Arabic, Islamic Studies and Humanities and 3 times per	Attainment Grade	Grade that is awarded based on the students' work during that specific assessment window.

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	year for the other subjects.		
Progress	Occurs 3 times a year - AP2, 4 & 6	Progress	Measures attainment against the baseline grade. Used by ADEK as a determinant of the effectiveness of teaching and learning.
Curriculum Coverage Comment	Occurs 3 times a year - AP2, 4 & 6	Curriculum Coverage Comment	Notes what has been covered in that term in terms of content and skills in a given subject. This comment is to be uniform for all teachers of that subject in a given year group. This helps contextualise grades for parents and students.

Key Reporting Elements

CRANLEIGH ABU DHABI **Key Terminology**

Descriptor	Numeric grade
Working at depth	8,9
Working above curriculum standards	6,7
Working at curriculum standards	4,5
Working towards curriculum standards	2,3
Working below curriculum standards	1

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Attainment	
Working At Depth	The pupil **consistently exceeds** the expected standard for knowledge, skills and understanding in that subject area.
Working Above Curriculum Standards	The pupil is **advancing beyond** the expected standard for knowledge, skills and understanding in that subject area.
Working At Curriculum Standards	The pupil is **working at** the expected standard for knowledge, skills and understanding in that subject area.
Working Towards Curriculum Standards	The pupil is **working towards** the expected standard for knowledge, skills and understanding in that subject area.
Working Below Curriculum Standards	The pupil is **working below** the expected standard for knowledge, skills and understanding in that subject area.

Effort	
Outstanding (5)	The pupil applies themselves consistently to all tasks regardless of outcome. The pupil exceeds expectations and demonstrates their own initiative.
Excellent (4)	The pupil applies themselves consistently to tasks regardless of outcome. The pupil often exceeds expectations.
Good (3)	The pupil applies themselves well in the majority of tasks, completing them to the best of their ability.
Inconsistent (2)	The pupil could work well and complete tasks to the expected standard but greater consistency in effort is required.
Cause for (1) Concern	The pupil does not show sufficient commitment which has an impact on their learning. An improvement in effort is required.

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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 is used 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. An aspirational target grade that is almost always above the DEO is also set for students. This acts as an additional milestone to strive toward, but it is not a ceiling. The only ceiling is the highest grade that is possible to be achieved – 9 / A* / Distinction *. Once the DEO is achieved, conversations turn toward the Target Grade and once this is achieved toward the next highest grade possible.

Over the course of each assessment period, teachers should be gathering sufficient evidence over a short series of lessons and formative and summative assessments, 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 student's ability. Parents' evenings are an additional means by which to discuss and communicate attainment and progress, with both students and parents.

Classification: General Internal Purpose

Reporting Overview

Senior School

Overview of Key Terms

Key Term	Frequency	Name	Purpose / Description
Assessment Point (AP)	Occurs 6 times a year	AP1 to AP6	Communicate current attainment and effort to parents.
Interim Report Y9,10 & 12	Occurs 3 times a year (Half Term report)	AP1, AP3 & AP5	Provide parents with an indication of how their child is performing that term and flags if interventions are needed to affect the End of Term grade. Does not contain a published attainment grade but has an indication if the student is on track. Effort grade also included. Internal attainment score is recorded.
Interim Report Y12 & Y13	Occurs 3 times a year (Half Term report)	AP1, AP3 & AP5	Provide parents with current attainment and effort to parents.
Mock Report	Occurs 1 time a year	Mock Report	Provide an overview of the students' performance in the mock exam. Should include percentage, grade and comment with key areas to improve highlighted.
End of Term Report	Occurs 2 times a year	AP2 & AP4	Provides an attainment and effort grade for work completed during the entirety of that Term. This grade is used to measure progress against - attainment in AP1 acts as the individual starting point.
End of Year Report	Occurs 1 time a year	AP 6	Provides an attainment grade for work completed during that Academic Year. This grade is used to measure progress against. The report also includes a comment on performance over the year. For Years 9, 10 & 12 it will also have a comment on summer exam performance.

Classification: General Internal Purpose

Overview of Key Terms Continued

Key Term	Frequency	Name	Purpose / Description
Parent Teacher Evening	2 times per year	PTE	Discuss attainment against the ability / starting point of the student and to set out next steps in learning.
Baseline	1 time per year	Baseline	Helps identify the individual starting point for each student at the start of the year. Used to inform planning at a student, class and cohort level. Also used to measure progress against.
Data Expected Outcome	Once per key stage	DEO	Provide a marker for the expected outcome of a student based on their ability levels. This is based on the CAT4 mean and UK state school average outcomes.
Target Grade	Once per key stage	Target Grade	Set as an aspirational grade that the student could achieve should they work with maximum effort and be exposed to high quality teaching.
Predicted Grade	Reported in AP2 to Y13s	Predicted Grade	Fixed in mid-November of every academic year. Reported to parents at the end of term 1. This is what we think students will achieve in their Y13 board exam outcomes if they put their best foot forward – based on the evidence we have available. Students must have the opportunity to improve their predicted grade prior to the November fixed deadline.
Attainment	Occurs 6 times a year	Attainment Grade	Grade awarded based on the students' work during that Term.
Progress	Occurs 3 times a year	Progress	Measures attainment against the baseline grade. Used by ADEK as a determinant of the effectiveness of teaching and learning.

Key Reporting Elements

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Interim Report Y9,10, 11 & 12

AP1, AP3 & AP5

On track should be measured against the DEO

Subject	DEO	Current Attainment	Target Grade	Effort Grade
History	6	Not on Track to DEO Working Towards DEO Working At DEO Working Above DEO	7	4

- DEO: Grade generated based on CAT4 assessment from subject specific category
- Current Attainment: Descriptor generated based on assessment of student's current work. Used for a heads up to parents for end of term current trajectory
- Target Grade: Grade generated based on CAT4 stanine, subjects specific value add, EOY internal, and teacher evidenced informed judgment
- Effort Grade: Grade generated based on level of effort in that half-term.

Interim Report Y13

AP1, AP3 & AP5

Subject	DEO	Current Attainment	Target Grade	Effort Grade
History	6	7	7	4

- Current Attainment: Attainment grade (A* to U / Distinction* to Fail) generated based on assessment of student's work during this assessment period.

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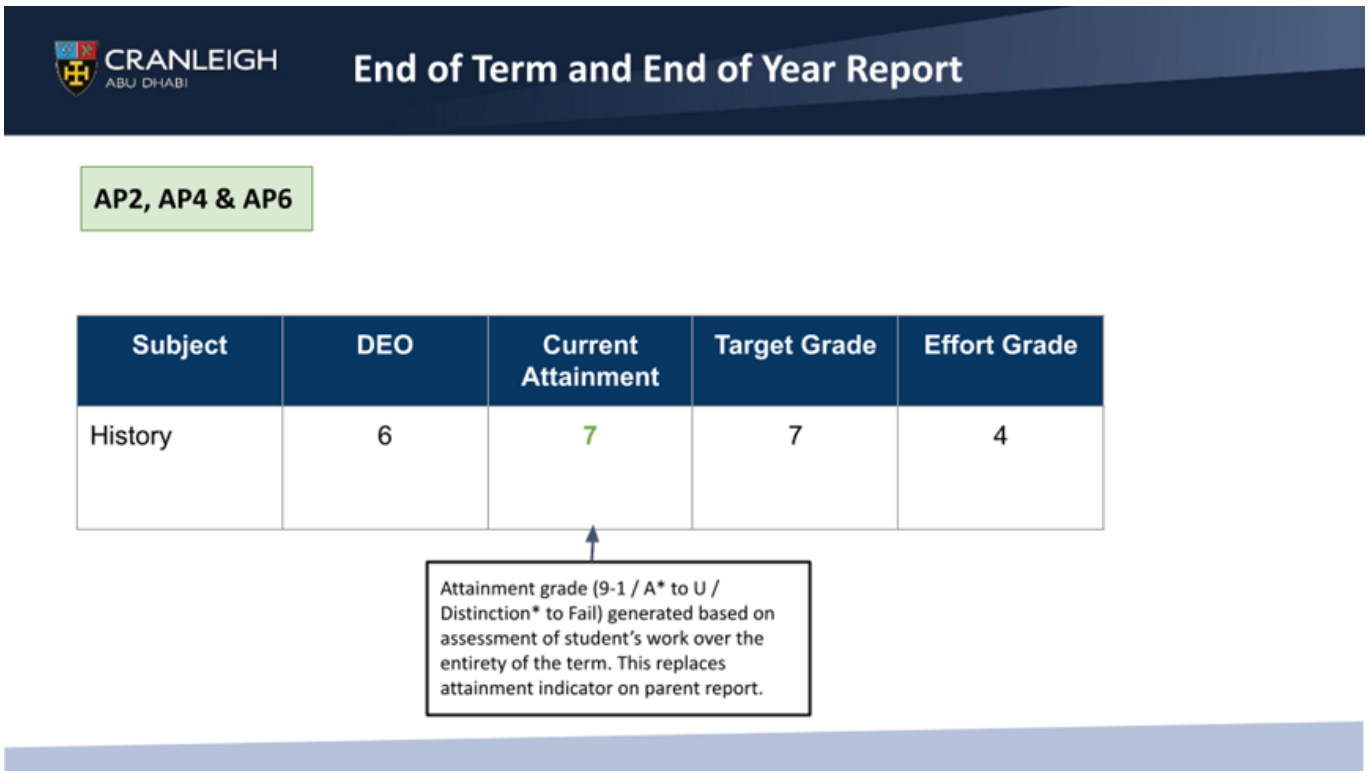

Baseline

The baseline should **not** simply be the End of Year exam from the previous year. The End of Year exam is used to assess knowledge and understanding of that year's curriculum. The baseline is to assess the starting point for the upcoming year's curriculum and to help make planning decisions at a student and cohort level. The baseline does not need to be a formal exam paper. The baseline fulfills a number of functions;

- Allows the identification of strengths and weaknesses
- Should inform lesson planning moving forward
- Used as the benchmark to measure progress against each term and at the end of the year

Important Note

Baselines **DO NOT** influence attainment grades at Cranleigh and therefore are not reported on. They are for internal purposes only to help provide information to teachers on their students individual starting points relative to the curriculum coverage for that coming year. This helps inform scheme of work adjustment's, lesson planning and student support strategies.

Progress

Progress is tracked and measured against the baseline grade. This is for internal use and

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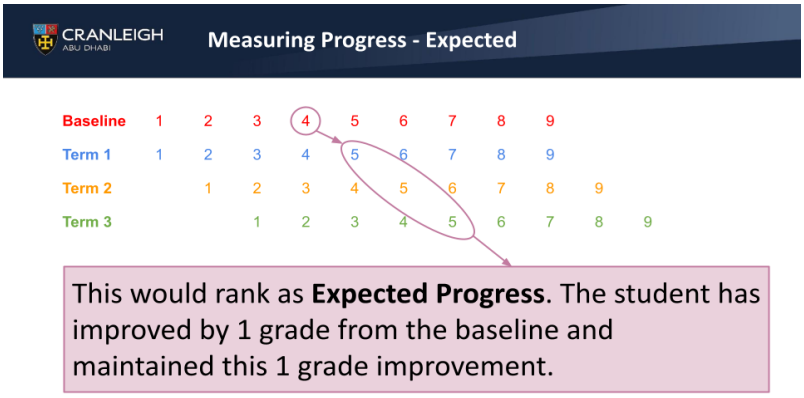
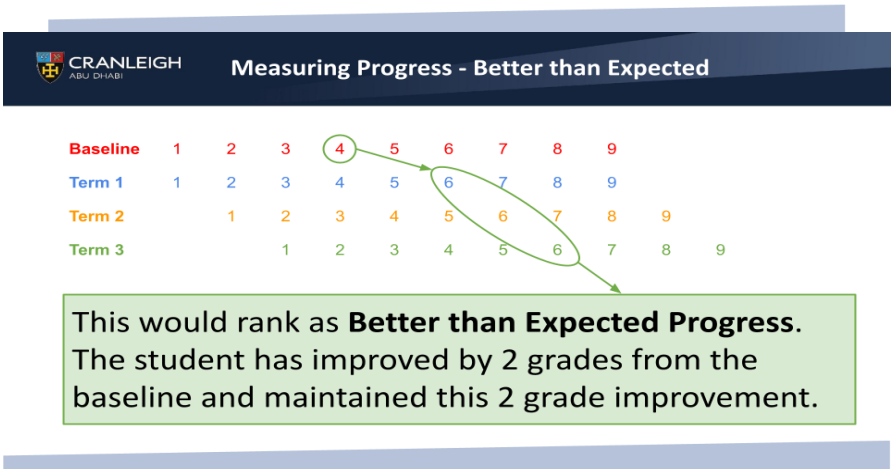
for ADEK to evaluate our school. Progress is defined by 3 descriptors;

Exceeding expected progress	**2 or more grades higher than baseline**
Meeting expected progress	**1 grade higher than baseline**
Not meeting expected progress	**1 grade lower or equal to baseline**





Target Grades

a. The aim of the target grade is to set an aspirational quantified grade for the student to aim towards. Whilst the DEO could be thought of as an expected grade, the target grade acts as an aspirational grade.

Senior School academic calendar

- **Can be found on this link**

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