مدرسة الإبداع العلمي الدولية
INTERNATIONAL SCHOOL OF CREATIVE SCIENCE
BAHRAIN | البحرين



Assessment Policy

Assessment Policy

Document Information			
Created Date March 2024			
Created by:	Vice Principal	Reviewed by:	Vice Principal Principal
Review Cycle:	One Year	Next Review:	**March 2027**
Vice Principal: Nabil Khalfey			

Contents

1. Rationale....4
2. Assessment Approaches in Primary....4
2.1 Formative Assessment....5
2.2 Interim Assessments....5
2.3 Summative Assessment....6
2.4 Standardisation and Moderation....6
2.5 External Benchmark Assessments....7
2.5.1 GL Progress Tests....7
2.5.2 ABT (Arabic)....8
2.5.3 Cognitive Ability Testing....8
2.6 International Benchmark Assessments....8
3. Reporting to Parents....8
3.1 Edunation Report Cards....9
3.2 Grade Boundaries....9
4. Weightage for Primary Reports....10
5. Assessment Approaches in Early Years....10
6. Roles and Responsibilities....12
Appendix 1: Primary Grading Structure....14

1. Rationale

Students' attainment and progress is closely monitored at ISCS Bahrain to provide the best possible opportunities and highest levels of support for our learners. All assessment activities are designed to ensure that learning is personalised so that learners can reach their highest potential.

The Assessment Policy has been meticulously crafted to uphold our commitment to providing comprehensive assessment information that empowers teachers to modify and personalise learning experiences for our students. The following rationale outlines the key objectives and principles guiding our assessment policy:

- Provide Clear Guidelines: Ensure consistency and transparency in assessment practices.
- Monitor and Evaluate: Regularly review assessment methods for effectiveness.
- Personalise Learning: Tailor instruction to meet the individual needs of students.
- Offer Individualised Feedback: Provide timely and specific feedback to support student growth.
- Support Progression: Help students identify areas for improvement and set goals for advancement.
- Engage Parents: Keep parents informed about their child's progress and learning needs.
- Integrate Various Approaches: Use both formative and summative assessments to capture student learning comprehensively.
- Ensure Standardisation and Moderation: Maintain consistency in assessment judgments through collaboration and external review.
- Benchmark Student Performance: Compare student achievement against national and international standards to inform school improvement efforts.
- Clarify Roles and Responsibilities: Define clear expectations for teachers, school leaders, and students in the assessment process.

2. Assessment Approaches in Primary

We consider assessment to be an integral part of teaching and learning, inseparably linked to our curriculum. Our assessment systems adhere to the criteria of the National Curriculum for

England, while placing a greater emphasis on students achieving a deeper understanding. Assessment encompasses children's strengths as well as areas where they need support. At ISCS, we establish an assessment schedule that includes arrangements for assessment.

We utilise five overarching forms of assessment:

- Day-to-day, in-school formative assessment
- In-school summative assessment
- External Benchmark Assessments
- Cognitive Ability Tests (CAT4)
- International Benchmark assessments

2.1 Formative Assessment

Teachers use information from lessons to identify how pupils are performing on a continuing basis and use this information to provide appropriate support or challenge and to evaluate teaching and plan future lessons.

Learners use feedback to measure their knowledge and understanding against learning objectives and identify areas in their learning which they need to improve. A range of day-to day formative assessments will be used including, for example:

- Open ended questioning;
- Targeted questioning;
- Observations;
- Use of success criteria;
- Use of mini whiteboards;
- Mini online quizzes;
- Peer and self-assessment;
- Discussion;
- Presentations.

2.2 Interim Assessments

Interim Assessments (also called Progress Checks or Hot Tasks) will be administered at regular points throughout the year. They may be administered mid-unit if the unit spans over 3-4 weeks or at the end of a 2-week unit. Progress checks should not take longer than 20-30 minutes and should provide feedback to learners about the progress they have made over the unit; identifying their strengths and areas of development.

<u>Math</u>

- Students complete a WhiteroseMaths progress check (hot task) at the end of every unit.

<u>English</u>

- Students complete a writing piece (hot task) at the end of every unit. This will vary between a fiction piece, a non-fiction piece and a poetry piece of writing.
- Students complete weekly spelling tests to show progress in spelling.

Science

- Students complete a progress check (hot task) at the end of every Science unit.

National Curriculum Statements

As well as assessing students with interim assessments, students will be assessed against National Curriculum Statements that are covered throughout the year. The grading structure is as follows:

5 - Student's understanding of the National Curriculum Statement is at an exceeded level.
4 - Student's understanding of the National Curriculum Statement is above the expected level.
3 - Student's understanding of the National Curriculum Statement is at an expected level.
2 - Student's understanding of the National Curriculum Statement is developing towards the expected level.
1 - Student's understanding of the National Curriculum Statement is below the expected level.

2.3 Summative Assessment

Teachers use summative assessments to evaluate learning at the end of a unit, or period, and to measure the impact of their own teaching. School leaders use summative assessment to monitor the performance of cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to ensure they make expected or better progress. Summative judgements relate to performance against the National Curriculum expectations.

Test materials are used at varying points throughout the academic year to support teachers with making accurate teacher assessment judgements. Summative data is always used alongside formative assessment data to develop a well-rounded picture of each child. Summative assessment is monitored and documented so learning is made visible to all stakeholders. At ISCS Bahrain summative data is captured half termly and recorded on the school management system (SMS), Edunation.

A range of in-school summative assessments will be used including, for example:

- End of term and end of year tests for Math (Whiterose Maths), English Reading (Pearson Bug Club), Spelling and Science (Pearson International);
- End of term and end of year tests for MOE subjects
- Teacher judgements relating to the National Curriculum statements.

2.4 Standardisation and Moderation

The process of standardisation moderation is an essential part of our assessment system.

Teachers are involved in standardisation moderation activities to ensure agreement on criteria and consistency of judgements.

Examples of moderation activities include:

- Planning and review with colleagues;
- Review of student books/learning journeys;
- Review of writing pieces;
- Moderation with colleagues from other schools.

2.5 External Benchmark Assessments

External benchmark assessments are used to enable school leaders to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment. They support teachers to understand national expectations and assess their own performance in the broader national context. Results of these assessments are shared with parents and learners to help them understand how they are performing in comparison to students in the UK and Internationally.

The following External Benchmark Assessments used at ISCS are:

- GL Progress Tests
- ABT
- Cognitive Abilities Test (CAT4)

If students are absent during any of the above, arrangements for them to complete this at their earliest convenience will be made. If new students join us throughout the year, arrangements for them to complete the above will be made as soon as possible.

2.5.1 GL Progress Tests

GL Progress Tests provide a reliable, consistent measure at the end of the academic year to benchmark students' performance. Question level analysis highlights any gaps in knowledge and understanding, helping to personalise learning, from providing extra support to setting more challenging learning. We use GL Progress Tests to measures students' knowledge, understanding and application in Mathematics, English and Science.

GL Progress Tests support school improvement initiatives by showing the relative performance of ISCS learners compared to UK and international benchmarks. Testing year-on-year enables us to track individual and group progress.

2.5.2 ABT (Arabic)

The ABT Arabic Language tests assess proficiency in Arabic reading, grammar, spelling and vocabulary through online multiple-choice questions, in response to various texts and situations. The tests provide comprehensive diagnostic feedback and benchmark performance against other schools in the region. At ISCS, students from Year 4 sit the tests at the start of the academic year. Assessment information is used by teachers to personalise learning.

2.5.3 Cognitive Ability Testing

Cognitive Abilities Test (GL CAT4) is a diagnostic assessment designed to help students and teachers understand how they learn and identify academic potential. It assesses how students think in areas known to make a difference to learning. CAT4 is used from Year 4 to assess students' ability in the following reasoning aptitudes:

- Verbal reasoning;
- Quantitative reasoning;
- Non-verbal reasoning;
- Spatial ability.

Students sit CAT4 early in Term 1 of the academic year and usually re-sit CAT4 2 years later to update information about the students' cognitive abilities.

2.6 International Benchmark Assessments

- TIMSS (Trends in International Mathematics and Science Study)
- PISA (Programme for International Student Assessment)
- PIRLS (Progress in International Reading Literacy skills)

3. Reporting to Parents

We communicate clear information related to student learning to parents through parent/teacher meetings, interim reports and end of year reports.

Parents/Teacher Meetings: Formal parent teacher meetings are held termly. Parents meet with the class and specialist teachers. Teachers share progress and attainment information and next steps in learning. Parents can request further meetings throughout the year if required. These should be booked with the receptionist or Assistant Phase Supervisor.

End of Term Reports: Parents will receive end of term reports twice within the year (Winter and Spring), which outline attainment, attitude to learning and attitude to homework.

End of Year Reports: Parents will receive an end of year report which outlines attainment, attitude to learning and attitude to homework in all curriculum areas, areas of strength and next steps are explained in the teacher comments for all core subject areas.

Parents receive all reports via EduNation.

3.1 Edunation Report Cards

On Edunation report cards, students are reported on:

- Overall attendance for the term as a percentage
- Attainment percentage for each subject. (see Weightage)
- Attainment Grade for each subject (Stanine 9-1)
- Attainment as a level for each subject, indicating whether students are at, above, or below the expected UK national standards (Exceeding, Above, Expected, Developing, Below).
- Attitude to Learning (1- Excellent Attitude, 2- Good Attitude, 3- Attitude Requires Improvement, 4- Poor Attitude)
- Attitude to Homework (1- Excellent Attitude, 2- Good Attitude, 3- Attitude Requires Improvement, 4- Poor Attitude)

3.2 Grade Boundaries

The below grade boundaries determine the student's attainment grade and level at the end of the term.

Exceeding = 89 – 100%

Above = 68 – 88%

Expected = 50 – 67%

Developing = 20 – 49%

Below = 0 – 19%

The grading structure outlined in Appendix 1 establishes a correlation between percentage averages and stanine grades. Stanines are a method of standardising scores on a nine-point scale, with a stanine of 1 indicating the lowest performance and a stanine of 9 representing the highest. This means that the grading structure provides a framework for converting numerical percentages above into stanine grades, allowing for a clearer understanding of where a student's performance falls within the stanine scale based on their percentage average.

4. Weightage for Primary Reports

A student's attainment will be calculated based on the table below.

Key Stage 1 and Key Stage 2 (Year 1 to 6)				
Term 1		**Term 2**	**Term 3**	
50% Ongoing Assessments (Interim Assessments, NC statements)	50% End of Term Assessments	100% Ongoing Assessments (Interim Assessments, NC statements)	40% Ongoing Assessments (Interim Assessments, NC statements)	60% End of Term Assessments

5. Assessment Approaches in Early Years

On-going assessment is an essential aspect of the effectiveness of teaching in the EYFS. Observations take place daily (both formally and informally). Teachers make time to carry out planned observations of individuals and groups of children regularly. They also make spontaneous observations to capture significant moments of children's learning, known as 'remarking on the remarkable'. Observations are recorded in different formats (e.g. narrative style, photographs and videos) and saved on the Learning Ladders Platform. These observations are aligned to developmental milestones and inform summative profiling of children's development.

The main method of assessment is through practitioners' (teachers and TAs) observations of children in different learning contexts, including both adult focused activities and child-initiated play. Other methods of assessing children in the EYFS include engaging alongside children in their play, annotation of children's written work and talking with children about their task or play. Observations are evaluated, children's learning 5 priorities are identified, and relevant learning opportunities are planned to support children to make the next steps and progress.

Baseline assessment is carried out using a developmental milestones profiling tool on Learning Ladders pathway, during the children's first half term in school. Judgements made on children's development are based on practitioners' evidence of children's behaviour observed independently and consistently in their self-initiated activities across all areas of learning and development. This profiling is continued throughout the year to inform teachers' summative judgements at the end of each term.

At the end of FS2, in line with statutory requirements, using all the assessment information which has been collated teachers assess children against the Early Learning Goals (ELG's). They make a judgement as to whether a child is meeting the expected levels of development or not yet reaching expected levels (not met). This is the EYFS Profile. Additionally, in line with local

expectations, we identify and record children working above expectations. A record of each child's progress in all areas of their learning is kept by retaining their assessment data which is captured three times per year.

In EYFS there are regular standardization and moderation sessions. Teachers are involved in standardization moderation activities to ensure agreement on criteria and consistency of judgements. Examples of moderation activities include:

- Planning and review with colleagues;
- Book Looks;
- Review of Learning Ladders learning journeys;
- Case studies and holistic pictures;
- Moderation with colleagues from other schools.

Reporting for Parents

Parents will receive a log in for 'Ladders at Home' which will provide them with insight into their child's learning journey. This supports parents by providing them with personalized updates for each child. Through this assessment tool, parents receive an overview of attainment and progress. At the end of each term a written report is sent to parents. This is a summative record of the child's termly achievements and identifies targets for the child's next steps for learning.

We believe in fostering a collaborative partnership with parents, empowering them with the information needed to actively engage in their child's education and support their growth and development effectively. To achieve this parents, have access to 'Ladders at Home' which enables parents to share 'wow moments' by providing parents the option to add their own observations to their child's learning journey. This further supports the home-school partnership and collaboration that is crucial within the Early Years.

Focus meetings

In the Early Years Foundation Stage (EYFS), focus meetings offer a plethora of benefits that can greatly enhance the learning and development experience for young children. These meetings, involving educators and parents, provide a structured platform for addressing crucial aspects of a child's education and well-being. First and foremost, focus meetings in the EYFS enable collaboration between teachers and parents, fostering a strong partnership in supporting the child's learning journey. By sharing insights, observations, and strategies, both parties gain a deeper understanding of the child's strengths, areas for improvement, and individual needs.

Moreover, focus meetings allow for tailored support and intervention early on, ensuring that any emerging issues or developmental concerns are identified and addressed promptly. This proactive approach can prevent potential challenges from escalating, ultimately promoting positive outcomes for the child.

Additionally, focus meetings serve as opportunities to set specific learning goals and objectives, aligning efforts between home and school to support the child's holistic development. Regular discussions about progress and milestones enable continuous monitoring and adjustment of strategies, maximizing the child's learning potential.

Furthermore, these meetings facilitate open communication and mutual respect between educators and parents, fostering a supportive environment where everyone feels valued and empowered to contribute to the child's educational journey. As a result,

6. Roles and Responsibilities

The Principal and Vice Principal are responsible for:

- Ensuring that assessment policy is shared with stakeholders, including parents, promptly.
- Monitoring the administration of assessments.
- Checking that the integrity of the internal and external assessments is maintained.
- Overviewing and monitoring assessment outcomes of the school.

The Heads of Schools are responsible for:

- Ensuring ISCS adheres to BQA requirements and other appropriate international guidelines.
- Creating and maintaining an environment that ensures outstanding assessment, recording, and reporting to maximize learning for all students.
- Ensuring digital technologies are used to enhance the assessment, recording and reporting across the school.
- Ensuring rigorous monitoring and evaluating procedures are consistently adhered to and feedback is given to update practice where required.
- Creating and maintaining excellent relationships and partnerships with parents to improve the experience for their child at ISCS.
- Reviewing the Assessment and reporting policy.
- Monitoring the interventions for key groups of students.

The Head of Inclusion is responsible for:

- Ensuring assessment and exam accommodation is in place.
- Using assessment data to monitor the progress and attainment of SEND students.
- Using assessment information to coordinate individual support.
- Managing specialist SEND/EAL assessments.

Teachers are responsible for:

- Completing all areas of assessment on time via Edunation grading book in relation to

this policy.

- All teachers are responsible for analysing their class data, highlighting underachieving students and deciding on suitable interventions.
- Using assessment information as part of the planning process to provide personalised support and challenge.
- Following the assessment procedures outlined in this policy.
- Liaising with teachers concerning individual pupil progress.
- Reporting to parents as required.
- Leading Pupil progress meetings (a formal review of pupil performance in year group)

Students:

- Students are expected to engage fully in the assessment process by always trying their hardest in all forms of assessment and exams and by following exam regulations specified by examination boards.

Appendix 1: Primary Grading Structure

This needs to be changed.

مدرسة الإبداع العلمي الدولية
INTERNATIONAL SCHOOL OF CREATIVE SCIENCE

Beam
LIGHTING THE WAY

PRIMARY GRADING STRUCTURE		
96-100	8+	Greater Depth
91-95	8	
86-90	8-	
81-85	7+	
76-80	7	Above Expected
71-75	7-	
67-70	6+	
64-66	6	
61-63	6-	
57-60	5+	Expected
54-56	5	
51-53	5-	
47-50	4+	
44-46	4	Working Towards
41-43	4-	
37-40	3+	
34-37	3	
31-33	3-	
27-30	2+	
24-26	2	Working Below
21-23	2-	
13-20	1+	
7-12	1	
0-6	1-	