



Assessment and Reporting Policy

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Regional Director		Principal			Vice Principal		
Head of Foundation Stage		Head of Primary			Head of Secondary		

At Newlands School Dubai, we take a professional approach to assessing student progress. We believe that effective assessment provides information to improve teaching and learning. Aligned with the Dubai E33 education priorities, all children are entitled to regular and comprehensive feedback on their progress and attainment. Therefore, all teachers give children regular feedback on their learning so they can understand what they have done well, and more importantly, what they need to do to develop themselves further. Assessing children's progress allows us to plan learning opportunities based on detailed knowledge of each child. We provide our families with reports three times during the school year. Thus, enabling teachers, teaching assistants, children and their families to work together to raise standards for all of our children.

AIM

- To enable our children to demonstrate what they know and understand in their learning.
- To help our children understand their next steps.
- To allow teachers and teaching assistants to plan learning opportunities based on detailed knowledge of each child.
- To provide accurate and regular information to our families that will enable them to support their child.
- To provide School leaders, Governors and the DSIB with information that allows them to make judgements about the effectiveness of the school.

TEACHERS WILL...

- Provide continuous verbal and written feedback which identifies areas for celebration and next steps for learning.
- Act on assessment to inform planning for teaching and learning.
- Plan personalized learning opportunities.
- Design assessments which align with curriculum standards
- Share assessment and next steps to enable children to know how to achieve the learning objectives.
- Promote inclusion.
- Provide a periodic summary through teacher assessment.
- Identify gaps in children's learning.
- Reflect on the quality of their provision.
- Implement strategies to accelerate progress.
- Measure against expectations outlined in the Curriculum.

CHILDREN WILL...

- Know what to do to improve.
- Know their strengths.
- Make progress.
- Be confident to take risks and love learning.

A. FOUNDATION STAGE

Observation, Assessment and Planning

The main EYFS assessment method is through practitioners' observations of children in different teaching and learning contexts, including both adult focused activities and child-initiated play. Observations take place daily (both formally and informally). Practitioners make time to carry out planned observations of individuals and groups of children regularly. They also make spontaneous observations in order to capture significant moments of children's learning. All practitioners are involved in observing children. Practitioners use observations to support their developing knowledge of individual children. We capture moments in time learning in photographs, video and samples of children's work. This informs the next step and individual targets for the child on their learning path. These observations are recorded in children's individual 'Learning Journey' in paper and electronically using Classroom Monitor and Class Dojo and will be used to share the learning Journey with the parents as well as keeping an accurate and time relevant record of the student's achievements and progress.

This information gives us the knowledge of children's abilities, needs, interests, play schemas and learning styles. Observations are evaluated, children's learning priorities are identified and relevant learning opportunities are planned to support children to make the next steps and progress.

The EYFS framework provides a long-term plan to follow by ensuring that all Early Learning Goals are covered throughout the academic year. Medium term planning is created and takes into account the individual children's learning and developmental needs. [Assessment & Reporting Policy - EYFS.pdf](#)

Each child is assessed for levels of development against the Early Learning Goals. In the final term of the EYFS, we provide a written summary to parents, reporting their progress against the Early Learning Goals and indicating whether children are meeting expected levels of development, exceeding expected levels, or not yet reaching expected levels ('emerging'). This is the EYFS Profile. This information is then passed to the Teaching and Learning Team in Year 1 Primary during the transitional program.

All this is mapped to the EYFS Development Matters and kept up to date with current National and International Trends. New legislation will come into force in 2020 so our Assessment Policy for FS will be reviewed and amended accordingly.

B. PRIMARY AND SECONDARY

Assessing Student Progress and Achievement

At Newlands School, we use Paradigm to support data entry and analysis of progress and attainment data. Our approach is based on the following methods:

- Teachers assess children against the appropriate curriculum statements using a wide-range of assessment strategies.
- Teachers record the achievement of each child against each curriculum statement based on collated evidences.
- We ensure we create a holistic approach of each child's learning, progress and achievement. Therefore, a wide range of factors contribute to student progress and achievement.

Through the use of Baseline Assessments, CAT4 and GL Progress Test data, teachers can accurately identify the starting point for each child and plan individualized and group provision accordingly to best suit the academic needs of the children. Progress judgments throughout the year are informed by the combined analysis of summative (50%) and formative (50%) data. Teachers determine their end of term judgments using a variety of data sources.

Where appropriate, portfolios will be created for specialist subjects, which evidence the progress journey of a student. These assessed pieces of work will inform the end of term grades.

The assessment schedule is strategically organised to support the learning process for students. Up to four pieces of assessed work are used to inform the end of term grade, as well as an end of term assessment. Assessments are designed at appropriate curriculum level and aligned to the curriculum.

International Benchmark Testing will also provide data on the progress of each child. Students will take Progress Tests in Math, English and Science at least once in an academic year.

STUDENT PROGRESS MEETINGS

Each subject area within classes, year groups and phases will be reviewed termly to ensure all students are making progress appropriate to them and are on-track to at least meet expectations at the end of

the year.

Each teacher is expected to enter their data into Paradigm in advance of Student Progress Meetings in order to identify and analyse the progress of individuals and groups to inform professional conversations about the provision moving forward. The professional dialogue around data analysis will result in an updated data record showing who is on track to be at the expected level or above by the end of the academic year, along with effective evaluation of existing interventions.

Student-Led Conferences will take place once a year for students in Year 4-10. These conferences are designed for students to showcase their progress throughout the year and support their metacognitive development.

MODERATION

Internal and external moderation takes place yearly. Externally, subject leaders meet with other subject leaders yearly across Dubai to moderate pieces of work. Internally, Teachers and Subject Leaders will meet throughout the year to ensure consistency of teacher's judgements after they have made assessments in order to identify and resolve any differences. These are professional conversations built on trust, respect and shared responsibility for the achievement of all children.

Evidence teachers may use to support their teacher assessment judgements include:

- Examples of children's work
- Observations - photos etc
- Teacher's knowledge of students
- Summative and Formative Assessments

SEND PROVISION

Newlands School takes an active role in ensuring the progress of all children. Through inclusion, students identified on the SOD register will be accommodated for as necessary for the assessment process. With full support and assistance from the Inclusion department, this may be done in the following ways:

- Additional time given for assessments
- Support with writing answers
- Support with reading
- Completion of assessment through a different form (iPad, computer etc)
- Differentiated assessment

REPORTS

Written reports will be shared with parents 3 times throughout the academic year, allowing parents to have a continuous understanding of their child's progress and attainment. Parent teacher meetings will be held on set days throughout the school year.

THE UAE NATIONAL AGENDA

The school will contribute fully to the UAE National Agenda and recognises the requirements of the National Agenda Parameter. The school will participate in Dubai's PIRLS and TIMSS assessments. The school will also use CAT4, NGRT and GL Progress Tests in Math, English and Science.

	GL Cognitive Ability Test: CAT4	Benchmark Tests: Progress Test Series
KHDA Requirements:	All students in Years 4,6,8,10:	Years 4-10
	New to the school, or do not have current CAT4 data	Math, Science and English
	NGRT	Year 4-10